

NORTH CAROLINA CHARTER APPLICATIONS



NC Public Charters

Organization Information

Organization Name *

Dogwood Classical Academy

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Telephone *

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Address *

203 North Main Street

Unit/Suite

Zip Code *

28012

City *

Belmont

State *

North Carolina

Application Type *

Standard

Proposal Type *

Standard

Operator Type *

Independent



Primary Contact Name

Amy Shetler

Has the School Leader Been Identified?

Yes No

Do you have any Corporate Partnerships?

Yes No

Proposed Leader Name *

Proposed School Leader Current Job/Position *

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

Opening Year *

2022

Enrollment Projections

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year at capacity
K	60	80	80	80	80	2
1	66	88	88	88	88	2
2	66	88	88	88	88	2
3	66	88	88	88	88	2
8				104	104	4
7			104	104	104	3
6		78	104	104	104	3
5	48	72	96	96	96	3
4	48	96	96	96	96	2

Team Members Roaster



Name	Title	Position	Email Address
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Board Members Roaster

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Solomone Hejirika, Jr.	2102 North Brevard St., Charlotte, NC	28206	s.hejirika@dogwoodacademy.org	Board Recruitment Committee/Publicity Event Committee



1. Application Contact Information

Q1. Organization Type

- Municipality
 Nonprofit Corporation

Q2. Name of the nonprofit organization

Dogwood Classical Academy.

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

- Yes
 No

Q4. **The next few questions will** inquire about the person who will serve as the primary contact for this Application. The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application.

Please provide the Primary Contact's Title/Relationship to Non-Profit

The primary contact is Amy Shetler, and she serves in the capacity of Board Chair.

Q5. Primary Contact's

Mailing AddressCity, State, Zip

The primary contact's mailing address is as follows:

203 North Main Street

Belmont, NC 28012

Q6. Primary Contact's Primary Telephone Number

704 576 4268

Q7. Primary Contact's Alternate Telephone Number

Q8. Geographic County in which charter school will reside

Cabarrus County

Q9. LEA/District Name

130 Cabarrus

Q10. Projected School Opening Month

August

Q11. Will this school operate on a year-round schedule?

- Yes
 No



Q12. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.

The student population projections were developed based on the expected resource capacity and budget of DCA in the early years, community demand for charter school seats, and the experiences of other BCSI schools in their initial opening years and beyond. DCA expects to accommodate approximately 354 students in year 1. However, we believe it is prudent to begin with grades kindergarten through 5, to allow leaders, teachers and students adequate time to acclimate to the new curriculum and environment. We also believe it is important to build a strong student body by accepting more students in grades K-3. This will allow the younger students with the foundational base for a classical education to build the numbers in the upper grades each year. Keeping the numbers small in grades 4 and 5 will allow staff to offer more individualized support for these students who do not have the foundations of a K-3 classical education.

Q13. Projected Enrollment Demographics

Q14. Certification of Originality



8. General-Mission Purposes, and Goals

8.1. Mission and Vision

Q15. **The mission statement of the proposed charter school is as follows (35 words or less)**

Our mission at Dogwood Classical Academy is to graduate effective citizens by teaching the classical virtues, developing students who aspire to virtuous living, and instilling a desire for lifelong learning.

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

The vision of Dogwood Classical Academy is to shape a citizenry worthy of the ideals of our country's founders and the continuation of our American experiment, developed through a classical, great-books curriculum designed to actively engage young learners.

By engaging students in Socratic dialogue and inquiry about great ideas, DCA will develop within its students the intellectual and personal habits and skills upon which responsible, independent, and flourishing lives are built, in the firm belief that such lives are the basis of a free and just society. The Academy strives to offer enrichment and to develop character through both curricular and extracurricular offerings, to nurture the child's humanity with a constant view to the potential adult. The time-honored liberal arts curriculum and pedagogy direct student achievement toward mastery of the fundamentals in basic academic skills and towards exploration of the arts and sciences. Through consistent rigorous engagement with the classical virtues and with great historical figures our students will form a complex understanding of the foundational tenets of our Western heritage.

Q17. **Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and ELL population of the district? See G.S. 115C-218.45(e).**

DCA demographics will be aligned with the demographics of Cabarrus County's LEA which currently serves 14,788 elementary age students. The Cabarrus County elementary demographic includes the following races and ethnicities:

- 19.9% African American
- 9.2% Asian
- 18.8% Hispanic
- 47.1% White



The percentage of students who qualify for Free and Reduced-Price Lunch total approximately 40% in Cabarrus County. The schools located near our target area of Odell School Road are much lower than the average for Cabarrus County. Therefore, we believe that the percentage of that student subgroup will be lower than that of the county.

DCA will target the neighborhoods around the schools with a higher average through community outreach in order to better represent this subgroup. DCA's percentages of Students With Disabilities and English Language Learner subgroups will closely mirror that of the LEA.

Name of County or School	White	African American	Hispanic	Asian	SWD	EL	Free/Reduced Lunch
Cabarrus County Schools	47.1 %	19.9%	18.8%	9.2%	3%	6.2%	42%
Dogwood Classical Academy	49%	21%	19%	10%	4%	4%	30%

Q18. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?

Public district schools within 6 miles of DCA's targeted area have NC Report Card Grades of A's and B's . These schools have similar enrollment trends for both white and African American students, but their rates of enrolling students who are Hispanic and Asian is vastly different. These schools averaged 51.5% white, 12.3% Asian, 15.7% African American, and less than 15% Hispanic with 27.7% of students qualifying for Free and Reduced-Price Lunch.

The county's population of white and Asian students is smaller than these schools, but the African American and Hispanic populations are larger. All of these schools scored above the 60% range in proficiency for Reading and Math, and 75% were proficient in Science (5-8). Literacy was the lowest score for all the schools.

**Demographics:**

School Name	White	African American	Hispanic	Asian	SWD	EL	Free and Reduced
Cabarrus County	47.1%	19.9%	18.8%	9.2%	3%	6.2%	42%
Cox Mill, WR Odell Elementary/ WR Primary, Weddington Hills	51.5%	15.7%	15%	12.3%	2.5%		27.7%
DCA	49%	21%	19%	10%	4%	4%	30%

Test Score Results:

School/County Name	ELA EOG Scores 2019	Math EOG Scores 2019	Science EOG Scores (5-8) 2019
North Carolina	55%	59%	76%
Cabarrus County	63%	66.7%	82.3%
Cox Mill, WR Odell Elementary, WR Primary, Weddington Hills. Charles E Boger	69%	77.2%	84.4%

According to the Mayor of Kannapolis, Darrell Hinnant, Western Cabarrus County is growing at a rate of 1,500 people each year. In Cabarrus County, thirty-one new neighborhoods will be built by the end of 2023. DCA would assist Cabarrus County Schools by alleviating the overcrowding that will occur from the growth in this area.



According to a 2019 article in the Independent Tribune (https://independenttribune.com/news/school-capacity-growth-a-concern-in-northwest-cabarrus/article_31952558-eb59-11e3-a6c9-0017a43b2370.html), Cox Mill Elementary had 1,153 students even though it was build for only 990 students. The February 2020 Cabarrus

School Board meeting (<https://www.wsoctv.com/news/local/parents-concerned-about-overcrowding-elementary-school/EAQFKOPPTRF33AMVYXO7RBO5CE/>) suggests that many parents are worried about the overcrowding and the redistricting that will happen because of the overcrowding. At the same time, DCA' recognizes the success that Cabarrus County Schools have had in providing a successful school model for many of its students, and DCA's contribution of a rigorous classical curriculum would continue to uphold the high performance of Cabarrus County Schools.

DCA's curriculum was selected specifically to meet the needs of all students within the enrollment zone, and we expect a population of students from diverse backgrounds with diverse learning abilities. Our curriculum is time-tested, and has been successfully implemented for students from academically, socially, and economically varied backgrounds. In a study conducted in Oklahoma City, assessment results showed that students using Core Knowledge scored 13 percent points higher on normed based tests and 9 percentage points higher on criterion based tests. Please see the attached document entitled How Do We Know This Works for further details about the Core Knowledge Sequence.

Evidence :



Q19. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).

DCA's total projected enrollment for the first year is 324 students. In grades K-2, there will be 54 students per grade level; in third grade, 66 students; and in 4th and 5th grade, 48 students per grade level.



DCA's percent of student enrollment in the 1st year will be 1% of Cabarrus County's elementary LEA population of 33,678 per the 2019-2020 ADM Report. This percentage would decrease by the time our school is open in the fall of 2022 due to the population increase in the Cabarrus County area.

According to the 2019 Census results

(<https://www.census.gov/quickfacts/fact/table/cabarruscountynorthcarolina/PST045219>), Cabarrus County's population grew 21.5 % since 2010 to make it one of fastest-growing counties in NC.

Q20. Summarize what the proposed school will do differently than the schools that are now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?

Cabarrus County Schools uses the Balanced Literacy method to teach ELA. Balanced Literacy focuses on balancing reading, writing, and word study. This approach does use phonics to teach reading, but it does not include all the phonemic sounds. DCA would provide a developmentally organized learning continuum that builds from a foundation of memorization and recitation and culminates in critical thinking and active well-reasoned participation using Core Knowledge. While we educate for the "long game," adulthood, we are aware of the natural needs of children at each age.

We will teach literature and history synchronously across cultures rather than in geographical compartmentalization. Through literature, the student perceives the culture of the time and its influence on historical actions. The students are better able to discern the profound implications of ideas in the real timeline that they occurred. This concept of synchronized study develops an understanding of the roots of the American Republic required for a high level of civic involvement. We understand that our students are the guardians of this Republic, and influencers of culture. Our students will become adults who are active contributors to the national public life, so we equip them academically and practically through vigorous study of our founding documents, inherited philosophical legacy, and history.

1. The curriculum is consistent with K-8 standards and will build from what students learned in the previous year.
2. In the lower grades, all the phonemic sounds are taught.
3. All students in grades 4 and 5 will be informally introduced to Latin roots which have been demonstrated to improve reading comprehension and vocabulary and bolster performance in all subjects. The formal study of Latin will begin in grade six.
4. Upper-level students will study history mainly through primary source documents to foster analytical skills and essential insight into their culture and heritage.



5. All students will be trained in study skills, such as time management, organization, and note-taking, that are essential for building stamina for further academic pursuits.
6. We maintain high expectations of our students and of their dignity as contributors to human well-being worldwide. We cast a vision early for DCA students as active learners and makers in the world.
7. Students will be exposed to ideals of character through classic literature and the study of Western Civilization that will help to build a code of conduct and school culture, through the actions and consequences of the characters and historical figures they study.
8. The program will introduce and seek to instill virtues of character in the lower grades through these pillars of character education: responsibility, respect, courage, courtesy, honesty, and citizenship. Instruction in the classical virtues (prudence, justice, temperance, and fortitude) will be introduced in the upper grades as a continuance of the Elementary character program and as a necessary corollary to the classical curriculum.
9. Since technology is pervasive in the world today and can distract from the content being taught, it will be a secondary resource in our learning culture rather than a dominant feature of each classroom. DCA students will be trained on any necessary remote learning programs in their weekly technology classes. We will maintain the resources required to provide remote learning.

Q21. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results

The school will use a variety of methods to reach out to the community. Most of our outreach will focus on online outreach and community newsletters due to COVID 19. All of the community events that we had scheduled were canceled, so we have shifted our focus on preparing webinars, establishing a stronger website/Facebook presence, hosting Zoom parent meetings, leaving printed information in local businesses, preschools, churches, setting up information tables at community malls, putting ads in neighborhood newsletters, and mailing out brochures to targeted addresses.

Types of Marketing Events:

- Community Events:
 - Once community events open up we will book these events. We will hand out DCA information, answer questions, and ask parents to complete our interest survey. We will continue to monitor the opening of these events and schedule them. Our board will also analyze what events and advertising are most effective for reaching the community to gain support. This analysis will allow us to focus our time and money on the marketing efforts that work best.
- Parent Surveys:
 - The results of our parent survey: The total number surveyed was 25. Out of those, 23 parents expressed interest in applying to Dogwood Classical Academy.
- Survey Questions:
 - Name/zip code/email
 - Why would you consider a different school from your child's assigned school?
 - Would you apply to Dogwood Classical Academy?



- Meetings with Community Leaders:
- The list included in Appendix A contains some of the relationships that we have established. DCA will continue to focus on building a relationship with community leaders. Other community contacts that we would like to make are real estate offices, children's dentist offices, and businesses that cater to children.

Q22. Attach Appendix A: Evidence of Community/Parent Support.

Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school. You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence :


Appendix A_DCA.pdf

8.2. Purposes of the Proposed Charter School

Q23. In one page or less, describe how the proposed charter school will achieve one or more of the six legislative purposes, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations..

The Six Legislative Purposes of a Charter School are:1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.2. Hold schools accountable for meeting measurable student achievement results.3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.4. Improving student learning.5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.6. Encourage the use of different and innovative teaching methods.

1 DCA's professional development program will support continuous learning and improvement, will enhance and expand the knowledge, skills, and abilities of teachers, staff, and administrators, and will contribute to accomplishing the school's goals, mission, and vision. DCA will employ a combination of internal and external professional development activities which all teachers and administrators will attend in order to ensure uniform understanding of core components and alignment with the school's mission.



Teachers will have opportunities to show leadership by using what they learn through PD to be a grade-level lead teacher, accepting responsibility for administrative tasks, and starting extracurricular activities for children. On an ongoing basis, individualized professional development will address needs in new staff, gaps, or areas needing improvement identified throughout the year. Effectiveness of DCA's professional development program will be assessed based on student performance and observation, monitoring, and feedback by teachers and administration.

4 Core Knowledge, Riggs and Singapore Math were selected because these programs are designed to build foundations of knowledge in the elementary years. Because children learn by building on what they already know, this curriculum will benefit students with varying learning abilities. Emphasizing foundational skills and rich content, teachers can not only effectively bring students with academic problems up to grade level but also strengthen the knowledge base and challenge the academic potential of every student at or above grade level.

The time-tested, multi-sensory, brain-based approach that addresses multiple student learning styles is the Riggs method. Riggs, a literacy development program, is appropriate for teaching all students the explicit phonics, reading, and language arts they must learn in order to succeed. Riggs provides a strong foundation for students who exhibit academic progress, and will be an effective remedial program for students with academic challenges. ELL students will also benefit because Riggs provides limited concepts at a given time and is practiced until students achieve mastery. We believe one of the best forms of remediation is through a solid phonics program.

8.3. Goals for the Proposed Charter School

Q24. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.

ACADEMIC GOALS: (Principal will include academic progress of all grade levels as part of the monthly report at each governing board meeting.)

1. The baseline in Literacy for the LEA is 63% at or above proficient according to 2018-2019 NC Report Card. By the end of the 3rd year 68% of DCA students 3-7th will be at or above proficient on the Literacy EOG. This percentage will continue to grow each year by 1-3%.
2. The baseline in Math for the LEA would be 67% at or above proficient according to the 2018-2019 NC Report Card. By the end of the 3rd year 72% of DCA students 3rd-7th will be at or above proficient on the Math EOG. This percentage will continue to grow each year by at least 1%.
3. All non-state tested grades will show 1 years growth from the baseline score for the LEA by the end of the second year. This growth will increase by .2 by the end of the fifth year.



Our goal is to increase 2-3 % in each academic area annually. Based on other schools that have used Hillsdale curriculum DCA believes the first couple of years will be closer to 2% to allow for acclimation to the curriculum. Hillsdale reported that on average their schools score 20% higher than the state average on ELA

EOG testing (NC 55%), and 10% higher on the state math EOG testing (NC 59%).

Dogwood	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
ELA	63%	65%	68%	71%	73%
Math	67%	70%	72%	74%	77%
Science	82%	83%	85%	87%	89%

PROFESSIONAL DEVELOPMENT GROWTH GOALS: (The Board will receive monthly updates on PD and its effectiveness from the principal.)

Dogwood Classical Academy instructional staff will attend in-house or external professional development annually related to the classical educational model (for example, conducting Socratic classroom discussion or related to incorporating virtue-related discussion into subject area specialties), to establish teacher fluency with the methods of the classical education model. Teachers will sign in for each training session.

Teachers identify in a pre-observation interview one classical pedagogical strategy annually to develop and will use it with fidelity during required ensuing observations.

All Dogwood Classical Academy instructional staff will actively participate in Departmental/Faculty-wide classical content discussion groups to deepen cross discipline awareness and strengthen school culture. One staff meeting per month will be set aside for this, and discussion groups will meet in the media center.

FINANCIAL GOALS:

Dogwood Classical Academy will average 5-7% surplus over 5 years to allow for unexpected expenditures.



	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Fund Balance	115,733.81	421,194.46	233,035.55	349,917.66	113,660.23
Fund Balance Percentage	4.4%	9.6%	4.2%	5.5%	1.8%

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

A key goal of the DCA’s school culture and learning measurement process will be to provide results of findings and outcomes by way of communication and feedback to overall stakeholders. The Board will receive reports, monitor progress, and provide support in the growth and mission of our school. Once the Board communicates the goals for the school to the principal, the principal will create the processes that will make it possible to reach their goals. The Principal will provide monthly reports that include the following information: Enrollment report, formative/summative data, school Culture updates, parent and teacher survey data, post graduation placement, enrollment data/retention rate, faculty retention rate, admissions and wait list data, and a financial report. The practices will be re-evaluated on an annual basis to allow for adjustment of techniques, strategies, and other relevant programs with the intention of more significantly affecting learning outcomes.



9. Educational Plan

9.1. Instructional Program

Q26. Provide a detailed description of the overall instructional program of the proposed charter school, including:

- major instructional methods
- assessment strategies, and
- explain how this instructional program and model meet the needs of the targeted student population

Dogwood Classical Academy will provide students a complete education that will challenge them to excel in both learning and character. High expectations, a continuous and proven K-8 curriculum, a well-regulated campus, and a well-equipped faculty will support consistent student learning. The specific structure of the curriculum is known to support learning among students of all abilities and cultural backgrounds because teaching aligns with the developmental stages of children. The goal of Dogwood Classical is to graduate students who are academically and culturally literate, prepared to continue academic achievement, and ready to become responsible members of their community. The curriculum has been carefully selected to facilitate those goals.

Proven Partners and Affiliates

Dogwood Classical Academy intends to collaborate with Hillsdale College's Barney Charter School Initiative (BCSI) in design and execution of the educational program . BCSI has partnered with more than twenty other classical schools on this same task and has developed a curriculum that has shown success across a wide variety of student backgrounds. The Board of Dogwood Classical is additionally consulting with existing K-12 educators around the country with expertise in classical curriculum design and implementation.

Building Foundations

The curriculum is characterized by a strong emphasis on sequential foundation building to support language learning. The curriculum is content-rich in all subjects, focusing on the historical, literary, and scientific traditions of the United States and of Western civilization at large. Our students will have the background to participate in our increasingly complex culture.



In the early grades, the curriculum focuses primarily on literacy and numeracy formation. Both subjects are foundational to a student's education. We will, therefore, use the Riggs Institute's *The Writing & Spelling Road to Reading & Thinking* to teach literacy and related skills, and the Singapore Math Program to teach numeracy. These programs have had strong success with the BCSI schools of varying populations since they started working with charter schools in 2010. As stated in the mission section BCSI schools on average score 20% higher in ELA and 10% higher in Math on state EOG testing.

The Singapore Math Program

The Singapore Math Program provides students with a strong conceptual foundation in basic mathematics. From the earliest grades, this program emphasizes concepts, mental math, and number sense while employing physical and graphical illustrations of underlying rules and phenomena. The program presents mathematical skill-building and problem solving so that students have a better understanding of both when and why to use a particular equation.

Students move to the next skill level once they have mastered their current skill level. Because of the grade to grade continuity of the program struggling students are able to fill in the gaps, and advanced students are able to maintain their accelerated progress.

Ability-level groups will be determined at the beginning of each school year, and adjustments will be made on an as-needed basis through the MTSS monitoring system in order to best equip each student with the language of numeracy. Professional development will be provided for teachers so that they can incorporate daily and weekly informal assessments, to allow for immediate remediation. Our classroom structure and scaffolding curriculum is designed to keep students out of the MTSS monitoring system because it corrects student struggles in real-time. Additionally, all grades have a dedicated remediation and review blocks built into the yearly schedule.

Language Learning

The Riggs Institute's *The Writing & Spelling Road to Reading & Thinking* is a multi-sensory, brain-based approach for teaching phonics, spelling, reading, handwriting, and grammar. The Riggs program teaches the 71 letter-sound (phonogram) combinations used in the English language, beginning with the easiest sight-to-sound correspondences, and working towards those that are most complex.



Syllabication is critical to a proper understanding of letter-sound relationships, so the Riggs program teaches syllabication from the beginning of kindergarten. Alongside learning phonograms and implementing these into a comprehensive spelling and vocabulary regimen, students using the Riggs program will learn handwriting, including cursive handwriting. As students grasp the basics of English literacy, the program lays a foundation in basic grammar and composition. Grammar and composition are important components of becoming a strong reader in all subjects. As students move into grades 6-8, they will be responsible for writing papers using these skills.

Driving ELA Performance

The central position of language in the curriculum continues throughout the elementary grades. In grades 4 and 5, students will learn Latin and Greek roots of English words. Latin is introduced and taught alongside English so that students learn the structural underpinnings of their own language, expand their vocabulary, and improve their reading comprehension. Cabarrus County students are currently performing at the 63rd percentile in ELA. It seems evident that students would benefit from the foundation and language instruction that a classical education provides. Understanding the form and function of language will translate to an increase in ELA scores.

Content Rich Curriculum

As students mature in their facility with language, the curriculum directs their time and intellectual energy into more content-based (as opposed to skill-based) aspects of the curriculum. The basis of these subjects from Kindergarten through 5th grade is the *Core Knowledge Sequence*, made available through the *Core Knowledge Foundation*. This sequence was developed to provide a comprehensive order to K-5 education, with the intention of training students in the content—art, literature, science, history, math, and language—that forms their cultural and intellectual inheritance. The *Core Knowledge Sequence* was first published in 1988 and has been successfully employed and tested in hundreds of schools throughout the United States. In its ninth and current edition, the sequence aligns with North Carolina State Standards. The Core Knowledge sequence additionally supports the development of cultural literacy, a key to all future success as students leave their local communities for the larger world.

Core Knowledge Sequence



The *Core Knowledge Sequence* provides a grade-by-grade sequence of specific topics taught in grades K-5. It will provide the basic curricular framework for history, geography, literature, visual arts, music, and science at Dogwood Classical Academy. With cultural literacy as the guiding principle, the *Core Knowledge Sequence* leads students through a comprehensive and grade-appropriate view of each subject.

Instructional Method

Topics are repeated in a spiraling fashion, so that younger students build a firm but broad foundation in these topics while older students are able to achieve depth. For example, the basics of language and literacy are introduced in K-2nd, and the composition of single paragraphs is introduced in 3rd grade. In 5th grade students are introduced to the 5 paragraph essay structure. 8th grade is characterized by a review of sentence diagramming and parts of speech, while developing more writing and editing skills, such as rhetorical skill and style and scholarly use of citations. This prepares students for the more complex level of reading and writing characteristic of high school, university and beyond.

Instructional Continuity

The Sequence provides a necessary order across grades and between schools and families, such that teachers can base their lessons upon what students have learned and will learn, and parents can anticipate what their students will learn in each grade. The *Core Knowledge Foundation* provides resources to support core aspects of the sequence.

Local Leaders

Teachers are encouraged to reach beyond the immediate resources and take ownership of their own lessons. The BCSI has found this arrangement valuable in striking a balance between teacher support and teacher freedom. Further, this allows for pedagogic responsiveness to local student populations. For example, this is just one means by which gifted students can be additionally challenged.

Science

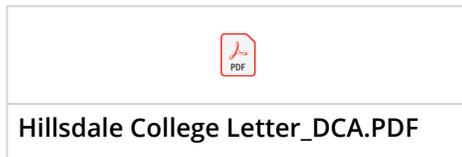
Although classical schools typically emphasize the humanities, the sciences are no less important and will not play a secondary role at Dogwood Classical Academy. The *Core Knowledge* science program focuses on thematically linked science topics and biographies of great scientists. The order of the *Core Knowledge*



program allows for regular repetition of the most important topics, such that students are well-versed in the fundamentals by the time they reach 5th grade. The science program is supported by Pearson's *Science Explorer* series, complete with integrated lab manuals and demonstrations and *Delta Science Content Readers*.

Please find attached a letter outlining the potential partnership between Dogwood Classical Academy and Hillsdale.

Evidence :



Q27. Curriculum and Instructional Design Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

The primary learning environment will be classroom-based. After year one, K-2 class sizes will be maintained at 18-23, with up to 26 students in grades 3-8, to ensure the teacher-to-student ratio is most effective. Ability groups will be used for Language Arts and Math learning, effecting class size.

Our teacher-led classrooms will be structured environments that encourage learning, dialog, and respect. Because character formation is a significant feature of the curriculum, behavioral expectations will be clearly defined and consistently reinforced through both instruction and school mores. Positive contributions to the classroom and to the school will be a valued norm within the school.

In K-4 language arts skills will be taught during the morning. Other content will be integrated into literacy-related instruction. The visual arts, music and drama will also be integrated as relevant. Math instruction for grades K-6 will follow this morning routine in the schedule in a late morning block. Afternoons will be dedicated to science, social studies, special classes, and reinforcement of literacy. Our schedule allows for revisiting language arts and numeracy several times per day in different expressions.

In 5th and 6th grade, specials will be scheduled in the morning, and literacy skills learning will follow. ELA Literature, Science, and history will be offered in the afternoon. Latin instruction is introduced in middle school as part of literacy development. All age groups benefit from a regularly scheduled recess.



Q28. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been

successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps

Mission Alignment

Our mission is to graduate effective citizens by teaching the classical virtues, developing students who aspire to virtuous living, and instilling a desire for lifelong learning.. As an example of how our curriculum supports our mission, we describe below our reading block for older students:

Our teachers will lead students in the reading of classical literature. Prior reading and knowledge will be connected to that day's new reading. Ideally, discussion will be prompted that allows students to practice logic and rhetoric. They are expected to be thinking, formulating perspectives grounded in the contents of their reading, and articulating them coherently among their peers. In this way, students are preparing for higher education as well as for thinking through more complex content. The classroom discussions are collaborative, in that students are supportive of each other's efforts to analyze and organize newly acquired information. They are recognizing the character qualities of those within the story as well as exercising courage, integrity, or humility as they participate in class discussions. As students think, learn, and experience their own personal development, their appetite is whet to continue to learn.

NC Accountability Model and Closing Achievement Gaps

BCSI utilizes the network of over 20 schools to share best practices and refine the recommended curriculum. Innovations which are helping students succeed within the classical model can be shared and implemented across other BCSI schools. This has proven to be an effective model for continuous improvement of the education program and meeting accountability requirements for states.

Overall in ELA, BCSI schools score an average of 20 percentage points higher, and 10 percentage points higher in math on state testing.



TARGETED POPULATION, Test Score Results:

School/County Name	ELA EOG Scores 2019	Math EOG Scores 2019	Science EOG Scores (5-8) 2019
North Carolina	55%	59%	76%
Cabarrus County	63%	66.7%	82.3%
Cox Mill, WR Odell Elementary, WR Primary, Weddington Hills. Charles E Boger	69%	77.2%	84.4%

Evidence suggests that a classical model of education drives achievement. Although our targeted student population has higher standardized test scores than those of the entire state, there are still students who are not performing at grade level. Classical classrooms uniquely serve these students, as previously noted. Additionally, high achieving students can continue to make significant progress with this curriculum, as it has been created for maturation and challenge, both intellectually and developmentally.

Q29. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve

The two primary instructional strategies employed at Dogwood Classical Academy will be the lecture and the Socratic method, which help students' understanding of inquiry and analysis.

The Lecture

The guiding instructional strategy for most K-5 instruction will be "teacher-directed," in the form of a lecture, story, read-aloud, or teacher-led discussion. The teacher-led discussion will model inquiry and analysis by allowing students to hear and understand what kinds of questions logically emerge from text and context. As students respond, teachers have the opportunity to redirect young learners to the text to confirm the rationale for their answers. For younger students, teachers are connecting dots. Student performance on standardized tests should improve, as test-takers will have higher comprehension and more developed analytical skills.

The Socratic Discussion



This prepares students to engage in more open Socratic discussion appropriate to middle school learning. Students are invited to offer responses with text-grounded rationales, as well as to suggest alternatives grounded in thoughtful reason. This cooperative dialogue involves ideas, challenges, and a refinement of those ideas as the teacher and cohort of students seek to find the best expression of a question's answer. In related teacher-led instruction, the teacher is asking questions aloud and talking through how to analyze the information that is available to help find an answer, as students offer input. Analytical strategies and implications are discussed more overtly than in prior years.

Dogwood Classical Academy uses these strategies because they are part of the Core Knowledge Sequence providing comprehensive and developmentally appropriate order to K-8 education. The combined instructional strategies provide students with the broad knowledge needed for true reading comprehension. This translates to increased academic achievement for all students.

Examples

Classical educators use primary source materials in their entirety and within the appropriate context in history instruction. Especially in the upper grades, artifacts, documents, recordings, or other sources of information created at the time bring to life the complexity and motivations of history and equip students with insight into the nation-building process. Proven study skills, such as memory techniques, organizing, note-taking, research methods, and time management are additional distinctive qualities of a classical curriculum.

Character and Learning

Teachers will be expected to model the classical virtues (i.e., prudence, diligence, patience, courage, faith, humility, and charity) and connect these virtues to the characters in classical literature and to historical figures. Canon literary plots often entail morality conflicts, so students will explore the costs and benefits of living a virtuous life. The study of history, revisits the same themes in real life. This kind of exploration of classical virtue is important to adolescent development. Classical classrooms are characteristically well-managed, peaceful, and respectful learning environments. It is known that even in schools with an "average" curriculum, performance improves when the environment improves. Character correlates to achievement.

Q30. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion



In general, the classical education model creates opportunities for students to succeed. Formal and informal assessments characterize the daily routine, with formal and informal strategies for remediation and advancement built into each day. This ensures that students are not left behind, and that students can excel daily. At regular intervals, summative assessments will be administered in a manner that challenges students, reinforces learning and creates moments of success. We expect to see improvement in test scores the first year.

The *Core Knowledge Sequence* in particular provides a grade-by-grade sequence of specific topics to be taught in grades K-8. With cultural literacy as the guiding principle, topics that are especially important for cultural literacy are repeated in a spiraling fashion. Younger students build a firm but broad foundation in these topics while older students are able to achieve depth. This growing familiarity with language, literature, math, and the language and practices of science will reflect in continuously improved performance on standardized assessments. Students will graduate eighth grade prepared for advanced courses in high school.

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

DCA will follow the Cabarrus County traditional calendar. Our Board feels that it is important for enrollment for our calendar to match the LEA for parents who have children in other County schools.

DCA's Calendar will provide students with the instructional hours (1,062) they need to become acclimated to the curriculum. Additionally, we acknowledge the parents' need to become versed in the curriculum and have provided quarterly parent workshops (TBA). The remote learning days that are currently a part of the Cabarrus calendar will be titled "Reading Day" for DCA. Reading Days are to support our students' lifelong love for reading and will be tied directly to classroom learning.

Teachers are both subject area and education experts. Neither the Socratic method nor direct instruction is standard methodology in contemporary college Education programs. We know that our teachers need a specialized skill set. Therefore, regular professional development in classical and pedagogical methods support excellence in both spheres. Our calendar identifies the teacher professional development days, and our expectation is that all teachers will attend. Because we want to support our teachers as subject matter experts and continual learners, we do not want clerical tasks to compete with their preparation, so we have provided three half-days for quarterly administrative tasks.

Q32. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.



Structure of School Day and Week

DCA's students are at school for 7 hours. Our students will arrive at school for an 8:00 a.m. start time, and depart school at 3:00 pm., Monday through Friday during most school weeks.

Number of Instructional Hours

The number of instructional hours per year is 1,062. The breakdown of the minutes per subject is in the chart below.

Grades	ELA	Math	Grades	Science	Social Studies
K-2	150 min	80 min	K <input type="checkbox"/>	20 min	20 min
3	130 min	80 min	1-2	30 min	30 min
4-6	110 min	80 min	3-4	40 min	40 min
7-8	50 min	50 min	5-8	50 min	50 min

Students in K-5 will study language arts in a block schedule in the morning, and they will revisit language arts in Reading in the afternoon. Similarly, K-6 students will study math in a mid-morning through lunchtime block allowing for fluidity among learning groups. Our daily schedule also allows math learning to be reinforced during different parts of the day. Repetition of subject content throughout the day using different learning modalities is a successful teaching strategy among diverse learners. Additionally, class sessions differ in length. This too is responsive both to the needs of students and to the nature of the content.



When students transition to grades 7-8, they will move into the logic phase of the classical education model which includes fifty-minute blocks for literacy, math, science, social studies, Latin, and music/arts allow for Socratic dialogue and builds on previously learned skills.

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

The typical day for teachers and students in the first year of operation will include the following:

Teachers arrive at school by 7:25 to make sure they are ready to welcome their students to a new day of active learning. Students arrive at the school for 7:50 a.m. admission to the school building, at which time the principal welcomes them by name as they move to their classrooms. There is no need for monitors, in the hallway because students are reflecting on the school's classical virtues they are learning in class and through the examples of the teachers and staff as they walk to class.

Our K-5 population will hangup their backpacks and outerwear as their teacher cheerfully greets them at the classroom door. Students independently get into their arrival routines in anticipation of the 8:00 bell. Other staff will be positioned near the entry and at reception to greet students and to address parent questions. By the 8:00 a.m. bell, students will be ready to participate in a full day of active learning. For the next ten minutes, "Class Meeting" will occur, during which the teachers and students will listen to the announcements and recite the "Pledge of Allegiance." Then young students are introduced to and reminded of the days of the week or are busy reciting Benjamin Franklin's poem, "Early to Bed." Older students participate in readings, recitations or other activities to help them focus on the day ahead.

Students and teachers efficiently transition into the school day. Students will move to classes that are suited to their stage of learning for ELA and math. Teachers welcome a new group of children to their classroom and are fully prepared to teach the students at the students' stage of learning. DCA students will participate in two specials a day that teach them more about the music, art, and culture of the time period in history they are learning about in their classrooms.

Following lunch in their classrooms, students begin their afternoon learning which includes specials, science, social studies, and revisiting math and ELA. While students are participating in their specials classes, teachers are planning with other teachers and preparing for future lessons. For example, when students are learning about the Renaissance in Florence in history, they will be studying the sculpture of David in art. In music class, students will study music from that time period.



Students are dismissed at 3:00 from their classrooms to follow procedures for carpool pick up. Teachers remain in their classrooms until 3:25 to prepare for the next day of teaching. The DCA school day is full of opportunities for the students to reflect on the classic virtues in the choices they make. Teachers are teaching and modeling these virtues in their daily lessons. Students go home excited to return the next day, because they know they are responsible for their own learning and being a part of building the school culture.

Q34. Will this proposed school include a high school?

- Yes
- No

Q35. High School Graduation and Post Secondary Readiness Describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered

Dogwood Classical Academy will serve students in grades K-8. This question is not applicable to DCA.

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

Dogwood Classical Academy will serve students in grades K-8. This question is not applicable to DCA.

Q37. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements

Dogwood Classical Academy will serve students in grades K-8. This question is not applicable to DCA.

Q38. Attachments Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve).

One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 28 Total Files Count: 5

Evidence :


Appendix B.pdf

Q39. If applicable, attach Appendix C: 9-12 Core Content Electives

Provide a visual description of what courses (both core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.

Dogwood Classical Academy will serve students in grades K-8. This question is not applicable to DCA.



Q40. **Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)**

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

Evidence :


Appendix D.pdf

Q41. **Attach Appendix E: Daily and Weekly Schedule**

Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.



Evidence :


Appendix E.pdf

9.2. Special Populations and "At-Risk" Students

Q42. **Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students**

The classical curriculum has a record of success for lower-level learners. The curriculum is designed with differentiation in mind and lends itself to individualized instruction and to closing the gaps between high and low-level achievers.

The Riggs program is quite similar to the Orton-Gillingham and Spalding programs employed by many schools for reading remediation. By using this program with all students, we expect to meet many student literacy problems before they develop.

Formative and summative assessments are built into the curriculum and occur formally and informally at regular intervals. Student intervention can happen immediately within the pre-existing structure of each day as literacy and numeracy are revisited several times each day in different expressions. Ability grouped instruction



will be supplemented with content area reading and additional in-class or pull out support as needed.

Similarly, Singapore Math is designed to meet the individual needs of all students. Skills are presented in a specific order with opportunities for repetition. Singapore Math lends itself to differentiation because of the three stages of learning contained in the materials: concrete, pictorial, and abstract. Students are assessed continually to determine mastery of skills. Students at the more concrete level are allowed to stay at that stage longer, with tools such as manipulatives, to assist in learning.

In general, our hope is to retain all students in regular education classes. Those EC students who require extra attention will be pulled out for specialized instruction by an appropriate instructor. Dogwood Classical will contract for various kinds of support services. Weekly consultations with teachers will be held to ensure that appropriate modifications are occurring during instructional activities and teachers are providing the appropriate test modifications. The Multi-Tiered Systems of Support model (MTSS) is our additional roadmap of intervention, providing quarterly testing.

The steps of intervention are as follows:

Within the classical curriculum, if a student demonstrates gaps in his or her understanding of the taught skills that are not addressed through the classical pedagogical structure, the teacher will use additional instructional supports that align with the student's level of needed intervention. Classical instruction, much like MTSS, seeks early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. Again, we expect that the sequential and age-appropriate teaching practices of the classical model of education will significantly diminish our need for additional programs. If such need persists, a student will move to a Tier 2 intervention, as Tier 1 is already normed as a general daily practice.

Tier 1 (These are core instruction and supports available to all Dogwood Classical students): Tier 1 consists of the general academic and behavioral instruction and support that is designed and differentiated for all students in all settings. School-wide progress monitoring and screenings are used to ensure that core instruction is effective and to identify students who may need additional support in order to be successful.



Tier 2 (Supplemental instruction or intervention provided to targeted groups of students): If a student is identified as having additional needs, Tier 2 consists of more focused, targeted instruction or intervention and supplemental supports. For instance, an additional 30 minutes per day may be devoted to reading in a small group (3-6 students), with a focus on applying already learned language decoding skills to words in the text. Adjustments can be made within Tier 2 to increase time on task or decrease student/teacher ratio.

Tier 3 (Intensive individualized intervention and supports provided to individual students): Tier 3 consists of the most intense (increased time, narrowed focus, very small group or individual) instruction and intervention based upon individual student needs.

In summary,

Tier 1 Focus: For all students.

Tier 2 Focus: For students identified with marked difficulties, and who have not responded to Tier I efforts.

Tier 3 Focus: For students identified with marked difficulties, and who have not responded to Tier I or Tier II efforts.

The Tiers are not a “set” series of interventions or activities that all students move through. Rather, they are fluid and flexible; students may move from a lower to a higher Tier and back again, based on documented need. A student may be successful with Tier 1 supports for behavior and mathematics, require supplemental Tier 2 instruction for reading, and need intensive Tier 3 interventions for writing. As the student progresses and the performance gap with grade level and classroom peers closes, the student may no longer need anything beyond what the curriculum already provides.

Q43. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school’s pre-opening plan to prepare for special populations.

Mrs. Jennings has been an Exceptional Children’s teacher in Charlotte Mecklenburg Schools for over 20 years at the same school. She served as many as 121 students as the Compliance Facilitator for over 10 years. Mrs. Jennings has received training in the laws, regulations, and best practices relevant to EC students. She met the needs of her students by teaching them in small groups, co-teaching and consulting with general ed teachers. Mrs. Jennings believes that these methods will be even more effective in a classical school that is focused on building a strong foundation so students are successful without having to experience failure.



Mrs. Shetler is the Board Chair and serves on the North Carolina Application and Events/Publicity committees. She is a certified Academically Intellectually Gifted teacher and has worked as a Talent Development (TD) Facilitator at the same school for over 10 years. She was responsible for providing TD services for over 90 students in grades K-5, testing students, and keeping their cumulative folders in compliance. During the 3 year period of time, Mrs. Shetler implemented elements of the classical approach she saw exceptional growth and a love for scholarship in the gifted students. She expects even better results at DCA because students will be immersed in the classical education model.

Q44. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:a. Methods for identifying EL students (and avoiding misidentification).b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students.c. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.d. Means for providing qualified staffing for EL students.

The classical education model curriculum is expected to improve student performance for English Learners and students with disabilities because it uses strategies that have improved student performance for these populations at other BCSI schools. DCA's content-rich curriculum will provide English Learners with necessary background knowledge and cultural literacy, the lack of which is often a challenge in reading comprehension.

a. Methods for Identifying EL Students

DCA would begin with accessing ECATS information on already identified EL students. Any students that have not been certified would be targeted for identification by taking the Home Language Survey that will be included in the DCA enrollment packet. This will allow DCA to begin to plan accordingly for accommodations and services. Then each student will be re-evaluated to ensure appropriate accommodations are identified which align with DCA's curriculum and program.

b. The education model that DCA will use is the Mainstream/Inclusion-English Model. This model allows EL students to build literacy skills through the *Core Knowledge Sequence* that uses Riggs Institute's *The Writing & Spelling Road to Reading & Thinking* to teach literacy and related skills, and the Singapore Math Program to teach numeracy that is proven to close the learning gap for all students. Teachers will utilize EL strategies and the MTSS framework for ELL students who encounter challenges or are at above or below grade level and would benefit from targeted interventions.



Mainstream/Inclusion Model

1. ELL students receive the same academic courses/core instruction as the mainstream population through modifications made by teachers' utilization of EL strategies.
2. EL strategies include modeling, explicit instruction (Assists students in identifying and using the structural and visual clues present in words.), vocabulary development, and using visuals and manipulatives. All of these are components of DCA's selected curriculum. Also included in *The Writing & Spelling Road to Reading & Thinking* curriculum are multisensory teaching methods (visual, auditory, kinesthetic) and flexible grouping/small groups are well suited for EL students.
3. Teachers will consult the student IEPs and will document their usage of the recommended IEP strategies, by highlighting those strategies in their lesson plan books.
4. Instruction is aligned to areas of knowledge, standards, and benchmarks of the Reading and ELA State Standards.
5. Another program model that applies within this model, the push-in-model, is push-in resource delivery. Additional academic support within the mainstream inclusion model provides enrichment and remediation in the areas of reading and language development. In the first year, this will be provided by trained volunteers if needed.

All DCA teachers will be well trained on the programs, practices, and strategies used to serve our EL population through the intensive PD program for our mainstream curriculum. Teachers who are directly serving our EL population will be supported by DCA's EL expert (a classroom teacher that is certified in EL education and leads other teachers in EL instruction). Teachers with EL students will also have the opportunity to receive more PD in EL specific strategies.

c. Students must be kept in the EL program long enough for them to develop adequate English skills so that they are able to meaningfully participate in regular instruction. Students who may be eligible for exiting the EL program need to be tested using WIDA. Students are tested annually at the end of the year unless a teacher or parent requests another time of the year. The results from the test will be used to determine if a child is ready to exit the program. DCA will monitor the academic performance of former EL students for two years following their exit from the program to make sure they are making adequate growth in the regular program.

d. DCA will hire a classroom teacher that is ESL certified. This teacher will be our EL expert. He or she will be responsible for making sure that all EL students' needs are being met, all their records are in compliance with the state, and will consult/coach classroom teachers. We will hire at least two other staff members who are bilingual. One of them would be in the front office. These staff members would assist in communicating with families and students when needed and would help with compliance records.



Q45. Explain how the school will identify and meet the needs of gifted students, including the following:
a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ

or provide to enhance their abilities.
b. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.

ACADEMICALLY GIFTED IDENTIFICATION PROCESS

Dogwood Classical Academy will follow all state compliance laws to identify and meet the needs of our advanced learners. We will qualify students starting in the 3rd grade using a combination of aptitude test scores, achievement test scores, and teacher recommendations. The chart below will be used as a rubric to qualify students. In middle school, the AIG Committee will work closely with students to ensure proper class placement for certified students.

MONITORING AIG STUDENTS

The AIG Committee will be made up of a certified AIG classroom teacher, other teachers, and administration and will hold at least 4 meetings per year to discuss the growth and progress of individual AIG students and subgroup progress. In its first year, DCA will hire at least one AIG certified classroom teacher to become our AIG expert. This teacher will take a lead role in the AIG program by making sure that student testing is completed, AIG student cumulative folders are in compliance, and providing support to classroom teachers.



DCA Grades 3-8 AIG Qualification Chart

<p>Aptitude Only Qualification: AIG (Academically Gifted) AIG ELA Only AIG Math Only</p>	<p>ELA/Math: Student composite score is 98%ile or higher on a Nationally Normed Aptitude Test</p> <p>To Qualify for One Subject: Student Verbal (V) Score is 98%ile or higher Student Quantitative (Q) core is 98%ile or higher</p>
<p>Aptitude/Achievement Testing/Grades: ELA Math and Catalyst Math Only Catalyst ELA Only Catalyst</p>	<p>Students Need to Meet All Criteria: •93%ile Composite Score on Nationally Normed Aptitude Test OR 93%ile on Aptitude Subtest (V or Q) •90%ile on NC End-of-Grade test OR other nationally normed achievement test for reading or math •90%ile cumulative grade average and teacher recommendation</p>

INSTRUCTIONAL PROGRAMS

The use of differentiated instruction, flexible groupings, advanced course offerings, and accelerated pacing will provide many opportunities to address the individual growth needs of our AIG students. Once students are certified, a Differentiated Education Plan (DEP) will be completed for them. This plan will map out what types of differentiation will be implemented to insure gifted students continue to show growth.

Dogwood Classical Academy's K-3 students will receive differentiated instruction in the course of reading practice, wherein students will be grouped by ability and/or led through a reading practice regimen designed to meet each student at his or her ability level. In grades 3-6, students will be grouped according to ability level for ELA classes and math.

All students will be assessed after several weeks of math instruction, and this assessment will provide teachers with both a baseline of student learning and a significant metric for placing students into ability groups. Ability grouping is a significant complement to the Singapore Math program, and it helps to ensure that students receive the foundation in math that is necessary for understanding upper-level math. Students who are high-performing in math will be able to grow from their current ability level.



In grades 4-8, students who are capable of work above their grade level may be given the option to read additional works of literature, read adapted works in an original or longer form, or study history and science content in a more comprehensive form (e.g., by reading upper-level texts or receiving instruction from upper-level teachers). For example, a student who excels in math would be able to receive pre-algebra instruction in grade 5 or 6. This is possible because the math block is at the same time for all students K-6 students, and the 7th and 8th grade math instructors have a flexible period at that time those teachers are able to go to the younger grades to teach higher level math.

The curriculum allows for ease in differentiation so that teachers will be able to reinforce or seamlessly accelerate a student's learning. At our middle school levels, by offering accelerated coursework teachers will be able to pace students according to their instructional needs. The AIG expert will support teachers who need additional differentiation for their gifted students.

9.3. Exceptional Children

Q46. Identification and Records Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.

Upon enrollment at Dogwood Classical Academy, parents will fill out enrollment packets, which will inquire about any services their child may have received at a previous school or any diagnosis that may affect the students learning. In addition, Dogwood Classical Academy will request this information from the transferring school upon receipt of the student's prior school records. DCA will comply with all federal and state authorities concerning the education of students with disabilities, including the Individuals with Disabilities Education Act (IDEA) and section 504 of Rehabilitation Act.

Q47. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.

Dogwood Classical Academy will comply with the federal Child Find mandate to identify and evaluate all students who either have or are suspected of having disabilities and need special education services. Teachers, parents, support staff, the student, and the administration will be an integral part of the identification process as students may exhibit or display disabilities only in certain areas. The identification process will include the following components.

1. A teacher or parent notices that a child is not progressing in the general education program or is exhibiting behavior that is atypical for his or her age and developmental stage. At this point, screenings may occur,



including the following:

2. Vision/hearing screening,
3. Cognitive or adaptive functioning,
4. Identification of cultural, environmental or economic influences (for example, no safe or quiet place to do homework), loss of instructional time (for example, chronic tardiness or frequent absences without apparent illness or because of frequent illness), or
5. Review of academic records.
6. After the information is gathered, the MTSS team will meet to determine if the student will be placed in Tier 2 interventions.
7. Based on the results of Tier 2 interventions, the student may or may not go to Tier 3 interventions. The parents will be invited to the MTSS meetings. If the student does not make progress in Tier 3 interventions, the MTSS team may or may not refer the student for a formal evaluation.

Students who are behind their grade cohort will receive instructional aids listed in their Individualized Education Plan. Other kinds of obstacles to learning (for example, transportation needs or parental language barriers) can also be addressed in consultation with parents and allies.

Students who have an IEP will receive all services and work toward all goals detailed in their IEP. Students without an IEP may also receive necessary assistance identified by the teacher, administrator, and student services, including but not limited to adapted reading assignments, additional tutoring, and oral exams. In all cases where differentiated instruction is offered to students performing below grade level, the intent of the differentiated instruction will be to bring student performance up to grade-level standards.

Q48. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:
a. Requesting Records from previous schools
b. Record Confidentiality (on site)
c. Record Compliance (on site)

a. Requesting Records: Within 30 days of student enrollment, Dogwood Classical Academy will request the student's prior records, including IEPs and supporting documents and/or 504 Accommodation plans from previous schools.

b. Record Confidentiality (on-site): All student education records will be kept confidential in accordance with the Family Education Rights and Privacy Act (FERPA) and IDEA. Files will be kept in a locked facility and will be authorized in accordance with NC 1505-2.5.



c. Record Compliance (on-site): All required student records will be prepared, retained, and disposed of in a manner consistent with federal and state statutes. Paper records will be stored in fireproof cabinets or reduced to electronic documents for storage. Records will be retained per state and federal guidelines and will be destroyed by burning or shredding in accordance with chapters 121 and 132 of North Carolina General Statutes after records have exceeded expiration.

Q49. Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

Dogwood Classical Academy will comply with IDEA and provide all accommodations, scaffolding of academic work, and special education services for all exceptional child based on the child's IEP. Students with mild, moderate, or severe disabilities may need the services of co-teach (inclusion), resource setting (pull-out), self-contained (all academics are in the special ed setting), or an instructional assistant with them in regular ed class based on the needs of that student.

- Mild disabilities: Students will be in the inclusion (co-teach) model.
- Moderate disabilities: Students will be in small group pull-out for direct-teaching groups.
- Severe disabilities: Students will be in a small group pull-out for direct teaching for all academic areas.

Q50. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?

Dogwood Classical Academy will comply with IDEA and provide all accommodations and special education services for all exceptional child based on the child's IEP. The framework used to identify student learning deficiencies, develop hypotheses, formulate a plan, monitor progress, and analyze results will follow the Multi-Tiered Systems of Support model (MTSS). The school will set up systems and methodologies to address student needs that may include data-based goals, reflection, and review of instruction and methodology, differentiation of the instruction, and other targeted interventions, as well as formative and summative assessments. Classical models of education preemptively build learning foundations at a developmentally appropriate pace and method. If additional support is needed, the MTSS will be in place. Identified students will have IEP's implemented, monitored in conjunction with the already existing general education curriculum.

By definition, the classical style of education already uses strategies that have been proven effective for students with disabilities. It provides a structured daily and weekly schedule with a known routine and set of expectations. Additional checklists and visual prompts for those students with a greater need for structure can readily be implemented. Classical education follows a child's developmental continuum, building learning foundations according to age readiness before leaping into more advanced demands and expectations. This is particularly important in the learning of reading and writing, where information and skills for "figuring it out"



are both important for developing strong literacy. This allows students with disabilities to develop solid academic foundations related to how letters, words and language work before they begin to work with more complex language or ideas. Basic strategies of scaffolding are organic to the classical educational model.

Additionally, repetition, a key to learning among students with disabilities, is part of the classical model. (<https://www.roadwaysliteracy.com/blog/repetition> (<https://www.roadwaysliteracy.com/blog/repetition>)) At the macro level, the curriculum revisits key authors and thinkers annually. At the micro-level, there are several keys to success. Sound teaching theory includes the idea that strategic pre-teaching and reteaching of concepts is crucial to understanding and reapplying ideas to different contexts. This kind of organization of classroom time supports learners with many kinds of disabilities.

DCA understands that learning how to learn is part of the learning process. We will use a consistent approach to learning across subjects and grades so that students develop a known strategy for entering into new information/learning. Furthermore, because of the scaffolding nature of learning, “old” knowledge is regularly confirmed in order to develop new content and skillsets in all academic areas. Finally, because of the frequent informal progress monitoring inherent to the Socratic teaching method, students benefit from more direct and immediate intervention when gaps in prior learning surface.

Because classical education is formational for the entire person, different modalities of learning are included in the regular classroom. Repetition is not to imply reruns, rather the re-accessing of the content so that all kinds of learners can succeed. A continuous teaching and learning approach will be retained throughout the elementary years, allowing students to retain and use previous knowledge with confidence. This means that in math, for example, regardless of the learning modality, the information and strategy will be consistent with prior and future classroom learning activities.

In general, our classrooms are created with appropriate student-teacher ratios for active and engaged learning. Seating arrangements allow all students to see the teacher, and allow the teacher to see and engage each student. Where behavioral challenges potentially impede attentiveness, a teacher can quietly reengage the student while continuing with instruction. Simultaneously, students who appear confused can be brought up to speed in the normal flow of the classroom.



Small group direct teaching and appropriate sizing of groups for all students is the classical norm. Evaluations will be made to identify students who have additional needs for more individualized instruction, and they will be referred to MTSS monitoring and supports when needed.

Q51. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

To ensure that all students receive a Free and Appropriate Public Education (FAPE), DCA will provide the continuum of services for students who qualify for special education services either because of a prior placement or because of placement through DCA evaluations. The school will provide a continuum of services that align with each student's IEP and meets their individual needs within the Least Restrictive Environment (LRE). Student Services staff will provide consultation and co-teaching at the regular level of service, pullout support at the resource level, as well as a separate level of service as dictated by students' needs.

Student Services will secure contracts for related service providers such as speech, counseling, OT, and others, and contract with additional third-party vendors as necessary to ensure each student has the support necessary to succeed. All students, including those who qualify for IEPs, will be held to the same high standards and expected to meet rigorous goals. Although all students will be expected to master the content of the curriculum in all areas, the way that content is approached and practiced will be tailored to the needs of each student under the oversight of the Student Services staff (responsible for special populations). In addition, Singapore math (utilizing ability grouping) and Riggs are proven to work well with all students.

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

Classroom teachers will be fully informed about the IEP and teach to support the success of all students in his/her classroom. The EC teacher will collaborate with classroom teachers to make certain the student is performing in the classroom and in other academic settings. Classroom and EC teachers will formally progress monitor students on a bi-weekly basis as part of a monthly evaluative cycle to ensure they achieve the goals specified on their IEP. We will formally report to parents via written progress reports on a quarterly basis. IEPs will be reviewed by the EC team, teachers, and parents annually and re-evaluated every 3 years to determine if the student still qualifies as a student with disabilities in accordance with IDEA.

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

Related services, such as speech-language pathology, audiology services, interpreting services, psychological services, and physical and occupational therapy, will be provided as needed through contracted companies with qualified providers.

9.4. Student Performance Standards



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

The top priority of the Board, staff, and faculty of DCA is to ensure that school goals are met while maintaining compliance with all applicable laws, policies, and mandates. The goals outlined previously will drive all decisions of the school on a daily basis. The goals are aligned to our mission, are rigorous, and set high standards for student achievement. Thorough and consistent monitoring reports based on state and school mandated assessments will provide both the administration and the Board the following:

1. The assurances of progress toward goal accomplishment, and
2. Proof that goals have been met according to the timelines established.

Dogwood Classical Academy is committed to students showing at least one year of academic growth according to the NC Accountability Model. DCA will accomplish this by creating a learning environment that allows all students to excel. We will challenge students at all levels of learning while maintaining measured growth throughout the school year. DCA's professional development will be key to achieving these academic goals, because teachers will continuously learn and implement new strategies and methods for helping their students succeed.

Q55. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.

Evaluation Tools

Dogwood Classical Academy will fully participate in all assessments as required by state statute. Additionally, Dogwood Classical will conduct its own data analysis of student learning by other proven assessment tools, including the following:

- NWEA MAP Testing: Students will take the MAP two times per year in grades 3-8 in reading, language arts and math, a computer-based assessment that is adaptive to student performance. Both individual and group results will inform professional development and immediate classroom instruction.
- Core Knowledge Sequence Assessments: The assessments will be taken at year end in grades K-8 for History, Geography, English/Literature, Science, Music and Art to measure knowledge of specific content taught throughout the year.
- Teacher-Prepared Assessments: Students will also take teacher prepared content-oriented tests throughout the school year. Teachers will use the information gleaned from these assessments and tests to determine which material needs to be reviewed and/or how instruction could be modified to address identified gaps in knowledge.
- Riggs Assessments: Riggs Reading provides for the use of McCall-Crabbs Standard Tests, given each week. These tests are designed to be given in a short amount of time and can be scored quickly. They can be used for



assessing comprehension as well as fluency in grades K-8. The nature of Riggs is that it can be used as an intervention tool at all grade levels with all learning styles, reinforcing concepts or re-teaching if necessary. Where students are missing basic skills, Riggs provides assessments for discovering those gaps and creates strategies for remediation that can be utilized at all grade levels.

- Singapore Math Assessments: Singapore Math ensures students are exposed to a manageable curriculum with coherent, cumulative and specific focus that allows for mastery before introducing new materials. This data will be used to identify student progress. If needed, previously discussed interventions (MTSS Tier 2+) will be used to accelerate student outcomes. The school will seek to analyze reports from different perspectives to maximize the usefulness of information gained from the accountability process. Student results will be evaluated both individually and as part of their cohort to identify what intervention is needed.

Q56. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.

Students will be promoted based on classroom performance, EOY assessment results, attendance, and teacher recommendations. A retention team made up of members of the administration, teachers (classroom and any specialized teachers), parents, and any other people deemed appropriate will make decisions on student retention. Students with disabilities following the general education curriculum must meet the state or district level of performance for student progress. If the IEP team has determined that the student should follow a modified curriculum aligned with exceptional student education course requirements, the student's progress will be based on these requirements.

Q57. Provide the public charter school's exit standards for graduating ALL students. These standards should set forth what students in the last grade served will know and be able to do. Be sure to include plans for students at risk of dropping out.

Dogwood Classical Academy will serve students in grades K-8. This question is not applicable to DCA.

9.5. School Culture and Discipline

Q58. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development

MISSION ALIGNED CULTURE

The goal of Dogwood Classical Academy is to develop within its students the intellectual and personal habits, virtues, and skills upon which responsible, independent, and flourishing lives are built, in the firm belief that such lives are the basis of a free and just society.



The Founders of our country believed the purpose of education was to prepare students to become good people and good citizens. Dogwood Classical Academy's curriculum is considered to be its preemptive behavioral resource. We are intending to habituate wise decision making, so typical daily dialogues already will be about the substance and habits of well-lived lives.

We hope to equip our students to live with futures broad with possibilities rather than narrowed by negative consequences for poor decisions. The daily experience of mutual respect creates an environment in which consequences for poor behavior can be accepted with a teachable spirit, and students do not have to persist in a cycle of offenses and punishment.

The school will define a standard of behavior using Six Pillars of Character (responsibility, respect, courage, courtesy, honesty, and citizenship) as complements to the four classical virtues (temperance, fortitude, justice, and prudence). Emphasis upon these standards of excellence will help students learn and develop virtuous behavior as an expression of cultivated patterns of thought.

CURRICULAR STRENGTH AND CULTURE OF SUCCESS

Through its content-rich curriculum with a strong emphasis in civics, Dogwood Classical Academy provides a traditional education with a constant view towards developing exceptional Americans. Through the teaching of fundamentals in a developmentally appropriate sequence, students have the opportunity to succeed at school. This increases their appetite for further success while diminishing their inclination towards disruption and distraction. The result is a stable and safe learning environment.

Our classical curriculum is built from the Core Knowledge sequence (foundational reading enlarging cultural literacy), supplemented by the Riggs Program and Singapore Math. We offer Latin (giving students a working knowledge of language roots), and with a strong emphasis on civics and classical virtues (promoting a sense of access and opportunity), we provide students with a robust education that challenges them to excel both in learning and in character. Challenge, when supported appropriately, does not lead to frustration, rather it creates a culture of vigorous pursuit of accomplishment.

IMAGINING GREAT CHARACTER, THINKING GREAT THOUGHTS



Students will be introduced to the likes of Scylla and Charybdis as a lesson in difficult choices and of Sisyphus as a lesson in futility. Students also will receive rigorous training in the fundamentals and theories of math and science, including the scientific method. They will benefit from Socratic instructional techniques and training in study skills that further foster learning and character development. Through the Socratic method, students will learn to ask important questions, setting them on the path to understanding themselves and their world, and encouraging them to act ethically and responsibly.

SEE, EXPLORE, ACHIEVE

We agree with Aristotle that one becomes good only by observing and practicing right behavior. Dogwood Classical Academy will instruct students in the classical virtues, both inside and outside of the classroom. Discipline, ethics, and personal responsibility will be modeled and expected.

For example, students will engage in the study of art, learning to evaluate how respect and courage are expressed in this discipline. They will learn how to govern with virtue through their own student government activities. A school newspaper will challenge participants to ask meaningful questions related to ethics, and to write responsibly, temperately and courageously. Additional activities like sports teams and drama or musical productions will require students to overcome fear and to develop fortitude. At Dogwood Classical Academy, the responsibility for exercising virtue will be articulated so that students can become intentional collaborators in their own development. Discipline, when done well, is a proactive set of common expectations rather than a reaction to events.

THE DOGWOOD HABIT

Daily exposure to the virtues as students begin their school day will be part of the Dogwood routine. The pedagogical structure of classrooms will include these virtues. For example, “fairness” among younger children is very important, and this aspect of “justice” will likely be part of the dialogue organic to daily activity and peer interaction. In later grades, the concept can be developed to include discussion of the Civil Rights Movement and the way nonviolent action honors the intrinsic worth of humans, even that of wrong-doers, thus was a legitimate expression of “justice.”

This is to say, both literature and history study will provide regular encounters with and dialogue about these character traits. As mentioned, our discipline code is organized around developing character and wisdom (the ability to navigate life well) rather than around punishing undesirable behaviors. Socratic dialogue with



students will be an aspect of our disciplinary process, so that students are forming a foundation of reason to sustain virtuous decision-making. Ultimately, we know that human behavior is driven by the heart more often than by the head, at least until a level of maturity forms, so we will be intentional about addressing discipline at a motivational level rather than a “right answer” level in the effort to arrive at virtuous behavior.

INFRASTRUCTURE

The Academy's robust academic program and training in the virtues will be supported by a well-regulated campus that fosters positive relationships among students, parents, and teachers. Teachers and volunteers will receive training before implementing curriculum or assisting in the classroom. Teaching methods may be modified and differentiated to meet student needs. The success of every student will depend upon his or her consistent effort and perseverance. Each will receive the support of every staff member whose focus is developing a love for learning in all students, a love for the classical virtues, and a commitment to educational excellence.

Q59. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.

HIRING PROCESS AND PROFESSIONAL DEVELOPMENT

We will hire an administrator experienced with classical pedagogy and organizational leadership skills. This person is the key to establishing the ethos and culture of the school, as s/he will be instrumental in hiring decisions, initial parent contacts and establishing day to day norms including communicating and consistently enforcing the Code of Conduct school-wide.

We are particularly interested in recruiting teachers who have education and experience with the classical model. We are developing our network of relevant contacts.

MODELING EXPECTATIONS

Parent information meetings and family orientation, our earliest encounters with families, will establish expectations and our rationale for such aspirations. We are inviting families into a learning journey that will be arduous, as any pursuit of a goal ought to be. That is to say, the nature of “learning” is our frame of reference. We will seek parental and student buy-in early and establish it with a signed letter of commitment.



DCA's culture will be evident from the top down, as students see the Board, administration, teachers, and staff living out civility, trustworthiness, respect, and concern for one another and for each student at all times.

LEARNING ENVIRONMENT

The academic environment will reinforce both clear expectations of self-discipline, responsibility, and high achievement and the joy such aspirations can bring. Students will be stimulated intellectually by a rigorous curriculum, learning from the best that has been thought, written, and spoken throughout history. High, attainable, clearly articulated and organizationally supported expectations create a stable learning environment.

SCHOOL UNIFORMS

Uniforms will be required at school and most school related functions. This will enhance self-discipline by encouraging students to view their attire as an aspect of their work; to eliminate potential self-consciousness and social competition caused by fashion trends; and to foster a sense of school identity among the students.

MORNING ROUTINE

Each week a different virtue will be highlighted during the morning routine. Students will have the opportunity daily to reflect briefly on the week's virtue through questions, reading, writing and challenge exercises.

ENCOUNTERING LIVING AND LITERARY EXAMPLES

Surrounding our students with examples of goodness, truth, and beauty from history and literature will enable them to make good judgments in their own lives. Learning to know, to seek and to imitate excellence will enable our students to become productive, responsible, caring citizens, able to function well in a diverse society. Because our instructional structure is both teacher-led and Socratic, students will have many opportunities to explore the implications of different kinds of personal values and behavior. The classical virtues "in vivo" are inspiring, but when a student chooses a lesser ideal, we already will have the framework of expectations and language in place to discuss and enforce the implications of an infraction.

PARENT WORKSHOPS



We have found that expectations are best discussed with parents prior to a behavioral episode that involves their child. We are preparing Parent Workshops that re-introduce the virtues and engage parents in dramatizations and role plays of related scenarios. This allows them to become familiar with both our

expectations and how we teach, so that we can better partner in their child's development.

MID-YEAR TRANSITIONS

All new students will be assigned a student mentor to help them acclimate to the school. Only mature students who reflect the classical virtues will be picked for the mentoring program. They will be trained and mentored for the role and be expected to continue to reflect the DCA mission and virtues.

Q60. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:a. Practices the school will use to promote effective discipline.b. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.c. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.d. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

MISSION ALIGNED BEHAVIORAL EXPECTATIONS AND INTERVENTION POLICY

Student willingness to “self-govern” and his or her sense of purpose develop from application and accomplishment, from consistent expectations in the school climate and culture, and from the habitual practice of the virtues. We expect students to take full advantage of this time of their lives which is dedicated to preparing for future opportunities and challenges. All policies regarding student conduct flow from this general principle: students must fully engage themselves in the education Dogwood Classical Academy offers.

The following behavioral guidelines are supportive of our stated mission. Non-compliance will result in discipline referral, leading to parental involvement and potentially detention, as well as an MTSS referral for evaluation. Repeated infractions could result in evaluation for suspension.



Polite and respectful interpersonal communication with all community members (All demeaning or intimidating language and conduct, in person or remotely, is punishable as outlined).

Consistent and punctual attendance.

Responsible proactive behavior in response to absences.

Full preparation for class.

Compliance with classroom, common area and event related rules, including teacher initiated instruction and class dismissal.

Compliance with regulations related to safety and health.

Refrain from bringing to school or into the classroom forbidden items (handheld technology, earbuds/headphones, for example). (Our family handbook will provide more clarification.)

Refrain from bringing to school and to extracurricular events and locations items that could cause harm and illegal items.

Cooperation with school mandates and cultural mores.

Respect for others' property.

Adherence to the uniform policy.

Check in and out at the main office for all late arrival and early departure.

Responsibility for property brought to school rests with the students and families. Student acts of accidental damage, intentional destruction, loss or theft to Dogwood Classical Academy's property will be fined to and/or repaired by the student, commensurate with the infraction.

We expect that most infractions will be handled by a detention and team referral approach, however any behaviors that willfully endanger another person will be evaluated for suspension or expulsion. Additionally, repeated acts of insubordination and flagrant disobedience, after passing through a thorough MTSS intervention process that meets both educational and legal due process commitments, could also be considered for in-school or out-of-school suspension or, ultimately, for expulsion. Cheating, theft, and skipping school are other kinds of infraction that would be considered serious. The principal or designee is vested with the authority to ensure due process and to suspend or expel a student.



RIGHTS OF STUDENTS WITH DISABILITIES

Dogwood Classical Academy will abide by federal and state law in all disciplinary actions and proceedings involving students with disabilities. Classical model of education builds foundations incrementally creating opportunities for students with disabilities to succeed thereby reducing potential episodes of miss conduct. We will seek to proactively identify and support special needs students to ensure that their behavioral needs are met appropriately.

A behavioral referral among MTSS Tier 1 students will result in a parent meeting in the initial effort to correct behavior. If the behavior persists, the student would be considered a Tier 2 student, and the commensurate team will re-evaluate the discipline plan. Parents again would be engaged in the process. The system provides additional support in Tier 3. In any Tier, a student could be suspended, as well as be returned to a lower level of intervention.

DISSEMINATING DUE PROCESS POLICY

Students and Parents will be informed of their rights and responsibilities at the admissions parent meetings and in the family's copy of Dogwood Classical Academy's Family Handbook, issued upon admission and renewed at the beginning of each school year. Students and parents must sign both the Honor Code and Code of Conduct each academic year attesting to their agreement to abide by the policies. The Handbook will be available on the DCA website. If a serious infraction occurs, families will be reminded again of the relevant procedures, including due process rights and grievance procedures.

9.6. Certify

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

- Yes
 No

Comments :

Dogwood Classical Academy is using The Barney Charter School Initiative (BCSI) curriculum model. I attached the agreement that we signed with them. This agreement was put in place to bridge the gap between BCSI application acceptance and NC application turn in date. It is our intention to partner with them for our curriculum, Headmaster hiring, teacher training/PD/hiring. BCSI does not charge the school anything for this partnership.

Evidence :



Q62. **Explanation (optional):**

Dogwood Classical Academy is using The Barney Charter School Initiative (BCSI) curriculum model. I attached the agreement that we signed with them. This agreement was put in place to bridge the gap between BCSI application acceptance and NC application turn in date. It is our intention to partner with them for our curriculum, Headmaster hiring, teacher training/PD/hiring. BCSI does not charge the school anything for this partnership.



10. Governance and Capacity

10.1. School Governing Body

Q63. Name of Private Non-profit

- Private Non-profit Corporation (NCGS 115C-218.1)
- The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

The name of the non-profit corporation is Dogwood Classical Academy (DCA), which has been officially authorized by the NC Secretary of State.

Q64. Mailing Address

The mailing address for DCA is Dogwood Classical Academy, 203 North Main Street, Belmont, NC 28012.

Q65. Street Address

The street address for DCA is Dogwood Classical Academy, Attention: Amy Shetler or Arch Lineberger, 203 North Main Street.

Q66. City/State/Zip

The City/State/Zip is Belmont, NC 28012.

Q67. Phone (xxx-xxx-xxxx)

The phone number for DCA is 704-576-4268.

Q68. Fax: (xxx-xxx-xxxx)

The fax number for DCA is 704-749-5800.

Q69. Name of Registered Agent and Address

The name of the registered agent for DCA is Amy Shetler, and her address is 5425 McChesney Drive, Charlotte, NC 28269. The mailing address for DCA is 203 North Main Street, Belmont, NC 28012

Q70. The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status.

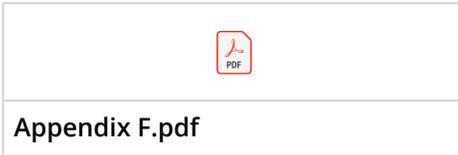
- Federal Tax-Exempt Status (NCGS 115C-218.15)
- If the non-profit organization has yet to obtain 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

- Yes
- No
- N/A. The applicant is a tax-exempt municipality

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

Please find attached Dogwood Classical Academy's Federal Documentation of Tax-Exempt Status.

Evidence :



Q72. Federal Tax ID:

The Federal Tax ID for Dogwood Classical Academy is 83-4444010.

10.2. Governance

The private nonprofit corporation or municipality is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

Q73. Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization

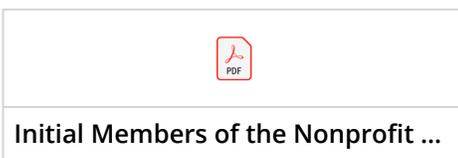
Please find attached the table depicting the initial members of the nonprofit organization.

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

Resources :



Evidence :



Q74. Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator

DCA understands that, as the governing body of the organization, the Board of Directors (BOD) does not carry out management roles or responsibilities. Instead, the Board of Directors functions as a team of skilled community members who are committed to making a difference in our community through the governance of



a public charter school. The DCA BOD bears the responsibility for the school's successes and failures. The DCA BOD make decisions based upon the information provided to the board from the Headmaster and work together to create goals and metrics of success that will move the organization toward its ultimate vision and goals.

The key responsibility of the DCA BOD is to work with the Headmaster and our proposed partner, Hillsdale, to ensure the success of the academic program, to ensure that the school's operations reflect the terms delineated within the school's charter, including compliance with statutory and regulatory requirements, and to maintain the school's viability as measured through a variety of metrics, including financial solvency and the hiring of professional staff.

During the planning year, the DCA BOD will focus on the following tasks:

1. Build strong relationships in the community in an effort to market the school, build potential partnerships, and create a pool of volunteers.
2. Recruit families to ensure that the school reaches, and potentially exceeds, its projected enrollment.
3. Secure a facility that will provide a safe and engaging learning environment.
4. Establish engaged committees with clear reporting processes and procedures so that the school can provide the needed oversight required to fulfill its fiduciary duty.

Once the school is operational, the DCA BOD will shift from a founding board to a governing board, which involves shifting from start-up work where the board is engaged in day-to-day operations to solely governance work where the board is engaged in oversight and planning work.

Annually, the board will set the overall student outcomes; establish policies as needed that are fair to all constituents and create operational boundaries for all stakeholders; approve substantial third party agreements and staff contracts; set the organization's vision and goals for the Headmaster to carry out; evaluate the effectiveness of the school's operational plans; develop a board recruitment model that ensures that a diverse and skilled board is continually in place; oversee and create projections for the school's finances; continue to develop plans to ensure the school's continued development.



There are three words that embody the duty of the DCA BOD: Care, Loyalty, and Obedience. As the owner of the charter, the BOD must exercise care when making decisions, speaking for the school, and participating in meetings. BOD members must also attend all board and committee meetings and participate in decision-making and policy-setting while determining risks and assessing alignment with strategic plans.

The BOD's understands that the duty of Loyalty means that the directors will never use information obtained during the course of their responsibilities as a BOD member for their own personal gain. Directors will always act in the best interest of the organization, especially as it relates to the BOD's conflict of interest policy and actively working to avoid transactions that may result in financial gain.

Finally, The DCA BOD's duty of Obedience requires that the BOD will not act in a way that is inconsistent with the mission and vision of the organization. In short, this means that we will ensure that the organization complies with all applicable laws, regulations, and with its own internal policies and processes and procedures.

The DCA BOD will recruit a Headmaster who possesses the essential qualifications, experiences, and character to lead DCA effectively. The DCA BOD will approve the hiring of the Headmaster. The process for interviewing and vetting the Headmaster will include spending time with candidates in the school setting, at community events, and in interviews with a representative collection of stakeholders to ensure that the selected leader knows and has a plan to effectively navigate the challenges he/she will face as a founding charter school Headmaster. As the DCA BOD's sole employee, the relationship between the BOD and the Headmaster is a key to the success of the organization; therefore, the BOD will endeavor to cultivate a strong relationship with the Headmaster through the development of specific metrics of success, clear and consistent channels of communications, and clarity on items that he/she will report regularly to the board in both formal and informal capacities. For this to be successful the BOD will have to act with consistent intention and develop trust between both parties; however, it is critical to the organization's long term success.

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

The DCA BOD will be comprised of no fewer than five and no more than nine members, and annually, the BOD will elect four officers. The BOD will develop committees to assist with the targeted work of the board. Currently, the board has skill sets that will provide the experience, expertise, and fortitude to open, operate, and oversee a successful and compliant public charter school. Currently, the skill sets on the board include the following:

- Gifted Education,
- Special Education,



- Business Development and Leadership,
- Technology,
- Urban Community Development, and
- Legal.

Annually, the DCA BOD will set organizational and operational goals, and the leadership team will work in alignment with these goals and will present tangible evidences to demonstrate the progress toward each organizational goal. The school leader and each standing committee will collect and analyze specific data and report to the board based on a strategic calendar developed to ensure that the school successfully reaches its goals. From year to year, the lead administrator will create a plan based on analysis of the data related to all aspects of running a charter school.

Q76. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.

Amy Shetler

- Occupation: Talent Development (Academically Gifted) Teacher K-6
- Address: 1857 Hampton Dr. Conover, NC 286
- Board Contributions:
 - Organize/lead to completion Barney Classical Charter School application
 - Create a Website
 - Fundraise/Build Community Support
 - Attend board meetings of local charter schools and visit Barney Schools
 - Co-write the NC charter application
 - Coordinate with NC charter application consultants to proofread final application
 - Research/inform DCA Board about the authorization process/cultivate a relationship with the NCDPI Office of Charter Schools.
 - Attend training for charter schools in NC/Barney School training.
- Qualifications:
 - Resident of a community that is adjacent to Cabarrus County for 27 years, she and her husband raised 3 children in the Highland Creek neighborhood who attended both public schools and charter schools.
 - Volunteer for sports clubs, schools, and political causes in Cabarrus and Mecklenburg.
 - Committed to the classical education learning process.
 - Completed academically gifted certification, and rebuilt our school's Academically Gifted program from 9 to over 80 certified students.
 - Multigrade teacher, organize testing for grades K-5, get information (lesson plans, resources, training) to K-5 teachers, and run clubs that enrich student learning.
 - Served on the boards of the Safety City of Westerville, OH, Highland Creek Swim Team, a local traveling soccer team, the Mallard Creek Theater Boosters, and numerous PTO/PTAs where she was responsible for



training and hiring volunteers, budgeting, fundraising, and getting sponsorships.

Arch Lineberger

- Occupation: Former textile executive, current software architect
- Address: 203 North Main Street, Belmont, NC 28012
- Board Contributions:
- Business organization
- Fundraising
- Generate community support
- Staff interview and selection
- Curriculum oversight
- Develop the school website
- Qualifications:
- COO of two textile spinning mills
- Founder and CEO of a fabric dyeing and finishing business
- Founder and CEO of a custom LAN/WAN/Internet software firm
- Over forty years designing and producing business management systems
- A dedicated advocate of classical education
- Prodigious reader

Stephanie Jennings

- Occupation: Exceptional Children (EC) Teacher
- Address: 3212 Rudisill Court, Stanley, NC 28164
- Board Contributions:
- Write the EC part of the application
- Make sure we are in compliance with EC law
- Assist with other parts of the application
- Assist with promoting the school
- Qualifications:
- Special Education classroom teacher in public schools for 32 years in the states of Kentucky, Texas, Michigan, and North Carolina.
- Teaching in North Carolina for the past 26 years.
- Primary emphasis area teaching small diverse groups of students with diverse learning disabilities.
- Exceptional Children's Compliance facilitator at Blythe Elementary for 12 years.

Gina Behrens

- Occupation: Educator/Urban Community Development



- Address: 135 Keowee Circle, Indian Trail, NC 28079
- Board Contributions:
- Thought partner/ writer for community and education-related information
- Support community research process
- Support the writing process of the NC charter application
- Edit the website
- Visit other Hillsdale charter schools
- Cultivate donor base
- Qualifications:
- Helped prepare a 501(c)3 application and do site search for a Christian school.
- Led RFP response and school design process with Chicago Public Schools.
- Worked in low-income urban area schools in the Midwest.

Woody Sessoms

- Occupation: Retired, former Senior Executive of Cisco Systems
- Address: 4020 Cove Lane, Belmont, NC 28012
- Board Contributions:
- Board Development
- Financial and Capital Funds Development
- Financial oversight
- Technology implementation and utilization
- Qualifications
- Senior Executive with over 30 years of P&L experience running very large organizations
- Seasoned board member having served or currently serving on (4) 501(c)3 boards
- NPower (former), Shelton Leadership Center of NCSU (current), The Bridge School of Hillsborough, CA (current), Dogwood Classical Academy
- Served for 11 years as Cisco's education sponsor (global responsibility)

Solomon Hejirika, Jr.

- Occupation: Attorney
- Address: 2102 North Brevard St., Charlotte, NC 28206
- Board Contributions:
- Compliance with legal standards for the organization
- Assist with real estate transactions
- Cultivate diversity within the Dogwood Community
- Cultivate donor relationships in the community and political arena
- Qualifications
- Licensed to practice law in District of Columbia and North Carolina (South Carolina Pending)



- Manage the Dilworth office for Knipp Law, PLLC
- Assist with non-profit InReach with fundraising
- Head Coach of South Park Football Pee Wee team ages 11 - 13 years old
- Big Brother Big Sister mentor ages 7-12 years old
- Committed to providing a great example for younger kids similar to role models I was blessed with growing up.

Q77. Explain how this governance structure and composition will help ensure that a. The school will be an educational and operational success; b. The board will evaluate the success of the school and school leader; and c. There will be active and effective representation of key stakeholders, including parents.

To ensure that sufficient time and focus is given to the annual goals set by the DCA BOD, the Board will host an annual retreat whereby the Board will gather to analyze the yearlong data and program evaluations supplied by the lead administrator to determine if adequate progress is being made toward reaching the annual goals and the school's mission.

The purpose of this evaluation is to promote personal and professional growth. The lead administrator will be evaluated based on the progress made toward the organizational goals, management of the school's budget, development and navigation of the organization, progress toward a successful charter renewal, and good standing with the authorizer and community as noted in the prior section.

Ultimately, DCA's success depends upon the success of the Headmaster's ability to effectively lead the school. His or her evaluation will occur formally every six (6) months, and the Governance Committee will be assigned to perform this task on a biannual basis and to share the results with the lead administrator and a high-level summary to the full Board in closed session.

The composition of the Board is a key driver to the school's success and must be representative of not only the required skill sets to operate a public charter school, including educators, business professionals, realtors, and human resources professionals, but also the necessary insight into the community so that the school is an asset to the community and reflects the values and beliefs of those living within the community. Developing our Board will be an ongoing effort to strike this balance of professional and community expertise as founding Board members' terms end and new members are elected to the Board. Additionally, we will engage parents and other key stakeholders when embarking on key activities, such as fundraising and strategic long- and short-term planning, to ensure that their perspectives, challenges, and needs are part of the construction of plans to ensure the activities' success.



Q78. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?

Members of the founding DCA BOD were recruited and selected for their varied backgrounds and shared desire to provide a classical education for the children of Cabarrus County. Several meetings were held that were open to all interested members of the community. From those meetings, those members who had the skills and the disposition necessary to turn the idea of the school into a reality were chosen to be on the Board. The BOD then selected additional members based on their skill set and connection to the community. An initial organizational meeting was held in the summer of 2019. The Board has been working diligently to form relationships with key partners within the community to secure credibility and establish this public school of choice.

Board recruitment is an ongoing task. To ensure the success of the Board, each member is responsible for recruiting at least one and up to three potential new members who have a similar skill set to the Board. To give potential board members the opportunity to understand the work of the Board and to help members of the Board see potential members in action, potential Board members will first serve as committee members until a Board seat becomes available. The BOD will work closely with the potential Board members and work diligently to vet them to ensure that they would be a good fit for the BOD. If a position becomes vacant, new members may be elected within three months of the vacancy (based on the need), or at the scheduled annual meeting. The Board will prioritize selecting new members who have the needed skill set to ensure the school's success, and they will be chosen based on recommendations from the Nominating Committee.

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

Most of Dogwood Classical Academy's Board members live near the target community, Northwestern Cabarrus County. As a bedroom community to Charlotte-Mecklenburg County, Cabarrus County has many of the same demographics, growth patterns, and issues in education to Charlotte Mecklenburg County. The Board targeted this county to ensure that all students have access to a K-8 classical education model, which is currently unavailable there.

One Board member, Amy Shetler, has lived near this area on the Mecklenburg side for 27 years. She and her husband raised 3 children who attended both public schools and charter schools. She has volunteered for sports clubs, schools, and political causes in both Cabarrus and Mecklenburg and the strengths and struggles of the area well. She is passionate about providing a high-quality education choice for Northwestern Cabarrus County.

Q80. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.



The DCA BOD will hold regular meetings monthly and for maximum oversight of the organization will develop a strategic outcomes based calendar. The BOD's standing committees will meet at scheduled times between meeting dates to deeply analyze the organization's progress toward its goals.

Q81. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

When elected to the DCA BOD, new members will be assigned a mentor who is a current member of the DCA BOD. To ensure an understanding and agreement with the school's mission and vision, curriculum plan, and annual goals, the mentor will review an online resource binder created by the founding board and continuously developed by each board thereafter. The binder will include a copy of the charter application, the charter agreement with the state, the board's bylaws and policy manual, a copy of the Open Meetings Laws, a copy of all charter and public school laws, the expectations of a board member, and a calendar of monthly scheduled meetings. Most importantly, new members will get an overview of the board's goals, successes, and current challenges. Since this new member will have spent time on a committee and have a strong understanding of the organization, this activity will serve as a review of the practices in place within the committee and will give the new member an opportunity to ask clarifying questions.

Every board member will be required to attend governance training annually where they will learn charter and general nonprofit best practices, receive an update on legal matters related to charter schools, engage in strategic planning, and recommended reading for serving and leading a public charter school.

The DCA BOD plans to retain legal counsel familiar with public school law to assist with training on open meetings/public records, compliance with our bylaws, and other pertinent legal matters dealing with education. Specific training topics will include the following:

1. Financial: Training in creating, presenting, monitoring and implementing a sound financial plan and an approved budget. Participants will be able to identify the organization's overall financial strength using the following indicators: the organization's viability, return on investment, financial planning, revenue growth, and enrollment projections.
2. Roles and Responsibilities: Training in each board member's role in determining how well the plans that the school leader and staff have developed are meeting the needs of the students, staff, and stakeholders.
3. Legal Compliance: Training to understand the organization's most critical documents, including the bylaws, the charter, and federal, statutory, and regulatory requirements, including open meetings laws.

Q82. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts



In compliance with Non-Profit Corporation Law NCGS 55A-8-31, the DCA BOD shall comply with voting and disclosure provisions of the Director Conflict of Interest. Our bylaws and policies will detail the procedure that the board will follow for identifying and addressing any perceived or actual conflicts. The proposed bylaws are submitted as part of this application.

The BOD will take steps in the event that a perceived or actual conflict of interest exists. The Conflict of Interest policy is directed not only to Directors and officers of the BOD, but to all employees who can have influence over the actions of the school or its Board, or make commitments on their behalf. This will include all who make purchasing decisions, all persons who might be described as "administrative personnel," and all who have proprietary information concerning the school.

In the event of a perceived or actual conflict of interest, the relevant party must disclose the identity of any relationship of the governing board, charter school employees, or potential contracts so that they can be communicated and vetted openly. In compliance with the law, the following procedures will be implemented and will apply to board members and all school personnel:

1. As soon as the potential conflict is discovered, the disclosure will be made.
2. When a potential conflict is discovered, the BOD will determine whether a conflict actually exists and whether it is material.
3. Where a material conflict exists, the Board will determine whether the recommended transaction or other conflicting involvement may be authorized as just, fair, and reasonable to the school. The decisions of the Board will be guided by independent counsel as appropriate, and their guides will be integrity and the best interest of the school and the advancement of the school's purposes.

The BOD will employ the following procedures when a potential conflict of interest arises:

1. Any Board member having a possible conflict of interest on any matter will not vote or employ his or her own personal influence on the matter; furthermore, he or she will be recused from the final discussion and voting after answering all BOD questions and fully informing the Board of all pertinent detail.
2. The Chair of the Board will appoint a neutral person or committee to investigate alternatives to the proposed transaction.
3. After exercising due diligence, the Board will determine whether the school shall proceed with the desired action.
4. The Minutes of the Board will reflect all conflicts of interest disclosures, all abstentions from voting, and the existence of a quorum.

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



The primary decision-making process the Board will involve deliberation as an authorized group, including the full BOD as well as the committees, and the deliberation will be based on research, analysis, counsel feedback, and experiences in monthly regular, special, or emergency meetings to address operational and compliance issues. These actions are key to ensure the effectiveness of the BOD when making important decisions. BOD meetings will be organized to invite discussion and debate and to manage potential conflict and problems that can arise during a healthy debate.

The board will work with key stakeholders, including parents, community members, and the lead administrator, to ensure that it possesses an all-encompassing perspective with regard to school governance, operations, and policies. Additionally, the board will reach out to charter school support organizations, such as the North Carolina Association of Public Charter schools and other successful charter school boards to leverage the benefits of their perspective and experience with running a charter school. As with all the decisions made by the board, paramount is the fact that these policies and decisions support the mission and goals of DCA.

When developing new policies and revising old policies, the DCA BOD will ensure that all policies are values-oriented and mission-driven; that they are legal and ensure all constitutional rights to students, staff, and all stakeholders; and are written with the authority given to the DCA BOD.

All policies will be adopted with the authority of the full board. Ideas for new policies will be initiated by committees, the school leader, or parents. The DCA BOD will accept recommendations and determine if they meet the school's purpose and are within the school of all laws, policies, and regulations within which DCA must operate.

The process will be as follows:

1. A need for a new policy is identified.
2. Data is collected.
3. Recommendations are made.
4. Policy is drafted.
5. Policy is introduced for stakeholder input.
6. Policy is presented to the BOD for discussion and a voted.
7. Policy is embedded in the school's policy manual and relevant handbooks; then it is disseminated and communicated to all stakeholders.
8. Policies will then be reviewed annually as needed.



Q84. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing

body and leadership.

The DCA BOD will form advisory groups to advise the board in four basic areas:

1. Parent-Teacher Organization.
2. Governance.
3. Academic.
4. Finance.
5. Development.

Although the BOD has the sole authority to make decisions and take action in these four areas, it will seriously consider input from the following advisory bodies:

1. Parent Teacher Organization: The role of the PTO is to support the teachers and staff in their mission. They will be their own entity and report to the school leader.
2. The Governance Committee: This committee will consist of board members and will work with school leaders on governance matters, including personnel matters and board recruitment. The school will recommend the hiring of staff and teachers, and the final hiring and firing decisions rest with the board. This committee will also work in conjunction with the Finance Committee regarding employee compensation and benefits.
3. The Academic Committee: The Academic Committee will consist of board members and curricular experts from both the elementary and middle school. This committee will be led by the school leader and will ensure that the mission of the school is being realized in the classroom by analyzing test data, completing site observations, and gathering input from the school community. They will report their findings and make recommendations to the board.
4. The Finance Committee: The Finance Committee will consist of board members and qualified members of the community interested in supporting a public charter school. The members of this committee should possess a strong financial background. This will review and make recommendations on the proposed budget as well as on other major financial decisions impacting the school. They will report directly to the board.
5. The Development Committee: The Development Committee will consist of board members and members of the community interested in directing philanthropic efforts toward the school. This committee will create an annual fundraising plan that supports the school's mission, vision, and annual goals.

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



As an overarching goal, the DCA board seeks to create, sustain, and continually develop a positive learning environment for all stakeholders. To achieve that, the DCA board encourages open dialogue among employees, administrators, board members, parents, and students.

There might be instances where concerns or questions that arise among members of the school community that is readily addressed in the employee or family handbooks or on the school website.

If a parent has a grievance related to a teacher or another employee, these are the steps that he or she is to take in order to resolve the grievance:

1. In a timely fashion, Determine a mutually agreeable time to meet and discuss the grievance with the teacher or other employee-related to the grievance.
2. If this initial meeting does not result in a resolution, the parent is to communicate the concern to the Headmaster in writing. At that time, the Headmaster may choose to assemble and lead a meeting with the members of the initial party. As an employee of the board, when appropriate, the Headmaster would then reach out to the board chair to both alert him or her of the concern and to seek advice regarding the grievance.
3. If there is no resolution to the issue following the meeting with the Headmaster, the parent may file a grievance by following the board's policy and grievance process.
4. The board or appointed committee will receive the grievance and determine the next steps, which may include contacting the school's attorney for legal advice.

If an employee has a grievance, these are the steps that he or she is to take in order to resolve the grievance:

1. Employees shall communicate his or her grievance to the Headmaster. As an employee of the board, when appropriate, the Headmaster would then reach out to the board chair to both alert him or her of the concern and to seek advice regarding the grievance.
2. If the matter concerns the Headmaster or if the matter remains unresolved after the meeting with the Headmaster, then the employee may follow the board's policy and grievance process. This includes communicating in writing with the Chair of the board's Governance committee that has designed specifically to



respond to grievances. If deemed necessary, this committee will contact the school's attorney for insight and guidance regarding the grievance. This committee makes a recommendation to the board.

3. Ultimately, the board makes the final decision regarding any response to the grievance or action steps required because of the grievance.

Q86. Attach Appendix G Organizational Chart

- A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence :


Appendix G.pdf

Q87. Attach Appendix H Charter School Board Member Information Form and Resume

- A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 50

Resources :



Evidence :


Appendix H.pdf

Q88. Attach Appendix I Charter School Board Member Background Certification Statement and Completed Background Check for Each Board Member

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 50

Resources :



Evidence :


Appendix I.pdf

Q89. [Attach Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality](#)The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

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

Evidence :


Appendix J.pdf

Q90. [Attach Appendix K Articles of Incorporation or Municipal Charter](#)If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.If the applicant is a municipality, attach a copy of the municipal charter.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence :


Appendix K.pdf

10.3. Staffing Plans, Hiring, and Management

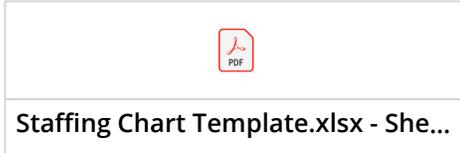
Q91. [Projected Staff](#)Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

Please find attached the staffing chart for Dogwood Classical Academy.

Resources :



Evidence :



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

DCA will recruit highly-qualified teachers locally and nationally to ensure that students have access to not only knowledgeable and licensed teachers, but they will also be taught by compassionate, insightful professionals with a mission to ensure students learn. DCA will attend job fairs in and around Cabarrus County; in addition, DCA will work with regional colleges and universities to identify candidates for our available positions. We will also enroll in Teacher Match, the state's human resource site for recruitment.

During the start-up phase and once in operation, DCA will focus on people first and cultivate a school culture that treats everyone with respect, including faculty and staff members. DCA's decision-making processes will include staff so that their vital perspectives inform the conversation and the ultimate decision that is made so that the school accomplishes its mission. Teachers will participate in learning communities, professional development, and an internal mentoring system so that they will be supported professionally and to an extent, personally.

DCA is developing a competitive benefits package and will ensure that teachers are paid commensurate with their experience. The school will offer a retirement package to all full-time employees. This will be a defined contribution plan, a flexible plan that will meet the needs of all of our teachers that will provide an employer match of up to 3% of an employee's annual contribution.

In addition, full-time employees will also receive health insurance with substantial employee coverage paid by the school as well as life insurance and disability benefits. The school is currently planning to forgo the state retirement plan and health plan but will make that decision final upon the charter approval. The costs of mandatory unemployment and worker's compensation insurance will be paid for by the school.



Q93. If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader

Ideally, Dogwood Classical Academy will hire its Headmaster for the start-up year, so the Board will begin the search process by September 2021.

The board will initiate and lead a review process to sort and evaluate good candidates. Some have been successful finding candidates through online postings, etc., but increasingly our candidates are turning to search firms to identify initial candidates. Employment Simplified (ESI) has become the most popular, but there are others.

Once a group has narrowed their selection down to a top set of candidates (could be one, could be 3-4), we put the finalist(s) through our own review process. Our process involves two steps: 1. An hour-long phone call with 3 members of our team in which we ask preliminary questions. We decide as a 3-member group whether or not the candidate should proceed to the second step. 2. A 2-2.5 hour interview over Zoom with nearly our entire team, held in two sections (leadership cohort and curriculum/instruction cohort). Most candidates will meet with a panel of 4-6 people in each of the two sections. After the interview, we confer as a group and make a final decision to recommend or decline a candidate. Our current track record is about a 50% pass rate through each of the two steps (so only about 25% of interviewed candidates receive our recommendation).

Q94. Attach in Appendix O the School Leader's Resumelf school leader has been identified, include the school leader's one-page resume in Appendix O.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Comments :

DCA has not yet identified a school leader; therefore, DCA does not have a school leader resume to submit at this time.

Evidence :


Appendix O_DCA.pdf



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

The DCA board will approve the hiring of an experienced, capable, and compassionate Headmaster who will be responsible for leading staff, developing processes, programs, and procedures to meet the annual goals set by the board, and effectively managing finances and operational systems. The relationship between the board and Headmaster is essential to the success of the school; therefore, both the board and Headmaster will work to develop a relationship that is built on three essential elements: trust, unity, and accountability.

The Headmaster will model the practices, behaviors, and habits that he or she would like for staff, students, parents, and other stakeholders to exhibit. He or she will provide the board with critical information through a delineated strategic calendar so that the board is able to make critical decisions at every meeting. The board anticipates that the board chair or designee will be in communication with the Headmaster to support his or her decisions and to keep the board aware of any anticipated barriers or news. All communication from employees will be directed towards the Headmaster

The board will communicate with employees through the Headmaster, and all communication from employees comes through the Headmaster except in the event of a grievance. The board will rely on timely and accurate reporting from the Headmaster that will include the following: internal and external surveys, enrollment updates, testing data, updates regarding policies, plans, and procedures, and employee relations. There are no direct lines of communication from the staff to the board unless previously authorized by the full board. If issues arise between employees, the Headmaster will be empowered to manage the situation until all steps have been taken in the grievance process, thereby requiring the problem to be escalated to the board or its delegated committee created to address grievances. The goal is to ensure that all parties are heard and that a final decision is rendered fairly and quickly. The board will make the final determination in grievance matters. An employee grievance policy will be in place once the school is operational and will be followed as part of the mediation process.

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

The proposed salary range and employment benefits for DCA are as follows:

- DCA will pay the Headmaster a salary of \$83,000.
- DCA will pay teachers an average salary of \$42,000.
- DCA will pay teacher assistants an average salary of \$20,000.
- DCA will pay the Finance Officer a salary of \$45,000.
- DCA will pay clerical staff an average salary of \$38,000.
- DCA will pay transportation staff an average salary of \$30,000.
- DCA will offer a retirement package to full-time employees, such as a 403b or similar retirement plan.



- DCA will offer the State Healthcare plan to all full-time employees.

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

Dogwood Classical Academy's Headmaster is responsible for the academic, operational, and financial success of the school and is therefore responsible for recommending termination of employment and/or to respond to any grievance filed is warranted in the event that a grievance against an employee. All DCA employees are at will employees, and employment can be terminated at any time. There is no guarantee of implementing any disciplinary action prior to termination. While DCA is not required to use any of the following steps of discipline or to apply them in a particular order, the school retains the discretion at all times to determine the nature and severity of discipline and/or termination. In the event that it becomes necessary to discipline an employee, in its discretion given a particular circumstance, DCA will determine the appropriate action, including the following:

1. Verbal Warning
2. Written Warning
3. Suspension, with or without pay
4. Final Warning and/or Probation
5. Termination

The DCA board retains the discretion to determine if the circumstances of a particular case warrant the Head of School's recommendation for termination for the first offense, or whether one of the other four forms of discipline listed above is warranted. Further, if an employee's conduct, performance, work habits, or attitude becomes unsatisfactory or unacceptable in the judgment of the Head of School, including based on violations of any school policies, rules, guidelines, regulations, or rules of conduct, whether contained herein or in other documents, they will be subject to disciplinary action up to and including termination.

Grievances shall follow this process:

1. The employee meets with the Head of School to discuss the grievance in an attempt to reach a resolution and/or to enact any necessary disciplinary actions.
2. If a satisfactory resolution is not reached, then the employee will submit a formal grievance in writing to the Board Chair or designee.
3. The chair or designee will convene an ad hoc board subcommittee to investigate the grievance, whose investigation includes interviews with all involved parties as appropriate. The subcommittee will recommend a resolution within 30 days of receipt of the written grievance.

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



To ensure that all academic, operational, and financial tasks are completed in a timely manner, most of Dogwood Classical Academy employees will have dual positions in our first three-five years of operation. We anticipate our funding for our positions to be from State Funding, Local Funding, State, and Federal EC Funding, and other Federal funding.

Q99. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students

Dogwood Classical Academy is committed to ensuring highly qualified staff to meet the needs of its Exceptional Children (EC), English Learner (EL), and Academically and Intellectually Gifted (AIG) student populations. The number of positions dedicated to these populations as well as the number of hours such individuals will be working with these populations will be based upon the number of DCA students in each respective area.

Hiring preference will be given to teachers holding a teaching certification in more than one of the certification areas (EC, EL, or AIG). In the absence of such candidates, DCA will endeavor to provide teachers with opportunities to become dual-certified in more than one of the high-needs areas listed above. Whenever possible, efforts will also be made to share staff with other local area schools.

Q100. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).

Headmaster

The Headmaster will hold a Masters Degree and possess an NC Principal's License. He or she will have and a demonstrated history of leadership. In addition, the Headmaster should possess a passion for the DCA Vision, excellent interpersonal and organizational skills, and strong oral and written communication skills. Among the responsibilities of the Headmaster will:

- Serve as the spokesperson for DCA.
- Have regular written communication with parents/school community.
- Serve as the primary community contact for school-wide matters or concerns.
- Support the Headmaster in resolving faculty-related issues and networking with the local community to develop and support activities at the school.
- Recommend the hiring and the dismissal of non-instructional employees and the Headmaster to the Board.
- Develop and support a strategic plan for enrollment growth, building awareness of the school in the local community, and forging relationships with external partners.
- Have a presence in classrooms, including observations to support teachers, and occasional teaching.
- Attend all board-related meetings, functions, and events, and serving as an ex-officio member of the DCA Board.
- Develop and implement the strategic plan for future school years, including identifying initiatives and priorities that support the health of the school and ongoing strategic manifestation of the school's vision.



- Ensure that DCA is in compliance with all NC DPI testing regulations.
- Supervise all non-instructional personnel.

Assistant Headmaster

The Assistant Headmaster will hold a Masters Degree and a North Carolina Administrative License. Among the responsibilities of the Headmaster will be:

- Directly supervise all school instructional personnel and indirectly supervising all non-instructional personnel.
- Develop and implement curricular activities.
- Promote the educational development of each student, and overseeing the day-to-day implementation of the curriculum.
- Plan and implement staff professional development, taking responsibility for professional growth and development of instructional staff, and providing instructional staff with activities that facilitate professional growth and enhance the quality of the instructional program.
- Define the responsibilities of instructional positions, recruit and retain qualified staff to fill all instructional positions, and evaluate instructional staff.
- Recommend the hiring and the dismissal of instructional employees to the Board.
- Ensure DCA is in compliance with North Carolina teaching regulations and ensuring that instructional objectives for a given subject and/or classroom are developed, and involves the faculty and others in the development of specific curricular objectives to meet the needs of the school program.
- Orient, evaluate, and assist new staff, providing an opportunity for their input on important school decisions.
- Ensure that student progress in the instructional program is tracked, that student data is collected on a regular basis and that data is used to group students and make informed instructional decisions.

Teachers

Teachers will be highly motivated and highly qualified individuals. All DCA teachers will hold a Bachelors's degree from a four-year institution, and DCA will seek candidates who are fully licensed or certified by the state. Preference will be given to teaching candidates with unique skills or a strong background in teaching the grade level or subject matter they have applied for. Teachers will be responsible for developing the classical curriculum with individualized delivery to fit the needs of their students. Teachers will be responsible for managing high classroom expectations and delivering content and instruction that encourages self-directed learning.



The Financial Officer

The Finance Officer will hold a bachelor's degree in Accounting from a four-year institution; preference will be given to a candidate with a CPA. DCA will actively seek candidates who are relevant regulatory reporting experience. This person will be responsible for DCA compliance with all accounting and reporting requirements including Uniform Education Reporting System (UERS), Student Information, Data Entry and Management, and NC Employment Security Commission (ESC) reporting. The Financial and Reporting Officer should possess strong data analysis and technical skills. The Financial and Reporting Officer reports to the School Director and has reporting responsibilities to the Board of Directors and Audit Committee. The Financial and Reporting Officer will ensure compliance with generally accepted standards of fiscal management (NC Gen. Stat. 115C-238.29G(a)(2)).

Office Manager

The Office Manager will have clerical experience and strong interpersonal communication skills. He or she will be adept at multi-tasking and must be cordial and approachable (to students, other staff members, parents, and community members) and effective at managing customer concerns. The office manager must also be organized as he or she will be responsible for managing student records.

Teacher Assistants

Teacher Assistants will hold a high school diploma or its equivalent and/or an associate's degree from an accredited institution. Preference will be given to individuals holding advanced degrees or with several years of demonstrated experience working with children. Teacher assistants will have strong clerical skills or experience and will be responsible for aiding teachers in all clerical aspects. Teacher assistants must also possess strong interpersonal skills to aid them in managing small groups of students and aiding teachers in the implementation of all tenets of the DCA curriculum.

10.4. Staff Evaluations and Professional Development

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

The Headmaster of Dogwood Classical Academy will be responsible for maintaining teacher licensure requirements and developing a professional development plan.

Q102. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. Plan should also describe how the school will meet the



teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.

Dogwood Classical Academy recognizes the value of the schoolhouse as a training ground for veteran teachers, beginning teachers, and aspiring teachers alike. Consequently, once teachers have been hired, great care will be given to ensuring that every teacher receives individualized professional development suited to his or her skill set, strengths, and weaknesses.

All DCA teachers will work with the Headmaster to set individualized goals related to areas of weakness, areas of interest, and areas of need (as evidenced by data gathered on students from each preceding school year) at the beginning of each school year. The Headmaster will then work with teachers to provide professional development opportunities that aid teachers in fulfilling their goals. At the same time, the Headmaster will work with the DCA teaching force to allow them to showcase their strengths by providing professional development for other teachers as well as mentoring other teachers, instructional assistants, and student teachers.

In addition, the school will forge relationships with local colleges and universities that house teacher training programs as a means for teacher candidates to participate in student teaching opportunities and conduct in-depth education research.

Q103. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

Professional Development Core Components

To be taught during pres-service:

1. Subject Content/Academic Standards
2. Instructional Methodology/Faculty Development
3. Training in Classical Education
4. Riggs Training in Phonics
5. EC/Gifted - Education of Special Populations
6. ELL - ESOL Curriculum and Materials Development
7. Reading - Foundations of Reading Instruction
8. Reading - Application of Research-Based Instructional Practices
9. Reading - Foundations of Assessment
10. Reading - Foundations and Applications of Differentiated Instruction
11. Singapore Mathematics
12. Core Knowledge Curriculum and Implementation



13. Classroom Management
14. School Safety/Safe Learning Environment/School Culture

To be taught throughout the school year:

1. Technology Integration/Digital Learning Support
2. Assessment and Data Analysis/Problem Solving
3. Management/Leadership/Planning
4. General Support
5. Student Growth/Achievement/Success

Q104. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Hours of Professional Development

- Before School Starts: 60 Hours
- During the School Year: 54 Hours
- After School Ends: 24 Hours
- DCA will also provide summer PD opportunities

Professional development resources may include:

1. Core Curriculum Training: Training will be provided by Core Knowledge and Singapore Math, and consultant-led training on Socratic Seminars and Virtue Instruction
2. Riggs training: Consultants/trainers from Access Literacy may be used, and the school will develop in-house expertise in order to conduct internal training. Riggs support and instruction will also take place in school-wide and grade-specific training. Professional Development opportunities may occur on-site or by attending local, state, and/or national conferences.
3. Core Knowledge training: All staff and K-5 teachers will receive a minimum of five days of Core Knowledge professional development during the school's first year. All staff members will participate in the "Getting Started with the Sequence" program for Grades K-5. Likewise, the school administrators and curriculum leaders will participate in Core Knowledge Coordinator and Leadership Institute workshops, which can be scheduled during the school's allotted professional development days throughout the school year, with the first three days occurring prior to the opening of DCA. Core Knowledge provides both lesson plans and an



overview of topics for each grade level in the areas of Language Arts, History and Geography, Visual Arts, Music, Mathematics, and Science. The Sequence guides teachers in what instructional resources are necessary to be purchased to fully deliver the curriculum. The school will assure appropriate training and technical assistance so that all school personnel will be given the greatest possible support to implement the curriculum correctly.

4. Ongoing training in Singapore Math: The school will provide ongoing training to build Singapore Math expertise among staff, to increase capacity and provide models that will utilize resources effectively. Singapore Math contains various elements that comprise the daily lessons (mental math, teacher-directed, guided practice, activity, and independent practice) that align with their conceptual and skill-building framework to teach math. This framework presents a logical sequence addressing what needs to be included in a lesson, how the lesson is introduced and presented, how it progresses from the concrete to the abstract, and how to differentiate for students. Teachers must be able to determine mastery of the material before a student is permitted to move to the next level. The program must be followed with fidelity in order to be successful; therefore, teachers will be trained in assessing students, placing students in the appropriate skill groups, and implementing the lessons using the Singapore strategies and methods in Foundations of Number Sense and Foundations of Model Drawing.

5. Contingent on DCA's acceptance as a Hillsdale College Barney Charter School, Hillsdale will provide Initiative Teacher Training. Ten days of training prior to school opening, and three days each June thereafter.

6. In-service and Annual Summer Training: DCA will offer in-service training on relevant topics throughout the school year and will hold summer training sessions for all teachers, with additional days for new hires.

7. The Socratic Seminar: The Socratic Seminar is a method of teaching designed to engage students in an intellectual discussion by responding to questions using questions instead of answers. Students read a text item and are then asked open-ended questions. Hillsdale College will provide training on the Socratic Seminar and DCA may engage with other trainers as needed. Training will cover the following:

8. Formulating questions to encourage critical thinking, analyzing meaning, expression of ideas with clarity and confidence

9. Group norms

10. How to train students in Socratic Seminar discussions

11. Formative assessments and teaching diverse learners

12. DCA will provide training to staff in virtue instruction to include:

13. Pillars of Character

14. Discipline and classroom management

15. Mediation and conflict resolution

16. Effective communication

17. Integrating character education into the curriculum

18. Discussion techniques (like Socratic Seminars) to teach ethical reasoning.

Q105. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

During the school year, there will be two weekly staff meetings dedicated to PD every month. DCA will allocate funds for teachers to participate in intensive training at Hillsdale College during the summer. Our calendar has the PD days marked, and 5 of these are also remote learning days so students are still actively engaged in



learning as teachers are being trained.

10.5. Marketing, Recruitment, and Enrollment

Reaching the full capacity for enrollment will be critical to obtaining the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions 115C-218.45 carefully.

Q106. Marketing Plan Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

The primary task for the Board of Directors and the Headmaster during the Ready to Open year is to ensure that the school reaches its projected student enrollment. Dogwood Classical Academy will achieve this through the collaboration of the board, Headmaster, and key members of the community. We will continue to develop our outreach to the community through regular Open Houses held on Zoom and through our social media platforms which include Facebook (<https://www.facebook.com/dogwoodacademy/>) and the school's website (<https://www.dogwoodacademy.org/>) and will include Instagram, and Twitter. Each of those platforms will be used to engage the community and inform/educate stakeholders as it relates to our mission, vision, and goals for the school.

In addition, we will participate in community events and continue to hold community meet and greets in locations that are in the same neighborhood or in close proximity to our target population. Each meeting will be advertised in flyers, social media, text, and email.

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

Dogwood Classical Academy believes that raising a well-rounded student involves many members of the community. We commit to fostering a partnership between parents, teachers, students, and the greater community to create an environment in which parents can engage in school activities, teachers are given the freedom to develop lessons that bring the classical model to life for today's student, and students are provided the opportunity to learn.

We believe that it is essential that we reach as many prospective students and their families as possible. We have engaged over 50 community members who have agreed to commit their time and effort to make sure that our vision comes to fruition. Our volunteers will be the driving force behind continuously engaging families



in the community and constantly keeping them informed about our school. We will continue our Community Meetings from the time the school is approved until it the school is opened, and we will communicate updates about DCA via face-to-face conversations, flyers, email, the school website, and social media.

DCA believes that parent engagement is vital to the academic achievement of the student population; therefore, we will create an engaging and inviting parent involvement program that will offer opportunities for them to share a meal, to be informed, or share a skill. For example, parents will be invited to volunteer on field trips, be a lunch buddy, and tutor a child who is underperforming. Parents will also be invited to become spokespeople for the school and reach out in the community for donations of time and money from local businesses and non-profits. DCA wants all parents to know that they are an essential part of their child's education. While some parents will have specific skills and resources to share, other parents will have time and enthusiasm for DCA. We will offer volunteer opportunities that suit every skill level and comfort level.

We will make every effort to get to know parents in a venue that they are most comfortable, including in school, homes, community centers, and churches. We will ask every parent to complete an "Involvement Information sheet" in which we request their commitment to fully engage in their child's education to gauge areas in which they would like to assist or learn. In an effort to foster an environment of collaborative learning among families, we will encourage parents to lead workshops in their areas of expertise that are related to the classical curriculum.

We pledge to provide parents with meaningful information about their child's progress and special events, such as testing programs, field trips, after- school activities, and opportunities for remediation and enrichment. We will welcome parent input into the decisions made about their child. In turn, we will seek information from parents about their child's strengths, talents, and needs, and we will ask parents to keep their child's teacher informed of absences, medication issues, and family changes. DCA will encourage open communication between teachers and parents to ensure that each child is progressing to the best of his or her ability. DCA commits to active participation from parents and will solicit feedback.

Q108. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.

DCA's marketing plan has and will include the following:

Charter Application Phase, April 2020 - August 2021:



- **Objectives:** Gather additional information regarding the need or interest for a public charter school focused on a classical model from families; recruit additional board and committee members; and add potential community partnerships.
- **Action Items:** Hold community information sessions and open houses in person and online. Hire a public relations firm to publicize the school to the community at large so raise awareness about DCA to the community. Build the social media presence, email blasts, and communication with the local community regarding application submission dates and processes. Receive surveys and letters of support from parents.

Ready to Open Period, September 2021 - January 2022:

- **Objectives:** Educate parents on the purpose of a Letter of Intent and collect over 300 LOIs.
- **Action Items:** Collect contact information utilizing LOI format and recruit prospective volunteers, board, and committee members. We will mobilize our committed families to host community information sessions. The board will hold employment fairs and will visit local preschools, daycares, churches, other child-related organizations, and community organizations to distribute information about DCA.

Open Enrollment and final RTO Period, January 2022-July 2022:

- **Objectives:** Secure over 300 applications for enrollment.
- **Action Items:** Send direct mail to households in specific zip codes to homes with families who have children in grades K-6. Continue to host regular information sessions and employment fairs.

First 20 Days of School, August 2022:

- **Objectives:** Build and sustain waitlist that is 25% above capacity per grade.
- **Action Items:** Focus marketing efforts on the strategies that have garnered the most support for the school.

Q109. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.

Dogwood Classical Academy will not discriminate against any student on the basis of ethnicity, national origin, gender, or ability. The school will not limit admission to students on the basis of intellectual ability, physical ability, measures of achievement or aptitude, athletic performance, race, creed, gender, national origin, religion, or ancestry. DCA will take the steps necessary to create a school population that reflects the community in which it serves.



To ensure that students with disabilities, English learners, and other students at-risk of academic failure have an increased opportunity to enroll at Dogwood Classical Academy the board has approved a weighted lottery policy that gives extra weight to those applicants who choose to identify as qualifying for the weighted lottery.

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

Dogwood Classical Academy will build upon the list of established community organizations and individuals with whom it has already established a relationship to further market and recruit students for the school. The list currently includes the following organizations and individuals:

- Lineberger Foundation: Provides financial assistance to education organizations.
- Chick-fil-A: Will allow DCA to host fundraiser nights once the restaurant is operational.
- Rotary Club of Kannapolis: Speaking opportunities.
- YMCA of Concord and Kannapolis: Meet and Greet opportunities during sports events when they resume.
- Knipp Law: Will allow DCA to share school brochure in homes.
- The Cannon Ballers: Meet and Greet opportunities in their parking lot once games resume.
- Charzette Ford: Own of Better Bodies 4 Us (<http://www.betterbodies4us.com>) who offers after school programs.
- Mallard Creek Optimist Club: Speaking opportunities.

Other organizations that DCA will pursue a partnership with include The Boys and Girls Club of Cabarrus County, local preschool, churches, service providers for children and youth, and local Boy and Girl Scout troops.

10.6. Parent and Community Involvement

Q111. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

Dogwood Classical Academy believes that educating students involves parents, the school, and the larger community. We commit to fostering a partnership between parents, teachers, students, and the greater community to create an environment in which parents can engage in school activities, teachers are given the freedom to be innovative, and students are provided the structure and the opportunity to learn.

We believe that it is essential that we reach as many prospective students and their families as possible. We have engaged over 50 community members who have agreed to commit their time and effort to make sure that our vision comes to fruition. Our volunteers will be the driving force behind continuously engaging families in the community and constantly keeping them informed about our school. We will continue our information



sessions on a regular basis from the time the school is approved until the school is opened, and we will continue communicating updates about DCA via face-to-face conversations, flyers, email, the school website, and social media.

DCA believes that parent engagement is vital to the academic achievement of the student population; therefore, they will create an engaging and inviting parent involvement program that will offer opportunities for them to share a meal, to be informed, or share a skill. Parents will be invited to contribute their time with the intention of making all parents feel like a vital part of the school community that they are. Some parents will have specific skills and resources to share, while other parents will not. We will endeavor to offer volunteer opportunities that suit every skill level and comfort level.

Q112. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.

Parents will be invited to attend special events, and some events, such as the 5th grade Middle School Fair, will require a parent for the student to attend. Our Headmaster will lead the task of creating programs that are both necessary and engaging, and the faculty, staff, and administration will join the facilitator in communicating the welcome in person and via email and social media with parents and community members.

We will make every effort to get to know parents in a venue that they are most comfortable, including in school, homes, community centers, and churches. We will ask every parent to complete an "Involvement Information sheet" in which we request their commitment to fully engage in their child's education to gauge areas in which they would like to assist or learn. We will encourage parents to lead workshops in order to foster an environment of collaborative learning among families.

We pledge to provide parents with meaningful information about their child's progress and special events, such as testing programs, field trips, after-school activities, and opportunities for remediation and enrichment. We will welcome parent input into the decisions made about their child. In turn, we will seek information from parents about their child's strengths, talents, and needs, and we will ask parents to keep their child's teacher informed of absences, medication issues, and family changes. If parents are not getting the information they need from school or have information to share that will improve our ability to teach their child, we will encourage parents to contact our teachers or administrators to rectify the situation. DCA commits to active participation from parents and is open to feedback.

Q113. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.



During its after school program, DCA will offer programming through Better Bodies 4 Us. Please see the letter of support from Better Bodies 4 Us in Appendix A. This program's philosophy matches with the school mission.

DCA will also offer parent workshops to acclimate and support families to the classical model, to assist them in interpreting standardized test scores, and to equip parents to prepare students for the future.

10.7. Admissions Policy

Q114. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including: a. Tentative dates for the open enrollment application period, enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE. b. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences. c. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers. d. Explanation of the purpose of any pre-admission activities (if any) for students or parents. e. Clear policies and procedures for student withdrawals and transfers.

After receiving final State Board of Education approval, Dogwood Classical Academy will post enrollment applications on the school's website and make paper applications available, which the school anticipates occurring on the first Monday of each February. The school will hold the open enrollment period through the last Saturday in March each year. If the number of registrants exceeds the number of openings, a public lottery will be held to determine admissions.

The lottery is open to the public, will be conducted in public, and will occur during our monthly board meeting on the last Saturday in March unless a more suitable time and place have been suggested and deemed appropriate by the DCA Board.

The lottery process will be provided to the parents in advance and will be explained prior to the beginning of the lottery process. After the explanation, time will be allowed for questions from parents and concerned parties.



All names will be assigned a registration number when the registration was received, and on the day of the lottery, each number will be randomly drawn by grade level. Students will be admitted based on the order of selection beginning with Kindergarten. If the lottery process is deemed to be taking a considerable amount of time, breaks will be planned which will allow for time to re-explain the lottery process to those for whom an explanation is necessary.

DCA will have a segregation of duties in the lottery process whereby one Board member draws the name or number, one records it, and another announces it. If possible, a non-affiliated community member will be asked to assist in one of the aforementioned roles.

The lottery will continue until all names are drawn. Students who have not been accepted will be placed on a waiting list in the order in which their names are drawn. If spaces become available due to withdrawal or transfer, the school will contact students on the waiting list in the order in which they appear and offer the seats to those students.

If DCA becomes aware of an error after the lottery process, the Board will take steps to rectify that situation up to re-doing the grade-level lottery to ensure fairness of all involved stakeholders.

DCA will give one registration number to families who have registered two or more children, so if their number is drawn in the lottery, all children in the family will be offered a space in the school. Registrations will be dated and time-stamped upon submission, and students will be admitted in the order in which the registrations are received. DCA will give priority registration to children of the school's Headmaster, teachers, staff, and initial members of the charter school's board of directors.

If openings remain available after the close of open enrollment or become available, registrations will be accepted on a first-come, first-served basis until there are no further openings. Registrations received once the openings have been filled will be placed on a waiting list in the order in which they were received.

Annually, the members of the board will analyze student demographic enrollment statistics and revise the marketing plan to ensure that DCA reflects the demographics of the community in which we serve.



Q115. **Weighted Lottery** Does your school plan to use a weighted lottery?

The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.
2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C- 218.45(c)).
3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically, and legally sound practices, protocol, and research.

Yes

No

Q116. **If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:**

1) **A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery**

Dogwood Classical Academy focuses on language development and removing barriers to enrollment. Therefore, Dogwood Classical Academy will allocate 34% of its seats to Educationally Disadvantaged students for a weighted lottery and conduct the weighted lottery prior to the general lottery. Qualifying student categories eligible for the weighted lottery include Economically Disadvantaged Students and English Learners. The weighted lottery process is described more fully in the enclosed Dogwood Classical Academy Enrollment Policy.

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

In each open enrollment period, school leadership will work to identify the number of Educationally Disadvantaged (ED) seats available in each program, class, grade level, or building in order to balance students admitted across total seats available and school resources with an overall school target ED enrollment of 34% of available seats.

Families will have the opportunity to complete an optional form, separate from their lottery application, where they can offer information in order to determine if a student is eligible for ED status. This supplemental form will ask applicants to consent to the verification of eligibility by Dogwood Classical Academy staff and will



request no information other than that required to establish eligibility status. The information provided will not be retained for any purpose other than to provide the audibility of lottery integrity.

Educationally Disadvantaged status is applied to any student who falls into one or more of the following classifications:

1. Economically Disadvantaged: Any student who qualifies for Free and Reduced-Price lunch.
2. English Learner: Any student with a Home Language other than English, and whose W-APT/Screenener score identifies them as EL per NC DPI definitions.

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

Curriculum Content and Pedagogy

Research indicates that cultural literacy is a critical tool for those pursuing greater economic and sociopolitical stability. The classical curriculum content is uniquely suited to those who find themselves in multigenerational poverty in that it resources families with both a solid educational foundation as well as the means by which to navigate American culture.

The classical curriculum is effective for developing strong language skills. For both populations, literacy is a critical component of future success. Our daily schedule revisits aspects of language development multiple times. Regular instruction provides students with tools for understanding how language works, a set of important transferable resources.

Because the classical educational model is somewhat standardized across grades and locations, those students who are transient (often English language learners are also members of migrant agricultural communities) could more easily transition into a classical classroom in another location, reducing the risk of grade and learning losses. In these cases, the familiarity from school to school would provide the child with a level of comfort as s/he relocates to a new situation.

Psychometrics



The classical model follows the developmental continuum of children, creating a safe and ability appropriate learning environment for all students. Additionally, its reiterative structure includes multiple kinds of learning modalities, serving diverse learners. DCA has a projected enrollment of 34% for ED and EL students combined, and we know our curriculum and methods will help them thrive.

We are preparing a Parent Workshop series intended to support and advocate for parents new to this kind of educational model and new to the American educational system. Children tend to be more successful in school when their parents feel confident about the educational process and context.

We are incorporating the MTSS model of intervention into our programming. More importantly, we will conduct formative testing using NWEA's MAP test and EOG state testing,. We have a vigorous informal feedback system via our teacher-led and Socratic instructional formats. All students, including those more vulnerable, will experience prompt responses to their needs.

Legal

We are committed to organizational compliance with existing North Carolina charter and Lottery laws. Furthermore, our marketing and recruitment budget reflects a commitment to identifying and serving the noted populations of students characterized as educationally disadvantaged. We are committed to making Dogwood Classical accessible to students who need transportation assistance.

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

- Yes
- No

Q120. **Explanation (optional):**



11. Operations

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

Yes

No

Q122. Explanation (optional):

11.1. Transportation Plan

Q123. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal.

If you plan to provide transportation, include the following:
a. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
b. Describe how the school will transport students with special transportation needs and how that will impact your budget.
c. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services

To ensure that all enrolled students have a choice about how they will arrive at school each day, DCA will provide a variety of transportation options.

We plan on purchasing 1 school bus the first year and hire one driver to meet transportation needs. DCA will develop a strategic cluster bus stop system to transport children to and from school. We will utilize software that will map out student addresses to determine the best location for each cluster stop.

Our goal is to ensure that students for whom transportation could be a barrier are prioritized for qualifying for transportation. Since we want to ensure we are meeting the needs of all of our children, factors may include living a distance from the school, economic status, and special circumstances. Transportation will not be a barrier for any scholar attending DCA.

As the school grows, our goal is to purchase at least 2 school buses. DCA will also budget for initiatives that encourage families to carpool with one another, including providing gas cards. This line item will include local cab companies or transportation services, such as Uber, to provide transportation for extreme circumstances



for a short-term solution while a long-term solution is devised.

If a child enrolls in DCA and has transportation as a related service based on their IEP, the school will independently contract with a provider to ensure this child receives the appropriate transportation. The funds to pay for this service may be requested from special state reserve funds or will be identified in our budget when or if this becomes a reality.

Our transportation budget includes the following:

- Cost of used buses: \$12,500
- Cost of gas: \$7,500
- Cost of oil, tires, and maintenance: \$1,200.

11.2. School Lunch Plan

Q124. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response: a. How the school will comply with applicable local, state, and federal guidelines and regulations; b. Any plans to meet the needs of low-income students; and c. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.

DCA believes that it is the school's responsibility to ensure that every child has access to a daily meal. If he or she doesn't, whether it is due to his or her family's financial limitation or because they simply forgot their lunch, either way, the school has developed a lunch plan that will meet the needs of all students. We will offer students the option to bring in a packed lunch from home or to purchase lunch from a local catering service.

Each month, the school will publish the lunch menu so that students and parents can decide which days they will be purchasing lunch and which days they will be bringing in lunch from home.

For those students who would qualify for Free or Reduced Price Lunch (F/RL), DCA will budget \$75,189.60 in our operating budget for the expense of meals for these students to be provided lunch from the local catering service. From the students' perspective, there will be no difference in how they receive lunch from the way



students whose families are paying for the lunch receive lunch. There will be no stigma attached to receiving a Free or Reduced-Price Lunch.

Initially, the school will identify students who qualify for F/RL through an annual form provided to families in their enrollment packet. Also, adults supervising students during lunchtime will be responsible for identifying trends in students who are not eating, not being provided a nutritious lunch, or simply do not have lunch. We anticipate the line item for meals for qualifying F/RL students to grow annually, and our initial goal is to recruit parent volunteers to drive this program. We will look at our annual budget to identify funds for part-time staff to support the program as well.

Since it is commonplace for students to forget their lunch from time to time, DCA will also maintain a small food pantry for those students. The school will stock the pantry with shelf-stable goods and fruits and vegetables that staff will regularly monitor for freshness. The pantry is not intended to be a regular source of lunch for those students whose families are financially unable to regularly provide lunch. Instead, the pantry will serve those students who have forgotten their lunch or for those students who have not yet been identified as qualifying for F/RL.

11.3. Civil Liability and Insurance

The Nonprofit shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

1. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
2. General Liability: one million dollars (\$1,000,000) per occurrence;
3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
4. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law

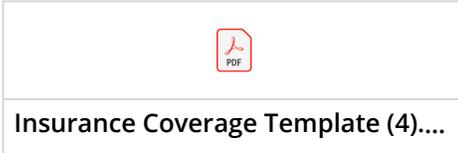
Q125. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

Please find attached the table indicating the amount of each type of coverage as outlined in the quote provided as Appendix L.

Resources :



Evidence :



Q126. [Attach Appendix L: Insurance Quotes](#)

• The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence :



11.4. Health and Safety Requirements

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

Q127.

[We, the Board members will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.](#)

The Board Chair must sign this question.

Signature



Q128. **Start-Up Plan** Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

DCA Start-Up Plan

January 2020 - September 2021

- Board of Directors:
- Engage the community through social media platforms, including a Facebook page, Instagram, and Twitter.
- Attend community events.
- Finalize the building contract.
- Engage the community through grassroots efforts, inviting interested parents to host events, developing press releases for local newspapers, and attending events.
- Provide flyers and brochures to the community and religious institutions with general information about DCA and events.
- Host community meetings in popular community gathering places.
- Submit DCA's charter application.

October 2021- December 2021

- Board of Directors:
- Continue to engage the community by hosting a community meet and greet.
- Develop a school brochure.
- Participate in RTO events.
- Continue to engage the community through grassroots efforts and by attending community back to school events and sponsoring supplies.
- Engage Religious Institutions in marketing efforts.
- Headmaster:
- Continue to engage the community by hosting a community meet and greet.
- Participate in RTO events.



- Create a strategic calendar to manage deadlines and Ready to Open requirements.
- Develop a student application form and packet (including establishing an application deadline for student lottery).
- Continue to engage the community by attending community events and other grassroots efforts.
- Develop and solidify marketing strategies for 2022 for review by the board, including month-by-month enrollment goals.
- Research grant opportunities and apply (with approval by the board).

January 2022 - March 2022

- Headmaster:
 - Open student application.
 - Execute items in the facility timeline.
 - Continue to engage the community through grassroots efforts with an emphasis on getting students to apply.
 - Implement the school's marketing plan.
 - Monitor the progress on the month-by-month enrollment goals and make changes if the board is not meeting the projected monthly enrollment goal.
 - Continue to research grant opportunities and applying (with review by the board).
- Board
 - Secure SBE approval.
 - Continue to participate in RTO events.
 - Continue to engage the community.

April 2022 - June 2022

- Board:
 - Conduct a lottery.
 - Establish job descriptions in conjunction with the Headmaster.
 - Establish policies and employee handbooks and the hiring process.
 - Establish employee benefits.
 - Select vendors (including transportation and lunch vendors).
 - Establish fiscal and internal control policies that ensure board oversight over financial management.
- Headmaster:
 - Hold job fair in conjunction with the board.
 - Develop student handbook for review by the board.
 - Set up an inventory management system.
 - Select samples of textbooks to review.
 - Develop a list of needs/wants for each classroom.
 - Develop a safety plan and emergency procedures for review by the board.



- Get approval by the board to place orders for necessary items.
- Draft teacher contracts in conjunction with the board.
- Continue to engage the community through grassroots efforts and implementing the marketing plan.
- Plan back to school events.
- Identify opportunities to partner with other community organizations.
- Continue to research grant opportunities and apply for them (with approval by the board).

July 2022 - August 2022

- Board:
- Finalize any contracts.
- Support the Headmaster.
- Headmaster:
- Hire staff per the staffing application plan.
- Develop Day One Procedures for approval by the board.
- Finalize the preparation of school in conjunction with the board.
- Hold staff orientation and professional development.
- Continue to engage the community through grassroots efforts and implementing the marketing plan.
- Host back to school events.
- Help establish the Parent Teacher Organization.
- Work with the Parent Teacher Organization to identify opportunities to volunteer and fundraise in the upcoming school year.
- All: Welcome to our first class of students in August 2022.

Q129. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.

The DCA board anticipates that student enrollment will be the biggest challenge due to the fact that there are ten charter schools currently in Cabarrus County and three are within 10 miles of the school's proposed location. In order to address this challenge, the board will fully implement its robust start-up plan and closely monitor the success or failure in the meeting the monthly month-by-month enrollment goals. When the board finds that goals are not being met, it will strategize new methods of outreach to ensure that the school and the enrollment process are being shared with all potential students and their families so that DCA opens in August 2022 with full enrollment.

11.5. Facility

Q130. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation
Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may



not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools

Please find attached a timeline for construction with BC Construction Group which delineates each step that the school will take with BC Construction Group to construct the building. Please also find attached a letter from BC Construction Group delineating the partnership with DCA to construct the school facility.

Prior to construction, the DCA board will locate appropriate land for purchase, ensure the property is suitable for a school, and secure the property. This will occur as soon as State Board approval in January 2022.

Please see Appendix M: Assurances that include a letter from BC Construction Group indicating their willingness to provide start-up funding to provide for the hiring of certain school staff, marketing, and enrollment services before school begins and state funds are available. There is also a letter from BB&T Capital Markets indicating that they are highly confident that they will be able to provide financing to DCA.

Evidence :

	
Dogwood Classical Academy Preli...	Dogwood Charter BCCG Partners...

Q131. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.

Dogwood Classical Academy is working with BC Construction Group to build a facility that will be suitable for its curricular model and targeted student population. The estimated cost is \$9.63M building cost for 44,513 sq ft. This will include 31 Classrooms roughly that will be approximately 680 sq Ft each. This will include classrooms for Art, Music, Library, and Media. There will also be an 8,000 sq. ft. Gymnasium, a Warming kitchen, Dining Area, Computer Labs, Administrative Offices, a driveway, and parking lots.

Please see an explanation of why the estimate is reasonable in the answer to Q212.

Q132. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces

The classical model requires all of the elements described in Q210.



Q133. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location

The estimated cost per square foot for DCA's proposed facility is \$175 sq.ft. The Dogwood Classical Academy Board of Directors finds the estimated cost to be reasonable once the members compared the estimate to the costs for similar projects in North Carolina for public charter schools.

As a means of comparison, please find the cost per square feet for schools of comparable size below:

- Bonnie Cone, \$205 per sq.ft.
- Coastal Prep, \$172 per sq.ft.
- Youngsville Charter \$138 per sq.ft.
- ICEF Public Schools, \$213 per sq.ft.
- Envision Science, \$117 per sq.ft.

Q134. Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open

In the event that the facility that DCA intends to build is not ready for school opening in August of 2022, the DCA board will execute the following plan to identify and acquire adequate accommodates to open the school:

1. Engage a realtor familiar with the target community and with the occupancy requirements for education use to identify potential commercial properties.
2. Contact private schools, churches, pre-schools, and community centers serving the targeted area to identify available and suitable facilities. DCA has already engaged three local churches that may have suitable space.
3. Explore the feasibility of mobile classrooms on empty lots in the neighborhood. There are large parcels of vacant land in the targeted neighborhoods that would be suitable for mobile classrooms.
4. Determine the cost of renovation to comply with all building code requirements and obtain Certificate of Occupancy for Educational Use for each identified option.
5. Perform a feasibility study on each option to determine economic viability and DCA's ability to execute its mission and associated programming for the targeted community.
6. Execute a contingent facility option that is economically viable and best supports the DCA mission.
7. Pass all required inspections and ensure no outstanding building code violations for educational occupancy.
8. Obtain Certificate of Occupancy for Educational Use and submit to the Office of Charter Schools prior to beginning the first day of school.

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

Arch Lineburger designed a 100,000 sq. ft. pre-cast concrete dyehouse and served as the general contractor for the project from start to finish, and the project came in under budget. He is well-equipped to lead the board in the building project and ensure that it is completed on time and under budget.

12. Financial Plan

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

Yes

No

Q137. Explanation (optional):

12.1. Charter School Budget

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

Evidence :


Appendix M.pdf

Q139. Attach Appendix N: Proposed Budget for Year 1 through Year 5

Click "Resources" (to the right of this text) to access and download the Budget Template.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Resources :



Evidence :


Apendix N_Dogwood Classical Aca...

12.2. Budget Narrative

Q140. How was the student enrollment number projected?



DCA projected its enrollment number on the belief that if you begin with enrolling students in the younger grades first and then build up the population, the resulting student population will be well-integrate into both the curriculum and the culture of the school. With DCA's population being less than one percent of Cabarrus County School's population the DCA board is confident that it will be able to recruit and ultimately enroll our projected number of students in all years of operation.

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

The DCA board believes that there will be sufficient demand for the school due to the fact that a school delivering a classical model isn't available in Cabarrus County. With the continuous growth of this section of North Carolina, the Board is confident that there will be a great demand for the school.

Q142. Provide the break-even point of student enrollment

The break-even point of student enrollment is a minimum of two classes of twenty students each in Kindergarten and two classes of twenty-two students in grades 1-5. The minimum number of students is 150.

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

Dogwood Classical Academy will establish a contingency plan to ensure that the school meets its financial needs by taking the following steps:

- Operating from a cash flow projection.
- Understanding that year one charters do not typically meet enrollment projections, which negatively impacts the budget.
- If the school's enrollment is lower than the projected enrollment, DCA will reduce personnel and cut organizational purchases.
- Partnering with local vendors who understand the limitations of the initial charter cash flow.

For start-up costs, with the exception of permanent facility needs, instructional materials, supplies, and school furniture, our goal is to request support through grants that are available for public charter schools, including the NC ACCESS grant.

We will focus on the essentials of salaries and curriculum to ensure that the bulk of the funds in our operating budget are spent on programming and other costs that directly impact the students.



While the school will not rely on fundraising activities for the school's operating budget, it will encourage teachers and parents alike to conduct fundraising efforts to provide non-essential items to the classroom. Teachers will be encouraged to create Donors Choose projects for items that will amplify their lessons and bring the classical curriculum to life.

Q144. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

The DCA budget relies solely on local, state, and federal dollars.

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

The budget is built on an average student to teacher ratio of 22:1.

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

The Dogwood Classical Academy board includes professionals from a variety of backgrounds that make them well-suited to govern a public charter school. These are the professional backgrounds on the board:

- K-5 Teacher
- Former Textile Executive and Current Software Architect
- EC Teacher
- Educator and Urban Community Development
- Retired Senior Executive
- Attorney

Arch Lineburger and Woody Sessoms are particularly qualified to implement the financial plan successfully. As leaders of businesses and in their distinct industries, they were responsible for the financial management of their organizations and were able to lead successful businesses until their retirement.

Q147. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated

Meeting the needs of all students is the highest priority at DCA. If one or more high needs students enroll at DCA, the school will immediately apply for NC Department of Public Instruction's Special State Reserve Funds to ensure that the school has adequate funding to provide for each student's needs. Furthermore, the school will reevaluate the budget to ensure that every staff member and support are in place on beginning on the first day of that student's enrollment to ensure that DCA provide a free and appropriate public education.



Q148. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.

DCA intends to with an outside service provider for the following services:

- Audits.

For any outside service providers, the board will rely on the expertise that each board member brings to the board; in addition, when deemed necessary, the board will seek the assistance of advisors to secure the best service providers available for the school. Ideally, the board will have the opportunity to review proposals from three vendors for projects, programs, or equipment that exceed \$5,000 in value; however, the local market might always have three vendors from which the school may solicit a proposal.

The vetting process may include forming a committee consisting of the Headmaster and board members to seek and vet vendors. The committee will make a recommendation to the board for a vote. Annually, the board will evaluate all third party contracts to ensure that the school is still receiving a strong return on investment.

Q149. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases

DCA will contract for services in the following areas:

- Audit Preparation

The criteria and procedures for the selection of contractors and large purchases are fully addressed in Q227.

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

The budget aligns with the DCA mission because every penny is being spent to create a school environment that promotes the classical model. Starting with the facility, DCA's budget is dedicated to creating learning spaces that will inspire students for generations. We are investing in essential staff, academic programming, academic resources, and transportation to ensure that there are no barriers to entry and participation in DCA.

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

The percentage of expenditures that the school has set for its general fund balance is 11%.



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

Dogwood Classical Academy is working with partners to ensure that it has the necessary funding to market, open, and operate the school. The Lineburger Foundation is providing start-up funds to assist the school with expenses associated with marketing and charter application assistance.

BC Construction Group will team with the school board to source funding options that will provide for pre-opening "startup" funds to provide for the hiring of certain school staff, marketing, and enrollment services before school begins and state funds are available. These options will come from both developer and non-developer sources depending on the risk profile of the school and the source's appetite in providing those funds.

Finally, DCA will work to secure a tax-exempt bond for the facility and is working with BB&T Capital Markets to serve as the exclusive structurer and placement agent/underwriter for the school's proposed tax-exempt bond financing.

Please see Appendix M: Assurances for documentation of each of these partnerships.

Q153. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.

DCA will receive monies for the purchase of equipment and furnishings through capitalized funding in the construction loan.

12.3. Financial Compliance

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

The administrative team, which consists of the Headmaster and will constitute the initial administrative team. The Office Manager will act as the finance and student accounting officer providing oversight of the school's administrative team. Together, the Headmaster and Office Manager will provide timely and accurate information and reporting to the school's Finance Committee and Board.



Prior to the school's opening, the Board will develop and approve a finance policy manual, and the members of the Finance Committee will write processes based on these set policies, including actions, such as multiple check signers, clear guidelines on expenditure approval limits (expenditures over \$5,000 need board approval), the steps for processing invoices, and steps to safeguard assets. This committee will also develop a policy that a high-level criminal background check must be conducted for anyone with bank access.

To ensure that the school is a good caretaker of taxpayer money, DCA will strive to maintain accurate records and limit risk.

The Finance Committee will submit a monthly financial report to the board that will

consist of the following:

- Income statement (revenue and expenses) with a budget comparison.
- Bank Statement.
- Report of payments to each vendor.
- General ledger summary report with detail available.
- Internal controls will be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards.

In addition, the Finance Committee will develop an internal control checklist that asks the following questions:

- Are accounting records kept up-to-date and balanced monthly?
- Is the school using a standard chart of accounts with descriptive titles?
- For Monthly financial statements, is the school preparing reports that are adequate, timely, and insure control of operations?
- Are personal expenses kept separate from business expenses?
- Does the administrative team review monthly bank reconciliations?
- Are there any separation of duties?
- Is the school meeting governmental reporting requirements in a compliant and timely manner?
- Does the school carry and maintain sufficient insurance maintained, and is the coverage reviewed periodically by a person qualified to conduct a thorough review?
- Is there adequate access to cash?



In addition, the members of the board on the Finance Committee will develop systems for aspects of school operations that are related to school funds, including payroll, accounts receivable, donations and fundraisers, petty cash, and credit card usage.

The board will evaluate all of the school's vendors and all third-party contracts to ensure that the school is receiving the best return on its investment and being responsible stewards of taxpayer dollars. The Finance Committee members will also provide any known or possible related party transactions.

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

There are no known possible related party transactions.

Q156. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number and fax number. If a firm has yet to be identified, please list the firms the board has investigated

The name of the firm approved by the NC Local Government Commission that will conduct the audit is Darrell L. Keller, CPA, PA.

Their mailing address is as follows:

P.O. Box 1028

Kings Mountain, NC 28086.

The telephone number is 704-739-0771, and the fax number is 704-739-6122.

13. Other Forms

Q157. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources :



Evidence :


DCA Required Signature Certificat...

Q158. Sign the attached Contracting Certification Form document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources :



Evidence :


DCA Contracting_Certification_For...



14. Third-party Application Preparation

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

Yes

No

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

Dogwood Classical Academy partnered with Leaders Building Leaders.

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

Dogwood Classical Academy paid Leaders Building Leaders is \$7,500.



15. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **July 24, 2020 at 5:00 pm EST** for Fast Track and Accelerated applications, and **July 24, 2020 at 5:00 pm EST** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

Q162. ***Application Note:** The applicant must mail the certified check along with the Application Fee Payment Form before or on the due date of July 24, 2020 at 5:00 pm EST for Fast Track and Accelerated applicants, and July 24, 2020 at 5:00 pm EST for traditional timeline applicants. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.

Payments should be made payable to North Carolina Department of Public Instruction:

North Carolina Department of Public Instruction

Office of Charter Schools

6307 Mail Service Center

Raleigh, NC 27699-6307

I understand



16. Signature page

Q163. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources :



Evidence :



Q164. Complete

I have finished the application

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

Procedures for Hiring and Dismissal

To ensure that Dogwood Classical Academy hires the best person for the role of Headmaster, the Board of Directors will convene a hiring a committee whose only purpose is secure a highly-qualified Headmaster who is well-versed and enthusiastic about the Classical model of instruction. Ultimately, the full board will review and approve the hiring of the person being recommended. The person hired for the Headmaster role will recommend the hiring and dismissal of all teachers and staff, and the board will be responsible for approving the Headmaster's recommendations.

Candidates for teaching positions will submit applications for employment that include the following:

- A sealed college/university transcript, indicating a cumulative GPA of 3.0 or higher;
- A National Criminal Background Investigation Check free from any offenses except for minor traffic infractions (paid for by the school);
- Three letters of reference that provide evidence of leadership and community service;
- A writing sample that demonstrates superior writing skills; and



- Sample lesson plans.

The Headmaster or designee/hiring committee will then assess each candidates' abilities to communicate, collaborate, and demonstrate a commitment to Classical education.

The hiring process will include the following steps:

1. Initial screening interview.
2. Sample teaching session in which the Headmaster or designee/hiring committee will observe the candidate for clear his or her ability to clearly teach the stated objectives, manage the classroom, effectively communicate with students, and anticipate the academic and emotional needs of students.
3. Formal interview with the Headmaster or designee/hiring committee.
4. Promising candidates will be invited to participate in school events so that the Headmaster or designee/hiring committee is able to observe how the candidate interacts with stakeholders.

The Headmaster will occasionally recommend to the board that an employee(s) be approved for dismissal from Dogwood Classical Academy. Before making this recommendation, the Headmaster will create an evaluation and accountability tool that provides effective feedback and monitoring. In addition, the Headmaster will make professional development opportunities available to the employee. If progress is not noted, the Headmaster may place the employee on an action plan prior to recommending him or her to the board for dismissal. The board may then choose to take steps to verify that the Headmaster followed these processes. Once that verification is completed, if the board chooses to complete it, the board will render the final decision regarding the employee's status at the school.

Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school receives. Please indicate any plans to increase the grade levels offered by the school over time and be sure these figures are accurate.

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school.

LEA #1:	130-Cabarrus	What percentage of
LEA #2:	600-Char.-Mecklenburg	What percentage of
LEA #3:		What percentage of

Grade	Year 1			Year 2		
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
	130	600		130	600	
Kindergarten	54	6		72	8	
Grade 1	60	6		79	9	
Grade 2	60	6		79	9	
Grade 3	59	7		79	9	
Grade 4	43	5		86	10	
Grade 5	43	5		65	7	
Grade 6				70	8	
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
LEA Totals:	319	35	0	530	60	0

For the first two years the State will fund the school up to the maximum projected enrollment for each of the subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).



asonably expects to enroll. In addition,
 nres match those on the initial cover page.

ool at any particular level.

students from the LEA selected above will qualify for EC funding?	3%
---	----

students from the LEA selected above will qualify for EC funding?	3%
---	----

students from the LEA selected above will qualify for EC funding?	
---	--

Year 3			Year 4			
LEA #1 130	LEA #2 600	LEA #3	LEA #1 130	LEA #2 600	LEA #3	LEA #1 130
72	8		72	8		72
79	9		79	9		79
79	9		79	9		79
79	9		79	9		79
86	10		86	10		86
86	10		86	10		86
94	10		94	10		94
94	10		94	10		94
			94	10		94
669	75	0	763	85	0	763

ose years as set forth and approved in the projected enrollment tables. However, in

Year 5

LEA #2 **LEA #3**
600

8	
9	
9	
9	
10	
10	
10	
10	
10	

85	0
-----------	----------

Budget: Revenue Projections from each LEA Year 1

State Funds: Charter schools receive an equivalent amount per student as the local education agency from the State. Funding is based on the 1st month average daily membership.

In year 1: Base state allotments are determined by the LEA in which the student

In year 2 and Beyond: Base State allotments are determined by the LEA in which the student

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities are limited to 12.75% of the local education agency's average daily membership (ADM).

Federal EC Funds: Charter schools must qualify and apply for the individual federal grants based on

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCES

LEA #1:		130-Cabarrus	
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds	\$5,315.15	319	
Local Funds	\$1,790.00	319	
State EC Funds	\$4,464.16	10	
Federal EC Funds	\$1,514.35	10	
			Total:

LEA #2:		600-Char.-Mecklenburg	
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds	\$5,291.06	35	
Local Funds	\$2,756.00	35	
State EC Funds	\$4,464.16	1	
Federal EC Funds	\$1,514.35	1	
			Total:

LEA #3:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds			
Local Funds			
State EC Funds			
Federal EC Funds			
			Total:



y (LEA) receives per student receives

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hich the school is located.

EA in which the student resides.

s (school-aged 5 through 21). Funds

their population of students.

RCE DOCUMENTS

Approximate funding for Year 1
\$1,695,532.85
\$571,010.00
\$42,722.01
\$14,492.33
\$2,323,757.19

Approximate funding for Year 1
\$185,187.10
\$96,460.00
\$4,687.37
\$1,590.07
\$287,924.54

Approximate funding for Year 1
\$0.00

Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 1,880,720	\$ 3,134,493	\$ 3,952,665	\$ 4,505,200
Local Per Pupil Funds	\$ 667,470	\$ 1,114,060	\$ 1,404,210	\$ 1,600,030
State EC Funds	\$ 47,409	\$ 79,016	\$ 99,640	\$ 113,568
Federal EC Funds	-	\$ 16,082	\$ 33,800	\$ 38,525
Other Funds*				
Working Capital*				
TOTAL REVENUE:	\$ 2,595,599	\$ 4,343,651	\$ 5,490,315	\$ 6,257,323

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions from those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, they should provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of those sources. If the figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix



federal funding in year

Year 5	
\$	4,505,200
\$	1,600,030
\$	113,568
\$	38,525
\$	6,257,323

*ditional questions by
ating budget, please
ese funds. If these*

M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 83,000	\$ 83,000	1	\$ 85,490	\$ 85,490	1	\$ 88,055	\$ 88,055	1	\$ 90,696	\$ 90,696	1	\$ 93,417	\$ 93,417
Assistant Administrator		\$ -	\$ -		\$ -	\$ -	1	\$ 51,000	\$ 51,000	1	\$ 52,530	\$ 52,530	1	\$ 54,106	\$ 54,106
Finance Officer	1	\$ 45,000	\$ 45,000	1	\$ 46,350	\$ 46,350	1	\$ 47,741	\$ 47,741	1	\$ 49,173	\$ 49,173	1	\$ 50,648	\$ 50,648
Clerical	1	\$ 38,000	\$ 38,000	1	\$ 39,140	\$ 39,140	1	\$ 40,314	\$ 40,314	1	\$ 41,524	\$ 41,524	1	\$ 42,769	\$ 42,769
Food Service Staff		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Custodians		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Transportation Staff	1	\$ 30,000	\$ 30,000	2	\$ 30,000	\$ 60,000	2	\$ 30,000	\$ 60,000	2	\$ 30,000	\$ 60,000	2	\$ 30,000	\$ 60,000
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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Total Admin and Support:	4		\$ 196,000	5		\$ 230,980	6		\$ 287,109	6		\$ 293,923	6		\$ 300,940
Instructional Personnel															
Core Content Teacher(s)	16	\$ 42,500	\$ 680,000	26	\$ 43,775	\$ 1,138,150	32	\$ 45,088	\$ 1,442,824	28	\$ 46,441	\$ 1,300,345	28	\$ 47,834	\$ 1,339,355
Electives/Specialty Teacher(s)	5	\$ 42,500	\$ 212,500	5	\$ 43,775	\$ 218,875	6	\$ 45,088	\$ 270,530	9	\$ 46,441	\$ 417,968	9	\$ 47,834	\$ 430,507
Exceptional Children Teacher(s)	1	\$ 45,000	\$ 45,000	1	\$ 46,350	\$ 46,350	1	\$ 47,741	\$ 47,741	1	\$ 49,173	\$ 49,173	1	\$ 50,648	\$ 50,648
Instructional Support		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Teacher Assistants	4	\$ 20,000	\$ 80,000	4	\$ 20,600	\$ 82,400	4	\$ 21,218	\$ 84,872	4	\$ 21,855	\$ 87,418	4	\$ 22,510	\$ 90,041
Substitute Teachers	1	\$ 7,200	\$ 7,200	1	\$ 7,416	\$ 7,416	1	\$ 7,638	\$ 7,638	1	\$ 7,868	\$ 7,868	1	\$ 8,104	\$ 8,104
Middle School Teacher		\$ -	\$ -	1	\$ 43,775	\$ 43,775	9	\$ 45,088	\$ 405,794	14	\$ 58,615	\$ 820,606	14	\$ 76,189	\$ 1,066,788
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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Total Instructional Personnel:	27		\$ 1,024,700	38		\$ 1,536,966	53		\$ 2,259,399	57		\$ 2,683,378	57		\$ 2,985,443
Total Admin, Support and Instructional Personnel:	31		\$ 1,220,700	43		\$ 1,767,946	59		\$ 2,546,508	63		\$ 2,977,300.55	63		\$ 3,286,383

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	4	\$ 2,800	\$ 11,200	5	\$ 14,420	\$ 72,100	6	\$ 17,808	\$ 106,848	6	\$ 18,312	\$ 109,872	6	\$ 18,816	\$ 112,896
Retirement Plan-NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan-Other		\$ -	\$ -	5	\$ 4,620	\$ 23,098	6	\$ 8,613	\$ 51,680	6	\$ 8,818	\$ 52,906	6	\$ 9,028	\$ 54,169
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Disability		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Medicare	4	\$ 3,749	\$ 14,994	5	\$ 3,534	\$ 17,670	6	\$ 3,661	\$ 21,964	6	\$ 3,748	\$ 22,485	6	\$ 3,837	\$ 23,022
Social Security	4	\$ 3,038	\$ 12,152	5	\$ 2,864	\$ 14,321	6	\$ 2,967	\$ 17,801	6	\$ 3,037	\$ 18,223	6	\$ 3,110	\$ 18,658
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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Total Admin and Support Benefits:		\$ 38,346	\$ 152,464		\$ 127,189	\$ 635,891		\$ 198,292	\$ 1,238,313		\$ 203,486	\$ 1,220,906		\$ 208,746	\$ 1,251,638
Instructional Personnel Benefits															
Health Insurance	27	\$ 2,800	\$ 75,600	38	\$ 2,884	\$ 109,592	53	\$ 2,971	\$ 157,438	57	\$ 3,060	\$ 174,399	57	\$ 3,151	\$ 179,631
Retirement Plan-NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan-Other		\$ -	\$ -	38	\$ 809	\$ 30,739	53	\$ 1,279	\$ 67,782	57	\$ 1,412	\$ 80,501	57	\$ 1,571	\$ 89,563
Social Security	27	\$ 2,353	\$ 63,531	38	\$ 2,508	\$ 95,292	53	\$ 2,643	\$ 140,083	57	\$ 2,919	\$ 166,369	57	\$ 3,247	\$ 185,097
Disability		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Medicare	27	\$ 2,903	\$ 78,390	38	\$ 3,094	\$ 117,578	53	\$ 3,261	\$ 172,844	57	\$ 3,601	\$ 205,278	57	\$ 4,007	\$ 228,396
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Background Checks		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Instructional Personnel Benefits:		\$ 217,521	\$ 873,521		\$ 353,201	\$ 1,393,842		\$ 538,146	\$ 2,788,167		\$ 626,548	\$ 3,526,525		\$ 682,678	\$ 3,709,726
Total Personnel Benefits:		\$ 255,867	\$ 1,026,985		\$ 480,390	\$ 2,029,733		\$ 736,439	\$ 3,026,480		\$ 830,035	\$ 3,757,431		\$ 891,424	\$ 3,961,364
Total Admin & Support Personnel (Salary & Benefits):	4		\$ 234,346	5		\$ 358,169	6		\$ 485,402	6		\$ 497,409.06	6		\$ 509,686
Total Instructional Personnel (Salary & Benefits):	27		\$ 1,242,221	38		\$ 1,890,167	53		\$ 2,797,545	57		\$ 3,309,926	57		\$ 3,668,121
TOTAL PERSONNEL:	31		\$ 1,476,567	43		\$ 2,248,336	59		\$ 3,282,947	63		\$ 3,807,335	63		\$ 4,177,807

**The personnel list below may be amended to meet the staffing of individual charter schools. This list should align with the projected staff located in the Operations Plan.

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support		Year 1	Year 2	Year 3	Year 4	Year 5
Office						
Office Supplies	\$	10,000.00	7,725.00	7,956.75	8,195.45	8,441.32
Paper	\$	500.00	515.00	530.45	546.36	562.75
Computers & Software	\$	4,600.00	-	1,150.00	5,750.00	
Communications & Telephone	\$	1,701.00	1,581.00	2,213.40	1,628.40	1,628.40
Copier leases	\$	7,000.00	7,210.00	7,426.30	7,649.09	7,878.56
Other						
*** Insert rows and edit text as needed. ***						
Management Company						
Contract Fees						
Other						
Professional Contract						
Legal Counsel	\$	5,000.00	5,150.00	5,304.50	5,463.64	5,627.54
Student Accounting	\$	12,390.00	20,650.00	26,040.00	29,680.00	29,680.00
Financial	\$	33,630.00	56,050.00	70,680.00	80,560.00	80,560.00
Custodial						
Financial Audit	\$	-	12,000.00	12,360.00	12,730.80	13,112.72
Facilities						
Facility Lease/Mortgage	\$	515,900.00	793,196.00	981,514.00	990,997.00	990,997.00
Maintenance	\$	15,000.00	18,450.00	19,003.50	19,573.61	20,160.81
Custodial Supplies	\$	10,000.00	10,300.00	10,609.00	10,927.27	11,255.09
Custodial Contract	\$	45,814.14	67,725.24	97,604.03	105,571.70	105,571.70
Insurance (pg19)	\$	17,700.00	18,231.00	18,777.93	19,341.27	19,921.51
Other						
*** Insert rows and edit text as needed. ***						
Utilities						
Electric	\$	47,607.51	67,725.24	97,604.03	105,571.70	105,571.70
Gas	\$		-	-	-	-
Water/Sewer	\$	13,527.73	19,997.51	28,819.95	31,172.59	31,172.59
Trash	\$	21,740.59	32,138.27	46,316.92	50,097.89	50,097.89
Other						
*** Insert rows and edit text as needed. ***						
Transportation						
Buses	\$	12,500.00	25,000.00			
Gas	\$	7,500.00	10,500.00	14,500.00	16,000.00	17,500.00
Oil/Tires & Maintenance	\$	1,200.00	1,500.00	2,000.00	2,500.00	3,000.00
Other						
*** Insert rows and edit text as needed. ***						
Other						
Marketing	\$	10,000.00	5,000.00	5,000.00	5,000.00	5,000.00
Child nutrition	\$	75,189.60	258,150.96	213,248.26	249,936.13	128,407.55
Travel	\$	2,000.00	2,000.00	2,500.00	2,500.00	2,500.00
Other						
*** Insert rows and edit text as needed. ***						
Total Administrative & Support Operations:	\$	870,500.57	1,440,795.23	1,671,159.00	1,761,392.90	1,638,647.15

OPERATIONS BUDGET: Instructional		Year 1	Year 2	Year 3	Year 4	Year 5
Classroom Technology						
Software						
Computers	\$	21,200.00	60,000.00	1,200.00	1,200.00	1,200.00
Online Programs and Assessments						
Instructional Contract						
Staff Development	\$	13,500.00	19,000.00	26,500.00	28,500.00	14,250.00
Related Services						
Psychological Testing	\$	1,486.80	2,478.00	3,124.80	3,561.60	3,561.60
Books and Supplies						
Instructional Materials	\$	60,180.00	103,309.00	134,068.80	157,134.40	158,576.00
Curriculum/Texts	\$	48,852.00	83,862.60	108,832.32	127,556.16	128,726.40
Copy Paper	\$	4,956.00	8,507.80	11,040.96	12,940.48	13,059.20
Testing Supplies	\$	5,310.00	3,646.20	4,731.84	5,545.92	5,598.80
Other						
Art & Science Consumables	\$		15,000.00	18,000.00	7,000.00	7,000.00
*** Insert rows and edit text as needed. ***						
Total Instructional Operations:	\$	132,798.00	233,325.60	303,173.92	338,676.96	327,208.40
TOTAL OPERATIONS:	\$	1,003,298.57	1,674,120.83	1,974,332.92	2,100,069.86	1,965,855.55

*Applicants may amend this table and the position titles to fit their Education and Operations Plans.

Overall Budget

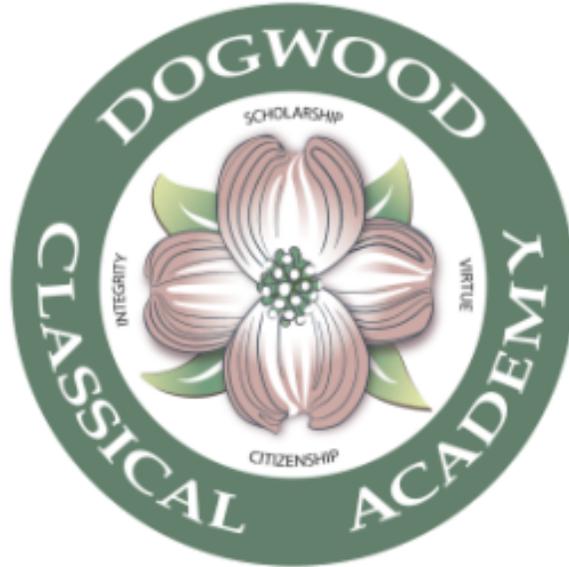
SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4
Total Personnel	J	\$ 1,476,566.95	\$ 2,248,335.84	\$ 3,282,946.72	\$ 3,807,335.32
Total Operations	M	\$ 1,003,298.57	\$ 1,674,120.83	\$ 1,974,332.92	\$ 2,100,069.86
Total Expenditures	N = J + M	\$ 2,479,865.52	\$ 3,922,456.67	\$ 5,257,279.64	\$ 5,907,405.19
Total Revenue	Z	\$ 2,595,599.33	\$ 4,343,651.13	\$ 5,490,315.19	\$ 6,257,322.84
Surplus / (Deficit)	= Z - N	\$ 115,733.81	\$ 421,194.46	\$ 233,035.55	\$ 349,917.66



Year 5	
\$	4,177,807.06
\$	1,965,855.55
\$	6,143,662.61
\$	6,257,322.84
\$	113,660.23

Appendix A: Evidence of Community/Parent Support

Dogwood Classical Academy



RICHARD HUDSON
8TH DISTRICT, NORTH CAROLINA

COMMITTEE ON ENERGY AND COMMERCE
SUBCOMMITTEE ON ENERGY
SUBCOMMITTEE ON ENVIRONMENT
SUBCOMMITTEE ON HEALTH

2112 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-3715

Congress of the United States
House of Representatives

325 MCGILL AVE., STE. 500
CONCORD, NORTH CAROLINA 28027
(704) 786-1612

225 GREEN STREET, STE. 202
FAYETTEVILLE, NORTH CAROLINA 28301
(910) 997-2070

SANDHILLS COMMUNITY COLLEGE
VAN DUSEN BUILDING, ROOM 114
3395 AIRPORT ROAD
PINEHURST, NORTH CAROLINA 28375
(910) 246-5374

July 23, 2020

Mr. Dave Machado, Director
Charter Schools Advisory Board
North Carolina Department of Public Instruction
6301 Mail Service Center
Raleigh, NC 27699

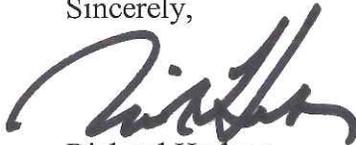
Dear Director Machado:

I write to bring your attention to an application submitted to the Charter Schools Advisory Board by the Dogwood Classical Academy. This new institution would serve the diverse communities of Cabarrus County and provide students with an unparalleled classical learning experience.

Dogwood Classical Academy would be the first Hillsdale Barney Charter School in North Carolina. Under this classical curriculum, students are exposed to programs designed to augment the liberal arts and sciences while providing instruction in the principles of moral character and civic virtue. If Dogwood Classical Academy is approved to operate in North Carolina, I am confident that these students will graduate as effective citizens with a desire for lifelong scholarship.

Please grant this request your fair and prompt consideration as you evaluate Dogwood Classical Academy's application. Should you need further information, please contact my District Director, Georgia Lozier, at (704) 786-1612.

Sincerely,



Richard Hudson
Member of Congress



July 23, 2020

Charter School Advisory Board

To whom it may concern,

The Mallard Creek Optimist Club has provided recreational programs for over 5,000 families in the North Charlotte and South West Cabarrus County region for almost 50 years. As the President of our Club, I can say that our Board and our members are very much in support of more educational choices for families within our footprint!

We look forward to supporting Dogwood Classical Academy as it develops into an active part of our community and have faith that their Board and Staff will have the best interests of the students and their success in life as their primary goal. We will assist them in promoting the Academy by allowing them to attend our functions with information to distribute and discuss with parents in our programs.

Please feel free to contact me with any questions that you may have. I am confident that the Charter School Advisory Board will realize the value in providing this opportunity for our youth and we look forward to a long relationship with the Dogwood Classical Academy for years to come!

Optimistically,

Stewart Mallard

Mallard Creek Optimist Club

President

704-609-6189

Knipp Law Office, PLLC

Josh T. Knipp (NC/SC) • A. Crosby Livingston, III (NC/SC) • Tamara R. Cornish (NC)
M. Brien Bowlin, Jr. (NC) • Beth Marks (NC) • Nicolas H. Lovelace (NC) • J. Summer Hunt
(NC/SC)
Grant C. Engebretsen (NC) • Nicole R. Arrington (NC) • Solomon I. Hejirika, Jr. (NC)

To Whom It May Concern,

I am writing to express my unqualified support of the Dogwood Academy request for the creation of a charter school in Cabarrus County.

Concord, North Carolina is the center of commerce, education, and the arts in the region. The addition of an innovative, classical education school that prepares our young people for the challenges of the modern world complements the kind of modern city that is being built in Concord.

Concord population today is estimated at 94,130, representing great growth over the past 20 years. By 2026, we expect that population to be over 101,000. This growing, urban population will require a school that can harness the power and benefits of a racially and socioeconomically integrated community. It will also serve as a model for what's possible in terms of upward and economic mobility for any Concord student.

Establishing a charter school in our community will give students unrivaled access to our community's most important cultural assets and the ability to collaborate with local businesses here. Obvious education enrichment opportunities exist within Concord's established financial services industry, but our growing tech sector and creative economy here offer further opportunities for students but first a foundation must be laid.

As an organization with a mandate to implement strategies that drive the economic, cultural and social development of Concord, we welcome the expansion of this educational institution in our community. Dogwood Academy commitment to creating an intentionally diverse student body with an elementary and in the future a middle school is great for our community. The reputation and high regard is reflected in the school's board members. The growth of this school will offer increased academic opportunities for children across our community.

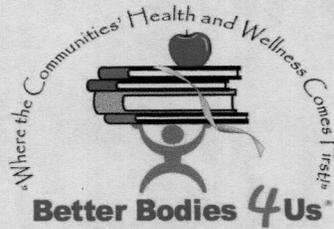
On behalf of our business that serves this community's legal residential needs, I thank you for your consideration of the Dogwood Academy charter school request.

Sincerely,

Nicolas Lovelace
Attorney
Knipp Law, PLLC

Joshua Knipp
Principal Partner
Knipp Law, PLLC

8221 Village Harbor Drive, Cornelius, NC 28031 • 220 East Blvd., Suite 200A, Charlotte, NC 28203
8410 Pit Stop Court, Suite 160, Concord, NC 28027 • 119 West Avenue, Kannapolis, NC 28081
2314 N. NC 16 Business Hwy., Denver, NC 28037 • 302 Tom Hall Street, Fort Mill, SC 29715
Phone: (704) 765-2511 / (803) 639-8340 • Fax: (704) 765-2514 • www.KnippLaw.com



"Where the communities health and wellness come first!"

July 16, 2020

Office of Charter Schools
Attn: Charter School Advisory Board
6307 Mail Service Center
Raleigh, NC 27699-6307

Dear Mr. Machado,

I am excited to share my strong support for Dogwood Classical Academy in Cabarrus County and the surrounding areas. Better Bodies 4 Us, L.L.C. is looking forward to partnering with Dogwood Classical Academy to offer an After-school Youth Fitness program for the families.

Establishing a classical charter school in Cabarrus County and the surrounding areas will help a diverse group of children acquire respect for the process of learning, respect for themselves and respect for their teachers. Dogwood Classical Academy's goal of developing wisdom and virtue in engaged citizens is so important for our children today. This school will be a welcoming community that provides access to a great education for all children.

It is with great zeal that I write to you to support the opening of Dogwood Classical Academy to serve the children in Cabarrus County and the surrounding areas. Thank you, in advance, for your consideration of this school.

Kind regards,

Charleszetta Smith Ford



Amy Shetler <a.shetler@dogwoodacademy.org>

Board letter

1 message

Mallory Guenther <guenthermallory789@gmail.com>
To: Amy Shetler <a.shetler@dogwoodacademy.org>

Mon, Jul 13, 2020 at 2:35 PM

Attention: Charter School Advisory Board

I hope this letter finds you well.

I'm reaching out in efforts to support Dogwood Classical Academy charter school.

My family is very hopeful we can have another option of a charter school close to us. Currently there are only 2 that we would be able to travel to for our daughters to attend. We love the idea of having this school to add to the list as well. I love the fact this school strives to be a classically driven school. We look forward to this becoming a school where our girls can grow and learn in the best way possible.

Thank you,
Mallory Davis
3100 beard rd Charlotte NC 28269
Thank you,
Mallory Davis

To The Charter Advisory Board,

Our family is extremely excited about the possibility of the Dogwood Classical Academy opening in the Concord area. I have been in education for 14 years and see the changes that are being made and how the administration and the teachers' hands are tied when it comes to curriculum and discipline. The studies that have been done on the Classical method and results of students being able to thoughtfully think for themselves is refreshing and exciting to think about instilling in my daughter. We are so excited about the potential of this school, that we are homeschooling our daughter in the classical curriculum for two years in hopes of returning her to the classroom at Dogwood Classical Academy. We would love for her education to build upon the knowledge that she learns in her elementary school to middle and high school. I also believe in the benefits of a singular k-12 school that would give continuity and make the student excited about learning and discovering again.

This school is also bringing back the importance of respect for themselves and others. Their motto includes scholarship, integrity, virtue and citizenship. Students need to learn to be held accountable for their actions and currently there is only so much public school can do. This curriculum instills this throughout their day and teaches this at the beginning. Students need to know our history in order to learn from past mistakes and triumphs. We need to hold students accountable to have integrity and be a virtuous person.

As a parent thinking about putting her child in a school that is just starting, it makes me feel better that they are partnering with Hillsdale College and being given the curriculum and assistance in training their faculty. This will ensure better success in their endeavors.

I urge you to consider their application and allow them to proceed.

Sincerely,
Heather Connell

Community Supportors for Dogwood Classical Academy:

- Marty McCarthy:
 - Has been on the board of 8 charter schools that have been started in and around the Charlotte area, including Bonnie Cone, in Northeast Charlotte.
- Lineberger Foundation:
 - Financially assists education related causes.
- Mayor of Kannapolis, Darrell Hinnat:
 - On June 5th, Amy Shetler and Arch Lineberger met with him to get support.
- Meeting with the Superintendent of Cabarrus Schools:
 - Amy Shetler met with Chris Lowder June 22nd to talk about working together with the board to help with the need to build new schools fast enough to match the population growth in that targeted area.
- Rossilyn Singleton owner of local Chick-fil-A:
 - Agreed to allow DCA to have fundraiser nights once they are open for business
- Rotary Club of Kannapolis:
 - Has agreed to let DCA present to them once they are open for speakers
- Robert Kirk, YMCA Director for Concord and Kannapolis:
 - Arch Lineberger met with him on June 8th and June 12th, and he agreed to let DCA do outreach through the outside sports once they start playing
- Concord law firm Knipp Law:
 - Take care of closings on real estate and support the school.
- The Cannon Ballers:
 - A minor league baseball team in Kannapolis gave DCA permission to set up an information table in the parking lot on game days when games resume.
- Charlzette Ford:
 - Owner of [Better Bodies 4 Us](#) that offers after school programs.
- Mallard Creek Optimist Club:
 - Diane Mallard agreed to invite us to speak at one of their board meetings and to set up information stands when their sports program opens up.

Creating and Maintaining Strong Community Ties:

- The shutdown of all community events has made it hard to meet with parents in person. DCA is using our website, Facebook page, and ads in neighborhood newsletters. DCA is also passing out flyers in the neighborhoods, shops, restaurants, and businesses in our targeted area.

Future Events to build Community Ties:

- DCA is also in the process of reaching out to ask if we can set up information tables at Afton Village Mall and Concord Mills malls in the targeted location.
- DCA started hosting live parent information Zoom meetings on July 14th.
- DCA will schedule meetings with local church leaders, so we can get information out through the churches as they start to open or even do online parent information meetings through the churches.
- DCA will reach out to local businesses to request sponsorship from them.

Dogwood Classical Academy Community Survey

Submitted On	Name	Email	ZIP Code	Would you apply to Dogwood Classical Academy	What grades in 2022/2023	What appeals to you
6/9/20 13:12	Sarah Bell	sarahshelter12@gmail.com	28027	Yes	Kindergarten	Classroom atmosphere, Curriculum, Teachers
6/11/20 18:22	Martaine Wheatley	marlytaurus1@yahoo.com	28027	Yes	Second Grade	atmosphere, Curriculum, Discipline, Teachers
6/13/20 13:29	Mallory Davis	guenthermallory789@gmail.com	28269	Yes	Kindergarten	Class Size, Curriculum, Teachers
6/19/20 16:43	Matthew Fleishman	mfleishman@rflaw.net	28209	Yes	Kindergarten, Second, Fourth	Structured classroom, Instruction methods, School atmosphere
6/19/20 16:53	Corey Rosensteel	crostensteel@rflaw.net	28203	No	Second, Fourth	Western Civilization
7/3/19 16:16	Robert Fellows	robert.fellows@gmail.com		Yes	Fourth	
7/4/19 12:10	Kathy Weaver	kweaver6411@gmail.com		Yes	Fourth	
1/20/20 18:28		lvgal1575@outlook.com		Yes	Second	Curriculum, Class size, Discipline, Atmosphere
1/20/20 21:01		kshah005@yahoo.com		Yes	Kindergarten	Curriculum, Class size, Discipline, Atmosphere
1/21/20 20:45	Megan Gregory	Meganjgregory@gmail.com		Yes	First, Third	Curriculum, Discipline,
5/27/20 3:45	Brittany Heath	brittmullmann@yahoo.com		Yes	Kindergarten	Curriculum
6/23/20 7:50	Tania Agness	tmfrendo@gmail.com	28269	Yes	Kindergarten	Instruction methods, Educational atmosphere
6/24/20 10:15	Daniel Mallard	mallarddaniel@gmail.com	28115	Yes	Kindergarten	Structured classroom, Instruction methods, Educational atmosphere
6/25/20 6:59	Kendall Burrage	kendall.skincare@gmail.com	28025	Yes	Third, Fifth	Structured classroom, Instruction methods, Educational atmosphere, Western Civilization
6/25/20 8:27	Courtney Nilsen	Courtney.nilsen@gmail.com	28081	Yes	Second	Structured classroom, Instruction methods, Educational atmosphere
6/25/20 16:38	Heather Connell	hbconnell3@gmail.com	28088	Yes	Third	Structured classroom, Instruction methods, Educational atmosphere, Western Civilization
6/25/20 22:30	Vanessa Huaman	contact@bridalaffairsnc.com	28083	Yes	Kindergarten	Structured classroom, Instruction methods, Educational atmosphere, Western Civilization
6/26/20 19:12	Dorothy Hodges	dorothyhynhodges@gmail.com	28269	No	Kindergarten	Instruction methods

Dogwood Classical Academy Community Survey

6/27/20 17:50	Hasanka Warriax	Hasanka.13@gmail.com	28278	Yes	Kindergarten	Structured classroom, Instruction methods, Educational atmosphere
6/29/20 16:45	Tiffany White	tpwhite06@hotmail.com	28081	Yes	First	Structured classroom, Instruction methods, Educational atmosphere
6/29/20 19:56	Paige Uptegraph	paigeallen96@yahoo.com	28212	Yes	Kindergarten	Structured classroom, Instruction methods, Educational atmosphere
6/30/20 17:52	Kristin Kennedy	kristinsmith32@gmail.com	28027	Yes	Kindergarten, Se	Instruction methods, Educational atmosphere
6/30/20 18:04	Mary Ann Slovick	maryannstar@gmail.com	28027	Yes	Kindergarten	Structured classroom, Instruction methods, Educational atmosphere
7/1/20 19:08	Bijula Balakrishnan	bbalakrishnan.er@gmail.com	28027	Yes	Kindergarten	Structured classroom, Instruction methods, Educational atmosphere
7/3/20 6:58	Minh Tran	minhhahnvee@gmail.com	28027	Yes	Fourth	Educational atmosphere
7/17/20 11:54	SESi AJOSE	sesiajose@gmail.com	28134	Yes	Kindergarten	Structured classroom, Instruction methods, Educational atmosphere, Western Civilization

Appendix B: Curriculum Outline per Grade Span

Dogwood Classical Academy



KINDERGARTEN - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERACY Literacy Essentials	Weeks 1-6	Weeks 7-10	Weeks 11-14	Weeks 15-16	Weeks 17-20	Weeks 21-24	Weeks 25-28	Weeks 29-32	Weeks 33-36
LITERATURE Include ~5 poems each month	Three Billy Goats Goldilocks Three Little Pigs	The Wolf and the Seven Little Kids Aesop's Fables	Red Riding Hood The Legend of Jumping Mouse King Midas	The Velveteen Rabbit	Tortoise and the Hare How Many Spots? Tug-of-War	Snow White Cinderella Casey Jones	Momotaro Bremen Town Musicians Chicken Little	Little Red Hen Ugly Duckling Johnny Appleseed	Winnie-the-Pooh
HISTORY & GEOGRAPHY	Basic Geography and Maps Seven Continents	Native Americans Past and Present	Columbus Pilgrims	George Washington	July 4 Thomas Jefferson	Abraham Lincoln	American Flag White House	Theodore Roosevelt Statue of Liberty	Mount Rushmore Current President
MATH Dimensions KA & KB	Chapters 1-2 Begin KA	Chapters 3-4	Chapters 4-5	Chapter 6	Chapters 7-8 Begin KB	Chapters 9-10	Chapters 10-11	Chapters 12-13	Chapter 14
SCIENCE	Plants & Trees George Washington Carver	Seasons	Magnetism	Animals & Their Needs Jane Goodall	Human Body: 5 Senses	Human Body: Taking Care of Your Body	Taking Care of the Earth	Weather Wilson Bentley The Wright Brothers	Planting & Farming
ART	Color	Color	Line	Line	Sculpture	Bruegel Cassatt	Homer	Rivera	Tanner
MUSIC Include 2 songs each month	Basic Elements	Basic Elements	Instruments	Instruments	Peer Gynt	March of the Toys	March of the Siamese	Carnival of the Animals	Review elements

LITERACY RESOURCES

BOOKS FOR TEACHERS

Literacy Essentials Kindergarten Teacher Guide,
Dorothy Kardatske and Melody Furno

Literacy Essentials Phonogram Cards

The ABC's and All Their Tricks, Margaret M. Bishop

Literacy Essentials Wall Charts

Primary Phonics, sets 1, 1A, 2, 2A, 3-6, Barbara
Makar

Literacy Essentials Kindergarten Copy Masters

LITERACY

1. Quarter One: Introducing the Written Form & All Sounds for the 26 Letters of the Alphabet

WEEK 1: Classroom setup, oral phonemic awareness components

WEEK 2: Handwriting readiness—finger tracing the clock stroke

WEEK 3: Practicing writing habits and pencil grip

WEEK 4: Teaching the sounds and writing the first clock letters

WEEK 5: Practice to mastery the clock letters, spacing, begin decoding

WEEK 6: Line letter formation

WEEK 7: Introducing the concept of the basic code for spelling and reading with clock letters

WEEK 8: Practicing to automaticity—writing, spelling, and reading in the basic code

WEEK 9: Practicing to mastery phonograms 1-26

2. Quarter Two: Capital Letters, Spelling, & Grammar

WEEKS 10-12: Capital letter formation & working toward automaticity with the basic code

WEEK 13: Introducing the first spelling/vocabulary words and dictated sentence

WEEK 14: Expanding the code—adding multi-letter phonograms and spelling rules

WEEKS 15-16: Formal grammar with introduction of the concept of verb

WEEK 17: Expanding the code—adding silent final 'e' job #1 and concept of a noun

WEEK 18: Practice/review/assessments—working towards automaticity

3. Quarters Three & Four

- A. SPELLING LESSONS:** begin spelling lessons from the Literacy Essentials Kindergarten Teacher Guide, starting with Week 13.
- B. REVIEW AND PRACTICE** previously taught words for both spelling and reading, working toward automaticity/speed.
- C. FORMAL READING - PRIMARY PHONICS:** Following the end of 2nd Quarter assessment, determine which students are ready to begin *Primary Phonics* Set 1 and 1a readers. There are 20 books that stay within the basic code that include several words that have been taught in spelling. Track the completion of each book in a set. Students should read aloud each book in the set with supervision to ensure accuracy.
- D. NEW SPELLING PATTERNS:** Introduce new phonograms until all 72 phonograms have been taught. The following order of the phonograms will prepare students for decoding words in *Primary Phonics* Set 2. Continue to review those previously taught that are not yet mastered.
- Week 19—ck, wh
 - Week 20—ai, oo
 - Week 21—oa, ea
 - Week 22—oe, ie
 - Week 23—oy, oi
 - Week 24—ey, dge
 - Week 25—ng, ch
 - Week 26—wor, ear
 - Week 27—aw, au
 - Week 28—ew, eu
 - Week 29—ur, ir, ei
 - Week 30—ed, ui, eigh
 - Week 31—igh, kn, gn
 - Week 32—wr, ph, tch
 - Week 33—ti, si, ci
 - Week 34—ough
- E. SENTENCE WRITING INSTRUCTION** will come up in the Literacy Essentials Kindergarten Teacher Guide, Week 15. As part of practice for newly introduced words, students will independently generate a new sentence for each new word. This transitions students from teacher-dictated sentences for review of words to student-generated sentences in order to demonstrate and practice fluency for writing and spelling. Struggling students may need more support for this transition.

LITERATURE RESOURCES



Teacher resources are available on Box for teachers at Hillsdale affiliated schools. Ask your school leader or email charterschool@hillsdale.edu for access.

BOOKS FOR TEACHERS

What Your Kindergartner Needs to Know, Core Knowledge Foundation

Listen, My Children: Poems for Kindergarteners, Core Knowledge Foundation

The Children's Book of Virtues, William J. Bennett

American Tall Tales, Mary Pope Osborne

ONLINE RESOURCES FOR TEACHERS

“Talking about Literature homework sheet”

LITERATURE

1. Poetry

A. MOTHER GOOSE POEMS

- *Listen, My Children: Poems for Kindergarteners*

"Baa, Baa, Black Sheep"
 "Diddle, Diddle, Dumpling"
 "A Diller, A Dollar"
 "Georgie Porgie"
 "Hey Diddle Diddle"
 "Hickory, Dickory, Dock"
 "Hot Cross Buns"
 "Humpty Dumpty"
 "It's Raining, It's Pouring"
 "Jack and Jill"
 "Jack Be Nimble"
 "Jack Sprat"
 "Ladybug, Ladybug"
 "Little Bo Peep"
 "Little Boy Blue"
 "Little Jack Horner"
 "Little Miss Muffet"
 "London Bridge Is Falling Down"
 "Mary, Mary, Quite Contrary"
 "Old King Cole"
 "Old Mother Hubbard"
 "The Old Woman Who Lived in a Shoe"
 "One, Two, Buckle My Shoe"
 "Pat-a-Cake"
 "Rain, Rain, Go Away"
 "Ride a Cock-Horse"
 "Ring Around the Rosey"
 "Rock-a-bye, Baby"
 "Roses Are Red"
 "See-Saw, Margery Daw"
 "Simple Simon"
 "Sing a Song of Sixpence"
 "Star Light, Star Bright"

The poems listed here constitute a select core of poetry for this grade. You are encouraged to choose additional quality poems. Students should memorize and recite many poems throughout the year.

"There Was a Little Girl"
"This Little Pig Went to Market"
"Three Blind Mice"

B. OTHER POEMS, OLD & NEW

- *Listen, My Children: Poems for Kindergarteners*
 - "April Rain Song," Langston Hughes
 - "Early to Bed," Benjamin Franklin
 - "Happy Thought," Robert Louis Stevenson
 - "I Do Not Mind You, Winter Wind," Jack Prelutsky
 - "Mary Had a Little Lamb," Sara Josepha Hale
 - "The More It Snows," A.A. Milne
 - "My Nose," Dorothy Aldis
 - "Rain," Robert Louis Stevenson
 - "The Three Little Kittens," Eliza Lee Follen
 - "Time to Rise," Robert Louis Stevenson
 - "Tommy," Gwendolyn Brooks
 - "Twinkle, Twinkle, Little Star," Jane Taylor

2. Fiction

A. STORIES

- *The Children's Book of Virtues*
 - The Little Red Hen
- *What Your Kindergartener Needs to Know*
 - The Bremen Town Musicians
 - Chicken Little (also known as "Henny-Penny")
 - Cinderella
 - Goldilocks and the Three Bears
 - How Many Spots Does a Leopard Have?
 - In Which Pooh Goes Visiting and Gets into a Tight Place
 - King Midas and the Golden Touch
 - The Legend of Jumping Mouse
 - Little Red Riding Hood
 - Momotaro: Peach Boy
 - Snow White
 - The Three Billy Goats Gruff
 - The Three Little Pigs
 - Tug-of-War
 - The Ugly Duckling
 - The Velveteen Rabbit; or, How Toys Become Real
 - The Wolf and the Seven Little Kids

B. AESOP'S FABLES

- *The Children's Book of Virtues*
The Lion and the Mouse
The Tortoise and the Hare
- *What Your Kindergartener Needs to Know*
The Dog and His Shadow
The Grasshopper and the Ants

C. AMERICAN FOLK HEROES & TALL TALES

- *American Tall Tales*
Davy Crockett
Johnny Appleseed
- *What Your Kindergartener Needs to Know*
Casey Jones

Children will read more American folk heroes and tall tales in 2nd grade.

D. LITERARY TERMS: author, illustrator

3. Sayings & Phrases

- *What Your Kindergartener Needs to Know*
April showers bring May flowers.
Better safe than sorry.
Do unto others as you would have them do unto you.
A dog is man's best friend.
The early bird gets the worm.
Great oaks from little acorns grow.
It's raining cats and dogs.
Look before you leap.
A place for everything and everything in its place.
Practice makes perfect.
Where there's a will, there's a way.

ADDITIONAL KINDERGARTEN RESOURCES

CLASSROOM LIBRARY BOOKS

This list is meant to enrich your classroom by providing optional stories and non-fiction. Some are connected to Kindergarten content, while many are not. This list is a good place to start, but teachers are encouraged to trust their judgment and expose their students to as many excellent books as possible.

Literature

Make Way for Ducklings, Robert McKloskey

Mother Goose Nursery Rhymes

Dr. Seuss Books

When We Were Very Young, A.A. Milne

Mad About Madeline: The Complete Tales, Ludwig Bemelmans

William Steig Books

Can't Catch Me!, Timothy Knapman and Simona Ciralo

Extra Yarn, Mac Barnett and Jon Klassen

Virginia Wolf, Kyo Maclear and Isabelle Arsenault

History & Geography

Blue Sky White Stars, Sarvinder Naberhaus

Ox-Cart Man, Donald Hall

DK Eyewitness series:

- *Explorer*, Rupert Matthews
- *Presidents*, James Barber

Science

Just Ducks!, Nicola Davies

Life, Cynthia Rylant and Brendan Wenzel

Over and Under the Snow, Kate Messner and Christopher Silas Neal

Over and Under the Pond, Kate Messner and Christopher Silas Neal

Lovely Beasts: The Surprising Truth, Kate Gardner and Heidi Smith

1ST GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERACY	Weeks 1-4	Lists B & C	Lists D & E	Lists F & G	List H	Lists I & J	Lists K & L	Lists M & N	List O
Literacy Essentials	Review, List A Begin Primary Phonics		Begin McCall Harby		Complete Primary Phonics	Begin Uncontrolled Readers			
LITERATURE	Frog Prince Hansel and Gretel Thumbelina (& variations)	Cinderella (& variations) Jack and the Beanstalk Pied Piper	Pinocchio	Princess and the Pea Rapunzel Tale of Peter Rabbit	Aesop's Fables Puss-in-Boots Br'er Rabbit	Rumpelstiltskin Sleeping Beauty The Little Hero of Holland	House at Pooh Corner	Why the Owl Has Big Eyes Lon Po Po/ Little Red Riding Hood	The Little Half-Chick All Stories Are Anansi's The Crowded, Noisy House
HISTORY & GEOGRAPHY	Basic Geography and Maps Mesopotamia	Ancient Egypt Judaism	Christianity	Islam	First Americans Maya, Aztec, Inca Modern Mexico	Early Exploration and Settlement	Thirteen Colonies American Revolution	American Revolution	Exploration of the American West
MATH	Chapters 1-3 Begin 1A	Chapters 4-5	Chapters 6-8	Chapters 8-9	Chapters 10-12 Begin 1B	Chapters 13-14	Chapters 15-16	Chapter 17	Chapters 18-19
SCIENCE	Habitats & Food Chains Oceans Jacques Cousteau Environmental Change	Classification of Animals	Human Body Louis Pasteur	Human Body Edward Jenner	Astronomy	Matter	Electricity Thomas Edison	The Earth	The Earth
ART		Art from long ago	Color	Line	Shape	Texture	Portrait	Still Life	
MUSIC	Basic Elements	Basic Notation	Composers Mozart	Orchestra Prokofiev	Opera	Instrumental Music	Ballet	Jazz	Review notation, elements
Include 2 songs each month									

LITERACY RESOURCES

BOOKS FOR TEACHERS

Literacy Essentials First Grade Teacher's Guide,
Dorothy Kardatzke and Melody Furno

Literacy Essentials Phonogram Cards

Literacy Essentials Wall Charts

Literacy Essentials First Grade Copy Masters

The ABC's and All Their Tricks, Margaret M. Bishop

Primary Phonics, Barbara Makar

Stevenson Supplementary Readers, 1-20

Texts for reading practice at increasing levels of
difficulty (ex. *Go Dog Go*, *Little Bear*, *Owl at Home*,
Frog & Toad, *Sam the Minute Man*, etc.)

Test Lessons in Primary Reading, McCall-Harby

Test Lessons in Primary Reading (Teacher's Manual),
McCall-Harby

BOOKS FOR STUDENTS

My English Orthography Notebook, Access Literacy

LITERACY ESSENTIALS

1. Beginning of the Year

- A. **NEW SCHOOLS:** The first four to five weeks will be used as a review of what was taught in kindergarten. Adjust the pace of the review of the first four weeks but not the progression of skills. Allow five weeks to complete four weeks of content if necessary. Add the additional week after week three. This allows for additional practice with handwriting and Basic Code.
- B. **ESTABLISHED SCHOOLS:** The first four weeks will be used to review phonograms, handwriting, and writing and reading in Basic Code which was taught in kindergarten. Formal spelling lessons begin at week five.

2. Essentials for Success

- A. **ORTHOGRAPHY NOTEBOOK:** Students will begin to fill in their own copy of the notebook after accurate handwriting is established. Spelling words will be entered into the Spelling Lesson section of the notebook.
- B. **READING PRACTICE:** Students need approximately 30 minutes per day for the practice of reading, which can be accomplished using reading groups. The students should begin using Primary Phonics and *Stevenson Supplementary Readers* as practice texts. Once a student has completed these 100 books, the teacher provides the student with texts at his reading level for daily reading practice. See Texts for Reading Practice under Books for Teachers. The teacher should work with the group needing the most help. The better readers may work with partners. Additional adults may be needed to oversee the remaining reading groups.

LITERATURE RESOURCES



Teacher resources are available on Box for teachers at Hillsdale affiliated schools. Ask your school leader or email charterschool@hillsdale.edu for access.

BOOKS FOR TEACHERS

Text Resources, Grade 1, Core Knowledge Foundation

Listen, My Children: Poems for First Graders, Core Knowledge Foundation

What Your First Grader Needs to Know, Core Knowledge Foundation

The Children's Book of Virtues, William J. Bennett

The House at Pooh Corner, A.A. Milne

Pinocchio, Carlo Collodi

LITERATURE

1. Poetry

A. POEMS

- *Listen, My Children: Poems for First Graders*
 - “Hope,” Langston Hughes
 - “I Know All the Sounds that the Animals Make,” Jack Prelutsky
 - “My Shadow,” Robert Louis Stevenson
 - “The Owl and the Pussycat,” Edward Lear
 - “The Pasture,” Robert Frost
 - “The Purple Cow,” Gelett Burgess
 - “Rope Rhyme,” Eloise Greenfield
 - “Sing a Song of People,” Lois Lenski
 - “Solomon Grundy,” traditional
 - “The Swing,” Robert Louis Stevenson
 - “Table Manners” (also known as “The Goops”), Gelett Burgess
 - “Thanksgiving Day” (also known as “Over the River and Through the Woods”), Lydia Maria Child
 - “Washington,” Nancy Byrd Turner
 - “Wynken, Blynken, and Nod,” Eugene Field

The poems listed here constitute a select core of poetry for this grade. You are encouraged to choose additional quality poems. Students should memorize and recite many poems throughout the year.

2. Fiction

A. NOVELS

- *The House at Pooh Corner*, A.A. Milne
- *Pinocchio*, Carlo Collodi

B. STORIES

- *The Children’s Book of Virtues*
 - The Little Hero of Holland
- *What Your First Grader Needs to Know*
 - All Stories Are Anansi’s
 - The Crowded, Noisy House
 - The Frog Prince
 - Hansel and Gretel
 - Issun Boshi: One-Inch Boy
 - Jack and the Beanstalk
 - The Knee-High Man
 - The Little Half-Chick (Medio Pollito)
 - The Pied Piper of Hamelin

The Princess and the Pea
Puss-in-Boots
Rapunzel
Rumpelstiltskin
Sleeping Beauty
The Tale of Peter Rabbit
Tom Thumb
Why the Owl Has Big Eyes

- *Text Resources, Grade 1*
 - » Tales of Br'er Rabbit, recommended tales:
 - Br'er Rabbit Gets Br'er Fox's Dinner
 - Br'er Rabbit Tricks Br'er Bear
 - Br'er Rabbit and the Tar Baby

C. AESOP'S FABLES

- *The Children's Book of Virtues*
 - The Boy Who Cried "Wolf"
- *What Your First Grader Needs to Know*
 - The Dog in the Manger
 - The Fox and the Grapes
 - The Goose That Laid the Golden Eggs
 - The Maid and the Milk Pail
 - The Wolf in Sheep's Clothing

D. DIFFERENT LANDS, SIMILAR STORIES

- *Text Resources, Grade 1*
 - The Egyptian Cinderella
 - The Korean Cinderella
 - Little Finger of the Watermelon Patch
 - Little Red Riding Hood
 - Lon Po Po
 - Thumbelina
 - Yeh-Shen: A Cinderella Story from China
- *The Children's Book of Virtues*
 - The Indian Cinderella

E. LITERARY TERMS

- Characters, heroes, heroines
- Drama
 - » Actors, actresses
 - » Audience
 - » Costumes, props, theater, stage

3. Sayings & Phrases

- *What Your First Grader Needs to Know*

A.M. and P.M.

An apple a day keeps the doctor away.

Do unto others as you would have them do unto you.

Fish out of water.

Hit the nail on the head.

If at first you don't succeed, try, try again.

Land of Nod.

Let the cat out of the bag.

The more the merrier.

Never leave till tomorrow what you can do today.

Practice makes perfect.

Sour grapes.

There's no place like home.

Wolf in sheep's clothing.

ADDITIONAL 1ST GRADE RESOURCES

BOOKS FOR TEACHERS

Math

Teaching of Whole Numbers, Yeap Ban Har and Douglas Edge

CLASSROOM LIBRARY BOOKS

This list is meant to enrich your classroom by providing optional stories and non-fiction. Some are connected to, and others are not. This list is a good place to start, but teachers are encouraged to trust their judgment and expose their students to as many excellent books as possible.

Literature

Now We Are Six, A.A. Milne

Paddington Bear series, Michael Bond

The Sword in the Tree, Clyde Robert Bulla

Mike Mulligan and His Steam Shovel, Virginia Lee Burton

The Courage of Sarah Noble, Alice Dalgliesh

Babar series, Jean de Brunhoff

Mad About Madeline: The Complete Tales, Ludwig Bemelmans

Dr. Seuss Books

William Steig Books

Can't Catch Me!, Timothy Knapman and Simona Ciralo

Extra Yarn, Mac Barnett and Jon Klassen

Virginia Wolf, Kyo Maclear and Isabelle Arsenault

History & Geography

DK *Eyewitness* series:

- *Ancient Civilizations*
- *Mesopotamia*
- *Ancient Egypt*
- *Mummy*
- *Arms & Armor*
- *Judaism*
- *Islam*
- *American Revolution*

Ox-Cart Man, Donald Hall

The Secret Soldier, Ann McGovern

Science

Just Ducks!, Nicola Davies

Life, Cynthia Rylant and Brendan Wenzel

Up in the Garden and Down in the Dirt, Kate Messner and Christopher Silas Neal

Over and Under the Snow, Kate Messner and Christopher Silas Neal

Over and Under the Pond, Kate Messner and Christopher Silas Neal

Lovely Beasts: The Surprising Truth, Kate Gardner and Heidi Smith

Sonya's Chickens, Phoebe Wahl

Elephant, Jenni Desmond

The Polar Bear, Jenni Desmond

Migration, Jenni Desmond

2ND GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERACY Literacy Essentials	Weeks 1-2 Review McCall Crabb List 2A Begin Uncontrolled Readers	Lists 2B & 2C	Lists 2D & 2E	Lists 2F & 2G	List 2H	Lists 2I & 2J	Lists 2K & 2L	Lists 2M & 2N	List 2O
LITERATURE Include ~2 poems each month	Charlotte's Web	Magic Paintbrush Fisherman and His Wife Beauty and the Beast	Greek Mythology	Tongue-Cut Sparrow Christmas Carol How the Camel Got His Hump	Peter Pan	Iktomi Stories Tall Tales Talk	Sign of the Beaver	Emperor's New Clothes	El Pajaro Cu Tiger, Brahman, & Jackal
HISTORY & GEOGRAPHY	Basic Geography and Maps Ancient India	Ancient China Modern Japan	Ancient Greece	Ancient Greece	Constitution War of 1812	Geography of the Americas Westward Expansion	Civil War	Civil War	Immigration and Citizenship
MATH Dimensions 2A & 2B	Chapters 1-2 Begin 2A	Chapters 3-4	Chapters 5-6	Chapter 7	Chapter 8 Begin 2B	Chapters 9-10	Chapters 11-12	Chapters 13-14	Chapter 15
SCIENCE	Seasons and Water Cycle Life Cycles	Insects	Insects Jean-Henri Fabre	Magnetism	Simple Machines Elijah McCoy	Cells and Microscopes Daniel Hale Williams Anton van Leeuwenhoek	Cells & Microscopes Taking Care of Your Body Florence Nightingale	Digestive and Excretory Systems	Plants * Review content from Kindergarten for this unit.
ART	Lines	Architecture	Architecture	Sculpture	Landscapes	Landscapes	Abstract Art	Abstract Art	
MUSIC Include 2 songs each month	Basic Notation	Basic Elements	String Instruments Carnival of the Animals	Vivaldi	Percussion Instruments Toccata for Percussion	Keyboard Instruments Sonata K. 331	Beethoven Spring Song	Bach	Review notation, elements

LITERACY RESOURCES

TEACHER RESOURCES

Literacy Essentials Second Grade Teacher's Guide,
Dorothy Kardatzke and Melody Furno

Literacy Essentials Phonogram Cards

Stevenson Supplementary Readers, 1-20

The ABC's and All Their Tricks, Margaret M. Bishop

Standard Test Lessons in Reading, Books A,B, & C,
McCall-Crabbs

Standard Test Lessons in Reading (Teacher's Edition),
McCall-Crabbs

Standard Test Lessons in Reading Answer Sheets,
McCall-Crabbs

Audio resources for *Well-Ordered Language, Level
1A*, Coupland and Peters

STUDENT RESOURCES

My English Orthography Notebook, Access Literacy

LITERACY

1. Beginning of the Year

- A. NEW SCHOOLS:** You may choose to use the first semester of first grade to begin second grade, as it presents the content at a slower pace. Following the first semester of first grade you will transition to the first semester of second grade. As you make this transition ignore the week numbers as they will not correspond. Be mindful of the grammar component as it will differ slightly.
- B. ESTABLISHED SCHOOLS:** Weeks one and two are a review of first grade content. The assumption is that, at the very least, the majority of students have had one year of the Literacy Essentials program. If this is not the case you will need to slow the pace of the review to accommodate the needs of your students. The order should be followed but the pace may be slowed.

2. Essentials for Success

- A. ORTHOGRAPHY NOTEBOOK:** Students should make daily entries in their own copy of the Orthography notebook once accurate handwriting is established. The notebook should be filled or nearly filled by the end of the school year.
- B. MCCALL-CRABBS:** Teachers give students five McCall-Crabbs reading comprehension passages as 3-minute timed tests. These five test scores are averaged to assess the students' reading comprehension levels. Teachers should then use McCall-Crabbs reading books A-C for practice and instruction two or three times per week for 15-20 minutes with books distributed based upon each student's individual reading comprehension level.
- C. READING PRACTICE:** Students need approximately 30 minutes per day for the practice of reading which can be accomplished using reading groups. The teacher provides the student with texts at his reading level for daily reading practice. Literature books should not be used for reading groups. The teacher should work with the group needing the most help. The better readers may work with partners. Additional adults may be needed to oversee the remaining reading groups.
- D. GRAMMAR AND COMPOSITION:** While the emphasis should be on learning to read in kindergarten through second grades, grammar is an important tool to help achieve this goal. The teacher integrates grammar instruction into daily spelling and sentence writing through teaching the parts of speech for spelling words, and the study of sentence patterns and sentence analysis based upon these patterns. The *Well-Ordered Language* songs about the parts of speech are used to help students memorize definitions.

LITERATURE RESOURCES



Teacher resources are available on Box for teachers at Hillsdale affiliated schools. Ask your school leader or email charterschool@hillsdale.edu for access.

“Teacher Guide - *Charlotte’s Web*”

BOOKS FOR TEACHERS

Text Resources, Grade 2, Core Knowledge Foundation

Listen, My Children: Poems for Second Graders, Core Knowledge Foundation

What Your Second Grader Needs to Know, Core Knowledge Foundation

Classic Myths to Read Aloud, William F. Russell

D’Aulaire’s Book of Greek Myths, Ingri and Edgar Parin d’Aulaire

Charlotte’s Web, E.B. White

Peter Pan, J.M. Barrie

Sign of the Beaver, Elizabeth George Speare

American Tall Tales, Mary Pope Osborne

LITERATURE

1. Poetry

A. POEMS

- *Listen, My Children: Poems for Second Graders*
 - “Bed in Summer,” Robert Louis Stevenson
 - “Bee! I’m Expecting You!,” Emily Dickinson
 - “The Blind Men and the Elephant,” John Godfrey Saxe
 - “Buffalo Dusk,” Carl Sandburg
 - “Caterpillars,” Aileen Fisher
 - “Discovery,” Harry Behn
 - “Harriet Tubman,” Eloise Greenfield
 - “Hurt No Living Thing,” Christina Rossetti
 - “Lincoln,” Nancy Byrd Turner
 - “The Night Before Christmas,” Clement C. Moore
 - “Rudolph Is Tired of the City,” Gwendolyn Brooks
 - “Seashell,” Federico Garcia Lorca
 - “Smart,” Shel Silverstein
 - “Something Told the Wild Geese,” Rachel Field
 - “There Was an Old Man with a Beard,” Edward Lear
 - “Who Has Seen the Wind?,” Christina Rossetti
 - “Windy Nights,” Robert Louis Stevenson

The poems listed here constitute a select core of poetry for this grade. You are encouraged to choose additional quality poems. Students should memorize and recite many poems throughout the year.

2. Fiction

A. NOVELS

- *Charlotte’s Web*, E.B. White
- *Peter Pan*, J.M. Barrie
- *Sign of the Beaver*, Elizabeth George Speare

B. STORIES

- *What Your Second Grader Needs to Know*
 - Beauty and the Beast
 - A Christmas Carol
 - The Emperor’s New Clothes
 - The Fisherman and His Wife
 - How the Camel Got His Hump
 - How Iktomi Lost His Eyes
 - The Magic Paintbrush
 - El Pajaro Cu

A Teacher Guide is available for *Charlotte’s Web* from BCSI via Box.

Talk
The Tiger, the Brahman, and the Jackal
The Tongue-Cut Sparrow

C. MYTHOLOGY OF ANCIENT GREECE

- *D'Aulaire's Book of Greek Myths*
 - Zeus and his Family
 - Hera
 - Hephaestus
 - Aphrodite
 - Ares
 - Athena
 - Poseidon
 - Apollo
 - Artemis
 - Hermes
 - Hades
 - Persephone and Demeter
 - Dionysus
 - Prometheus
 - Pandora
 - Pan
 - The Wild and Vulgar Centaurs
 - Heracles
 - The Apples of Love and the Apple of Discord (particularly the first portion involving Atalanta)
- *Classic Myths to Read Aloud*
 - Icarus and Daedalus
 - Pegasus, the Wingèd Horse
 - The Return of Ulysses
 - The Riddle of the Sphinx
 - The Spinning Contest
 - The Story of Helen of Troy
 - The Story of Theseus

D. TALL TALES

- *American Tall Tales*
 - Paul Bunyan
 - Johnny Appleseed
 - John Henry
 - Pecos Bill

E. LITERARY TERMS: Myth, tall tale, limerick

Johnny Appleseed
was introduced in
Kindergarten.

3. Sayings & Phrases

- *What Your Second Grader Needs to Know*
 - Back to the drawing board.
 - Better late than never.
 - Cold feet.
 - Don't cry over spilled milk.
 - Don't (or you can't) judge a book by its cover.
 - Easier said than done.
 - Eaten out of house and home.
 - Get a taste of your own medicine.
 - Get up on the wrong side of the bed.
 - In hot water.
 - Keep your fingers crossed.
 - Practice what you preach.
 - The real McCoy.
 - Two heads are better than one.
 - Turn over a new leaf.
 - Where there's a will there's a way.
 - You can't teach an old dog new tricks.

ADDITIONAL 2ND GRADE RESOURCES

BOOKS FOR TEACHERS

Math

Teaching of Whole Numbers, Yeap Ban Har and Douglas Edge

CLASSROOM LIBRARY BOOKS

This list is meant to enrich your classroom by providing optional stories and non-fiction. Some are connected to content, and others not. This list is a good place to start, but teachers are encouraged to trust their judgment and expose their students to as many excellent books as possible.

Literature

Now We Are Six, A.A. Milne

Paddington Bear series, Michael Bond

The Sword in the Tree, Clyde Robert Bulla

Mike Mulligan and His Steam Shovel, Virginia Lee Burton

The Courage of Sarah Noble, Alice Dalgliesh

Babar series, Jean de Brunhoff

Mad About Madeline: The Complete Tales, Ludwig Bemelmans

Dr. Seuss Books

William Steig Books

Can't Catch Me!, Timothy Knapman and Simona

Extra Yarn, Mac Barnett and Jon Klassen

Virginia Wolf, Kyo Maclear and Isabelle Arsenault

Du Iz Tak?, Carson Ellis (students will enjoy applying their phonemic knowledge to the language patterns in this book)

Pecos Bill: The Greatest Cowboy of All Time, James Cloyd Bowman

History & Geography

DK *Eyewitness* series:

- *Ancient Civilizations*
- *Ancient Greece*
- *Arms & Armor*
- *Civil War*

Ox-Cart Man, Donald Hall

The Secret Soldier, Ann McGovern

Science

Life, Cynthia Rylant and Brendan Wenzel

Up in the Garden and Down in the Dirt, Kate Messner and Christopher Silas Neal

Over and Under the Snow, Kate Messner and Christopher Silas Neal

Over and Under the Pond, Kate Messner and Christopher Silas Neal

Lovely Beasts: The Surprising Truth, Kate Gardner and Heidi Smith

Sonya's Chickens, Phoebe Wahl

The Blue Whale, Jenni Desmond

Elephant, Jenni Desmond

The Polar Bear, Jenni Desmond

Migration, Jenni Desmond

The Boy Who Drew Birds: A Story of John James Audubon, Melissa Sweet

How Machines Work: Zoo Break, David MacCaulay

3RD GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERACY Literacy Essentials	Weeks 1-2 Review Lists for Weeks 1-4	Lists for weeks 5-8	List for weeks 9-12	Lists for weeks 13-16	Lists for weeks 17-20	List for weeks 21-24	List for weeks 25-28	List for weeks 29-32	List for weeks 33-36
LITERATURE Include ~2 poems each month	Arabian Nights Black Beauty	Black Beauty Greek and Roman Mythology	Norse Mythology Princess and the Goblin	The Princess and the Goblin	The Hunting of the Great Bear Farmer Boy	Farmer Boy	Gone is Gone The People Could Fly	Three Words of Wisdom William Tell The Little Match Girl	Jungle Book
GRAMMAR Well-Ordered Language 2A & 2B	Parts of Speech Kinds of Sentences	Principal Elements Adverbs	Adjectives Direct Objects	Subject Pronouns Interrogative Sentences	Object Pronouns Pronoun Review	Prepositional Phrases-Adverbial Introductory Prepositional Phrases	Compound Subjects Compound Verbs	Compound Verbs Compound Direct Objects	Punctuation & Review
COMPOSITION	Introduction to the Paragraph Informative Paragraph	Narrative Paragraph	Persuasive Paragraph	Review and Remediation	Review and Remediation	Informative Paragraph	Narrative Paragraph	Persuasive Paragraph	Review and Remediation
HISTORY & GEOGRAPHY	Rivers of the World Ancient Rome	Ancient Rome	Ancient Rome	Vikings Canadian Geography	Native Peoples of North America	Exploration	Southern Colonies	New England Colonies	Middle Atlantic Colonies
MATH Dimensions 3A & 3B	Chapters 1-2 Begin 3A	Chapters 3-5	Chapters 6-7	Chapters 8	Chapters 9-10 Begin 3B	Chapters 11-12	Chapters 13-14	Chapters 15-16	Chapters 17
SCIENCE	Classification of Animals	Ecology John Muir	Astronomy Mae Jemison	Astronomy E. Halley Copernicus	Human Body: Muscular & Skeletal Systems	Human Body: Nervous System, Vision & the Eye	Light & Optics	Human Body: Hearing & the Ear	Sound A.G.Bell
ART	Balance and Symmetry	Ancient Rome	Ancient Rome	Byzantium	American Indian Art	Light	Space	Design	Design
MUSIC Include 2 songs each month	Basic Notation	Basic Elements	Tchaikovsky Brass Instruments	W. Tell Overture Horn Concertos	Woodwinds Prelude to...a Faun Rhapsody in Blue	Souza	Copland	Scheherazade	Review notation, elements, ranges

LITERACY RESOURCES

TEACHER RESOURCES

Literacy Essentials Third Grade Teacher's Guide,
Dorothy Kardatzke and Melody Furno

Literacy Essentials Teacher Training Manual, Older
Student Adaptation Section

Literacy Essentials Phonogram Cards

The ABC's and All Their Tricks, Margaret M. Bishop

Standard Test Lessons in Reading: Books A, B, and C,
McCall-Crabbs

Standard Test Lessons in Reading (Teacher's Manual),
McCall-Crabbs

Standard Test Lessons in Reading Answer Sheets,
McCall-Crabbs

STUDENT RESOURCES

My English Orthography Notebook, Access Literacy

LITERACY

1. Beginning of the Year

- A. **NEW SCHOOLS:** Use the first five to nine weeks to frontload the orthography and literacy skills needed for reading and writing. These lessons and instructions are found in the Older Student Adaptation of the *Teacher Training Manual*. This will include teaching the phonograms and spelling rules, remediating student handwriting or teaching cursive and working on basic spelling lists. Then teach the third grade list of spelling words.
- B. **ESTABLISHED SCHOOLS:** Teachers should familiarize themselves with the Greek and Latin side of English found in Margaret Bishop's *The ABC's and All Their Tricks*. Many of the spelling words at this level have Greek and Latin roots with prefixes and suffixes added. If a majority of students struggle with these words spend a week or two reviewing spelling words from the second semester of second grade.

2. Essentials for Success

- A. **ORTHOGRAPHY NOTEBOOK:** Students should make daily entries in their own copy of the Orthography notebook once accurate, legible handwriting is established. The notebook should be filled or nearly filled by the end of the school year.
- B. **MCCALL-CRABBS:** Teachers give students five McCall-Crabbs reading comprehension passages as 3-minute timed tests. These test scores are averaged to assess the students' reading comprehension levels. Teachers should then use McCall-Crabbs reading books A-C for practice and instruction two or three times per week for 15-20 minutes with books distributed based upon each student's individual reading comprehension level.
- C. **READING PRACTICE:** Students need approximately 30 minutes per day for the practice of reading which can be accomplished using reading groups. The teacher provides the student with texts at his reading level for daily reading practice. Literature books should not be used for reading groups. The teacher works with the group needing the most help. The better readers may work with partners. Additional adults may be needed to oversee the remaining reading groups.

GRAMMAR & COMPOSITION RESOURCES



Teacher resources are available on Box for teachers at Hillsdale affiliated schools. Ask your school leader or email charterschool@hillsdale.edu for access.

BOOKS FOR STUDENTS

Well-Ordered Language, Level 1A, Tammy Peters and Daniel Coupland

Well-Ordered Language, Level 1B, Tammy Peters and Daniel Coupland

“Composition Sequence and Instruction Overview - 3rd-6th Grade”

“Daily Composition Schedule - 3rd Grade”

“Composition 3rd Grade Example”

“Composition 3rd Grade Scope”

“Sample Narrative and Persuasive Prompts - 3rd-6th Grades”

“Teaching Students to Write and Refine Paragraphs - 3rd & 4th Grades”

“Sample 3rd Grade Narrative Paragraph Outline.

“Sample 3rd Grade Narrative Paragraph Rubric”

“Sample 3rd Grade Persuasive Paragraph Outline”

“Sample 3rd Grade Persuasive Paragraph Rubric”

BOOKS FOR TEACHERS

Well-Ordered Language, Level 1A, Teacher’s Edition, Tammy Peters and Daniel Coupland

Well-Ordered Language, Level 1B, Teacher’s Edition, Tammy Peters and Daniel Coupland

GRAMMAR & COMPOSITION

1. Grammar

A. LEVEL 1A

- Four Kinds of Sentences
- Principal Elements, Part 1—Subject and Predicate
- Principal Elements, Part 2—Subject and Predicate Verb
- Adverbs
- Adjectives
- Direct Objects
- Subject Pronouns
- Interrogative Sentences—Subject Pronouns and Helping Verbs

B. LEVEL 1B

- Object Pronouns
- Pronoun Review
- Prepositional Phrases—Adverbial
- Introductory Prepositional Phrases
- Compound Subjects
- Compound Verbs
- Compound Direct Objects

2. Composition

A. INTRODUCTION TO THE PARAGRAPH

- B. INFORMATIVE PARAGRAPH:** Teacher provides topic sentence and student writes supporting sentences (fall); student writes topic sentence and supporting sentences (spring)
- C. NARRATIVE PARAGRAPH:** Teacher provides topic sentence and student writes supporting sentences (fall); student writes topic sentence and supporting sentences (spring)
- D. PERSUASIVE PARAGRAPH:** Teacher provides topic sentence and student writes supporting sentences (fall); student writes topic sentence and supporting sentences (spring)

LITERATURE RESOURCES



Teacher resources are available on Box for teachers at Hillsdale affiliated schools. Ask your school leader or email charterschool@hillsdale.edu for access.

“Teacher Guide - *Princess and the Goblin*”

BOOKS FOR TEACHERS

Listen, My Children: Poems for Third Graders, Core Knowledge Foundation

What Your Third Grader Needs to Know, Core Knowledge Foundation

Classic Myths to Read Aloud, William F. Russell

D'Aulaire's Book of Norse Myths, Ingri and Edgar Parin d'Aulaire

BOOKS FOR STUDENTS

Aladdin and Other Favorite Arabian Nights Stories, ed. Philip Smith

Farmer Boy, Laura Ingalls Wilder

Black Beauty, Anna Sewell

The Princess and the Goblin, George MacDonald

The Jungle Book, Rudyard Kipling

LITERATURE

1. Poetry

A. POEMS

- *Listen, My Children: Poems for Third Graders*
 - “Adventures of Isabel,” Ogden Nash
 - “By Myself,” Eloise Greenfield
 - “Catch a Little Rhyme,” Eve Merriam
 - “Dream Variations,” Langston Hughes
 - “Eletelephony,” Laura Richards
 - “First Thanksgiving of All,” Nancy Byrd Turner
 - “For want of a nail,” author unknown
 - “Jimmy Jet and His TV Set,” Shel Silverstein
 - “Knoxville, Tennessee,” Nikki Giovanni
 - “Trees,” Joyce Kilmer

B. TERMS: stanza, line

The poems listed here constitute a select core of poetry for this grade. You are encouraged to choose additional quality poems. Students should memorize and recite many poems throughout the year.

2. Fiction

A. NOVELS

- *Black Beauty*, Anna Sewell
- *Farmer Boy*, Laura Ingalls Wilder
- *The Princess and the Goblin*, George MacDonald

B. STORIES

- *Aladdin and Other Favorite Arabian Nights Stories*
 - Aladdin and the Wonderful Lamp
 - Ali Baba and the Forty Thieves
- *What Your Third Grader Needs to Know*
 - Gone is Gone
 - The Hunting of the Great Bear
 - The Little Match Girl
 - The People Could Fly
 - Three Words of Wisdom
 - William Tell
- *The Jungle Book*
 - Mowgli’s Brothers
 - Tiger, Tiger
 - Rikki-tikki-tavi

A Teacher Guide is available for *The Princess and the Goblin* from BCSI via Box.

See also History: Slavery in the Southern Colonies re *The People Who Could Fly*.

Introduce students to Music: "Ride of the Valkyries" in connection with Norse Myths.

See also History: The Vikings

See also History: Ancient Rome

C. MYTHS AND MYTHICAL CHARACTERS

- *D'Aulaires Book of Norse Myths*
 - Introduction
 - Asgard and the Aesir
 - The Death of Balder
 - Odin, the All-father
 - Thor, the Thunder-god
 - The Valkyries and Valhalla
- *Classic Myths to Read Aloud*
 - Cupid and Psyche
 - Damon and Pythias
 - Jason and the Golden Fleece
 - Perseus and the Gorgon's Head
 - The Sword of Damocles
 - The Wanderings of Aeneas
- *What Your Third Grader Needs to Know*
 - Androcles and the Lion
 - Horatius at the Bridge

D. LITERARY TERMS: biography, autobiography, fiction, nonfiction

3. Sayings and Phrases

- *What Your Third Grader Needs to Know*
 - Actions speak louder than words.
 - Beat around the bush
 - Beggars can't be choosers.
 - Clean bill of health
 - Cold shoulder
 - A feather in your cap
 - His bark is worse than his bite.
 - Last straw
 - Let bygones be bygones.
 - One rotten apple spoils the whole barrel.
 - On its last legs
 - Rule the roost
 - The show must go on.
 - Touch and go.
 - When in Rome, do as the Romans do.
 - Rome wasn't built in a day.

ADDITIONAL 3RD GRADE RESOURCES

BOOKS FOR TEACHERS

Math

Teaching of Whole Numbers, Yeap Ban Har and Douglas Edge

CLASSROOM LIBRARY BOOKS

This list is meant to enrich your classroom by providing optional stories and non-fiction. Some are connected to content, others are not. This list is a good place to start, but teachers are encouraged to trust their judgment and expose their students to as many excellent books as possible.

Literature

The Black Stallion, Walter Farley

Little House series, Laura Ingalls Wilder

Snow Treasure, Marie McSwigan

The Tale of Despereaux, Kate DiCamillo

The BFG, *Fantastic Mr. Fox*, and other Roald Dahl books

The Little Prince, Antoine de Saint-Exupery

The Trumpet of the Swan, E.B. White

Sarah, Plain and Tall, Patricia MacLachlan

Mr. Poppers Penguins, Richard Atwater

The Thirteen Clocks, James Thurber

Extra Yarn, Mac Barnett

Odd and the Frost Giants, Neil Gaiman

Fortunately, The Milk, Neil Gaiman

Arthur and the Golden Rope, Joe Todd-Stanton

The Book of Three, Lloyd Alexander

Pecos Bill: The Greatest Cowboy of All Time, James Cloyd Bowman

Just So Stories, Rudyard Kipling

Beowulf, Michael Morpurgo

History & Geography

Journeys in Time: A New Atlas of American History, Elspeth Leacock and Susan Buckley

National Parks of the U.S.A, Katie Siber

The Mississippi River, Allan Fowler

Minn of the Mississippi, Holling Clancy Holling

Paddle to the Sea, Holling Clancy Holling

Seabird, Holling Clancy Holling

The Star-Spangled Banner, Peter Spier

Into the Unknown: How Great Explorers Found Their Way by Land, Sea, and Air, Stewart Ross and Stephen Biesty

DK Eyewitness series

- *Ancient Rome*
- *Mythology*
- *Explorer*
- *Viking*
- *North American Indian*

Science

100 Questions About Outer Space, Simon Abbott

The Big Book of Beasts, Yuval Zommer

The Illustrated Compendium of Amazing Animal Facts, Maja Säfström

Nature Anatomy, Julia Rothman

About Animals series by Owen Davey

- *Smart About Sharks*
- *Bonkers About Beetles*
- *Crazy About Cats*
- *Mad About Monkeys*
- *Fanatical About Frogs*

Wild Animals of the North, Dieter Braun

Wild Animals of the South, Dieter Braun

Boats Fast and Slow, Iris Volant and Jarom Vogel

Horses Wild and Tame, Iris Volant and Jarom Vogel

Nature Books series by Dianna Hutts Aston

- *A Seed is Sleepy*
- *A Rock is Lively*
- *A Butterfly is Patient*
- *An Egg is Quiet*
- *A Nest is Noisy*
- *A Beetle is Shy*

DK Eyewitness series

- *Planets*
- *Space Exploration*
- *Human Body*

4TH GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERACY	Intro of Roots 3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week
LITERATURE	Wonderful Chuang Brocade Treasure Island	Treasure Island King Arthur	King Arthur Saint George & the Dragon Robin Hood	Robin Hood Fire on the Mountain	Johnny Tremain	Johnny Tremain	Anne of Green Gables	Anne of Green Gables	Rip Van Winkle Sleepy Hollow
GRAMMAR	Principal Elements	Adverbs	Predicate Verbs	Predicate Adjectives	Prepositional Phrases	Subject Pronouns	Possessive Pronouns	Compound Sentences	Relative Pronouns
Well-Ordered Language 2A & 2B	Diagramming Adverbs	Adjectives	Direct Objects Predicate Nominative	Predicate Review Possessive Nouns	Compound Elements	Object Pronouns	Interrogative Pronouns		Relative Clauses
COMPOSITION	Informative Body Paragraph & 2 topic sentences	Narrative Body Paragraph & 2 topic sentences	Persuasive Body Paragraph & 2 topic sentences	Review & Remediation	Review & Remediation	3 Informative Body Paragraphs	3 Narrative Body Paragraphs	3 Persuasive Body Paragraphs	Review & Remediation
HISTORY & GEOGRAPHY	Mountains China	Europe in the Middle Ages	Islam Crusades	Early & Medieval African Kingdoms	American Revolution	Making a Constitutional Government	Washington Adams Jefferson	Jeffersonian America	Andrew Jackson
MATH	Chapters 1-2	Chapters 3-4	Chapters 5-6	Chapters 6-7	Chapters 8-9	Chapters 10-11	Chapters 12-13	Chapters 13-14	Chapter 15
Dimensions 4A & 4B	Begin 4A				Begin 4B				
SCIENCE	Circulatory & Respiratory Systems Charles Drew Elizabeth Blackwell	Geology James Hutton	Geology	Geology	Meteorology Benjamin Banneker	Meteorology	Chemistry	Chemistry Electricity Michael Faraday	Electricity
ART	Ancient China	Medieval Europe	Islamic Art and Architecture	Africa	Late 18th-century United States	Late 18th-century United States	Monticello	Georgian Architecture	
MUSIC	Basic Notation 2 songs	Basic Elements 2 songs	F.J. Hayden 2 songs	Vocal Ranges G.F. Handel 1 song	Orchestra 2 songs	W.A. Mozart 2 songs	W.A. Mozart 2 songs	Gregorian Chant 1 song	Review Notation, Elements, Ranges

LITERACY RESOURCES

TEACHER RESOURCES

Literacy Essentials Third Grade Teacher's Guide,
Dorothy Kardatzke and Melody Furno

Literacy Essentials Teacher Training Manual, Older
Student Adaptation Section

Literacy Essentials Phonogram Cards

The ABC's and All Their Tricks, Margaret M. Bishop

Standard Test Lessons in Reading: Books A, B, and C,
McCall-Crabbs

Standard Test Lessons in Reading (Teacher's Manual),
McCall-Crabbs

Standard Test Lessons in Reading Answer Sheets,
McCall-Crabbs

English from the Roots Up, Volume I, Joegil
Lundquist

STUDENT RESOURCES

My English Orthography Notebook, Access Literacy

LITERACY

1. Beginning of the Year

- A. NEW SCHOOLS:** Use the first five to nine weeks to frontload the orthography and literacy skills needed for reading and writing. These lessons and instructions are found in the Older Student Adaptation section of the *Teacher Training Manual*. This will include teaching the phonograms and spelling rules, remediating student handwriting or teaching cursive and working on more basic spelling lists. Then teach the third grade list of spelling words.
- B. ESTABLISHED SCHOOLS:** If necessary take one to two weeks to review spelling words from the third grade spelling list. Once this is complete teachers should choose approximately ten words per week from the other content areas of literature, history, science and math. Students should practice the new words in teacher dictated sentences first and then transition to creating their own sentences. Test spelling/vocabulary weekly or bi-weekly to assess mastery.

2. Essentials for Success

- A. ORTHOGRAPHY NOTEBOOK:** This information is for new schools. Students should make daily entries in their own copy of the Orthography notebook once accurate, legible handwriting is established. The notebook should be filled or nearly filled by the end of the school year.
- B. MCCALL-CRABBS:** Teachers give students five McCall-Crabbs reading comprehension passages as 3-minute timed tests. These test scores are averaged to assess the students' reading comprehension levels. Teachers then use McCall-Crabbs reading books B-F for practice and instruction two or three times per week for 15-20 minutes with books distributed based upon each student's individual reading comprehension level.
- C. GREEK AND LATIN ROOT WORDS:** From the beginning of the year forward students should learn three to four Latin or Greek roots each week from the first volume of *English from the Roots Up*. English derivatives should be included in weekly spelling tests.

GRAMMAR & COMPOSITION RESOURCES

FOR FIRST-YEAR SCHOOLS

Well-Ordered Language, Level 1A, Teacher's and Student Editions, Tammy Peters and Daniel Coupland

Well-Ordered Language, Level 1B, Teacher's and Student Editions, Tammy Peters and Daniel Coupland

FOR ESTABLISHED SCHOOLS

Well-Ordered Language, Level 2A, Teacher's and Student Editions, Tammy Peters and Daniel Coupland

Well-Ordered Language, Level 2B, Teacher's and Student Editions, Tammy Peters and Daniel Coupland



Teacher resources are available on Box for teachers at Hillsdale affiliated schools. Ask your school leader or email charterschool@hillsdale.edu for access.

“Composition Sequence and Instruction Overview - 3rd-6th Grade”

“Daily Composition Schedule - 4th Grade”

“Composition 4th Grade Example”

“Composition 4th Grade Scope”

“Sample Narrative and Persuasive Prompts - 3rd-6th Grades”

“Teaching Students to Write and Refine Paragraphs - 3rd & 4th Grades”

GRAMMAR & COMPOSITION

1. Grammar

A. LEVEL 2A: Review with Introduction of Diagramming

- Four Kinds of Sentences & Principal Elements
- Adverbs
- Adjectives
- Predicate Verbs & Direct Objects
- Predicate Nominatives
- Predicate Adjectives
- Predicate Review
- Possessive Nouns

B. LEVEL 2B

- Prepositional Phrases
- Compound Elements
- Subject Pronouns
- Object Pronouns
- Possessive Pronouns
- Interrogative Pronouns
- Compound Sentences
- Relative Pronouns & Relative Clauses

2. Composition

- A. **INFORMATIVE PARAGRAPH:** Teacher provides introductory paragraph. Student writes one body paragraph and two additional topic sentences.
- B. **NARRATIVE PARAGRAPH:** Teacher provides introductory paragraph. Student writes one body paragraph and two additional topic sentences.
- C. **PERSUASIVE PARAGRAPH:** Teacher provides introductory paragraph. Student writes one body paragraph and two additional topic sentences.
- D. **INFORMATIVE ESSAY:** Teacher provides introductory paragraph. Student writes three body paragraphs.
- E. **NARRATIVE ESSAY:** Teacher provides introductory paragraph. Student writes three body paragraphs.
- F. **PERSUASIVE ESSAY:** Teacher provides introductory paragraph. Student writes three body paragraphs.

LITERATURE RESOURCES

BOOKS FOR TEACHERS

What Your Fourth Grader Needs to Know, Core Knowledge Foundation

Listen, My Children: Poems for Fourth Graders, Core Knowledge Foundation



Teacher resources are available on Box for teachers at Hillsdale affiliated schools. Ask your school leader or email charterschool@hillsdale.edu for access.

BOOKS FOR STUDENTS

Johnny Tremain, Esther Forbes

Anne of Green Gables, L.M. Montgomery

Core Classics, Core Knowledge Foundation:

- *King Arthur*, Alice M. Hedfield
- *Legend of Sleepy Hollow & Other Tales*, Washington Irving
- *Robin Hood*, J. Walker McSpadden
- *Treasure Island*, Robert Louis Stevenson

ABRIDGED BOOKS FOR STRUGGLING READERS

Classic Starts: Anne of Green Gables, (edited by Kathleen Olmstead)

Classic Starts: Treasure Island, (edited by Christ Tait)

Classic Starts: The Story of King Arthur & His Knights, (edited by Tania Zamorsky)

Classic Starts: The Adventures of Robin Hood, (edited by John Burrows)

LITERATURE

1. Poetry

A. POEMS

- *Listen, My Children: Poems for Fourth Graders*
 - “Afternoon on a Hill,” Edna St. Vincent Millay
 - “Clarence,” Shel Silverstein
 - “Clouds,” Christina Rossetti
 - “Concord Hymn,” Ralph Waldo Emerson
 - “Dreams,” Langston Hughes
 - “the drum,” Nikki Giovanni
 - “Fog,” Carl Sandburg
 - “George Washington,” Rosemary and Stephen Vincent Benét
 - “Humanity,” Elma Stuckey
 - “Life Doesn’t Frighten Me,” Maya Angelou
 - “Monday’s Child Is Fair of Face,” author unknown
 - “Paul Revere’s Ride,” Henry Wadsworth Longfellow
 - “The Pobble Who Has No Toes,” Edward Lear
 - “The Rhinoceros,” Ogden Nash
 - “Things,” Eloise Greenfield
 - “A Tragic Story,” William Makepeace Thackeray

B. TERMS: stanza, line

2. Fiction

A. NOVELS

- *Anne of Green Gables*, L.M. Montgomery
- *Johnny Tremain*, Esther Forbes
- *Treasure Island*, Robert Louis Stevenson

The poems listed here constitute a select core of poetry for this grade. You are encouraged to choose additional quality poems. Students should memorize and recite many poems throughout the year.

"The Wonderful Chuang Brocade" is also known as "The Magic Brocade," "The Enchanted Tapestry," "The Magic Tapestry," and "The Weaving of a Dream."

B. STORIES

- *King Arthur*, Alice M. Hedfield
- *Legend of Sleepy Hollow & Other Tales*, Washington Irving
 - Legend of Sleepy Hollow
 - Rip Van Winkle
- *Robin Hood*, J. Walker McSpadden
- *What Your Fourth Grader Needs to Know*
 - The Fire on the Mountain
 - Saint George and the Dragon
 - The Wonderful Chuang Brocade

C. LITERARY TERMS: novel, plot, setting

3. Sayings & Phrases

- *What Your Fourth Grader Needs to Know*
 - As the crow flies
 - Beauty is only skin deep.
 - The bigger they are, the harder they fall.
 - Birds of a feather flock together.
 - Blow hot and cold
 - Break the ice
 - Bull in a china shop
 - Bury the hatchet
 - Can't hold a candle to
 - Don't count your chickens before they hatch.
 - Don't put all your eggs in one basket.
 - Etc.
 - Go to pot
 - Half a loaf is better than none.
 - Haste makes waste.
 - Laugh, and the world laughs with you; weep, and you weep alone.
 - Lightning never strikes twice in the same place.
 - Live and let live.
 - Make ends meet.
 - Make hay while the sun shines.
 - Money burning a hole in your pocket
 - On the warpath
 - Once in a blue moon
 - One picture is worth a thousand words.
 - An ounce of prevention is worth a pound of cure.
 - RSVP
 - Run-of-the-mill

Seeing is believing.
Shipshape
Through thick and thin
Timbuktu
Two wrongs don't make a right.
When it rains, it pours.
You can lead a horse to water, but you can't make it drink.

ADDITIONAL 4TH GRADE RESOURCES

BOOKS FOR TEACHERS

Math

Teaching of Decimals, Yeap Ban Har and Douglas Edge

Teaching of Fractions, Yeap Ban Har and Douglas Edge

Bar Modeling: A Problem-Solving Tool, Yeap Ban Har

Skyward, Salley Deng

Boats: Fast and Slow, Iris Volant

Horses: Wild and Tame, Iris Volant

The Star-Spangled Banner, Peter Spier

The Right Word: Roget and His Thesaurus, Jen Bryant

Human World: A Visual Compendium of Wonders from Human History, Amanda Wood and Mike Jolley

CLASSROOM LIBRARY BOOKS

This list is meant to enrich your classroom by providing optional stories and non-fiction. Some are connected to Kindergarten content, while many are not. This list is a good place to start, but teachers are encouraged to trust their judgment and expose their students to as many excellent books as possible.

Literature

The Reluctant Dragon, Kenneth Grahame

The Black Stallion, Walter Farley

Calico Captive, Elizabeth George Speare

A Wrinkle in Time, Madeline L'Engle

Misty of Chincoteague, Marguerite Henry

Where the Red Fern Grows, Wilson Rawls

Benjamin West and His Cat Grimalkin, Marguerite Henry

Door in the Wall, Marguerite De Angeli

History & Geography

Journeys in Time: A New Atlas of American History, Elspeth Leacock and Susan Buckley

National Parks of the U.S.A., Kate Siber

Mountains of the World, Dieter Braun

Everest, Sangma Francis

DK Eyewitness series:

- *Medieval Life*, Andrew Langley
- *Castle*, Christopher Gravett
- *Knight*, Christopher Gravett
- *Arms and Armor*, DK
- *Islam*, DK
- *Ancient China*, Arthur Cotterell & Laura Buller
- *American Revolution*, Stuart Murray
- *Presidents*, James Barber

Science

The Big Book of Beasts, Yuval Zommer

The Street Beneath My Feet, Charlotte Guillain

The Illustrated Compendium of Amazing Animal Facts, Maja Safstrom

Nature Anatomy, Julia Rothman

Mountains of the World, Dieter Braun

Everest, Sangma Francis

About Animals, series by Owen Davey:

- *Smart About Sharks*
- *Mad About Monkeys*
- *Crazy About Cats*
- *Bonkers About Beetles*
- *Fanatical About Frogs*

Natural World: A Visual Compendium of Wonders from Nature, Amanda Wood and Mike Jolley

Wild Animals of the North, Dieter Braun

Wild Animals of the South, Dieter Braun

Dianna Hutts Aston and Sylvia Long's science series:

- *A Seed Is Sleepy*
- *A Nest Is Noisy*
- *A Rock Is Lively*
- *An Egg Is Quiet*
- *A Butterfly is Patient*
- *A Beetle Is Shy*

5TH GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERACY	Root words review 3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week
LITERATURE	Secret Garden	Tales from Shakespeare	Wind in the Willows	Wind in the Willows The Samurai's Daughter	Adventures of Tom Sawyer	Adventures of Tom Sawyer Frederick Douglass	Frederick Douglass	Coyote Goes to the Land of the Dead The Sun Dance Alice in Wonderland	Alice in Wonderland Sherlock Holmes
GRAMMAR Well-Ordered Language 3A & 3B	Four Kinds of Sentences Adverbs & Adjectives	Predicate Verbs, Nominatives & Adjectives Personal Pronouns	Sensory Linking Verbs Prepositional Phrases	Indirect Objects	Interrogative Pronouns Relative Clauses	Adverbial Elements Adverbial Clauses	Reflexive Pronouns Participles	Gerunds Infinitives Review Verbals	Types of Sentences
COMPOSITION	Informative 4 Paragraph Essay	Informative 4 Paragraph Essay	Informative 4 Paragraph Essay	Narrative 4 Paragraph Essay	Narrative 4 Paragraph Essay	Narrative 4 Paragraph Essay	Persuasive 4 Paragraph Essay	Persuasive 4 Paragraph Essay	Persuasive 4 Paragraph Essay
HISTORY & GEOGRAPHY	Lakes Renaissance	Early American Civilizations European Exploration	Reformation England from Henry VIII to William & Mary	Russia Feudal Japan	Antebellum America	Civil War	Civil War	Reconstruction	Westward Expansion after 1860 Native Americans
MATH Dimensions 5A & 5B	Chapters 1-2 Begin 5A	Chapters 3-4	Chapters 4-5	Chapter 6	Chapters 7-8 Begin 5B	Chapters 8-9	Chapters 10-11	Chapters 11-12	Chapter 13
SCIENCE	Plant Structures and Processes	Plant Structures and Processes Classification	Classification Carl Linnaeus	Cell Structures and Processes Ernest Just	Cell Structures and Processes	Life Cycles and Reproduction Percy Lavon Julian	Endocrine System Reproductive System	Atomic Structure & Periodic Table John Dalton	Elements, Compounds, & Chemical Change
ART	Renaissance Art	Renaissance Art/ Sculpture	Renaissance Art/ Sculpture	Art of Japan	19th-Century American Art	19th-Century American Art	19th-Century American Art	19th-Century American Art	
MUSIC	Basic Notation and Elements	Renaissance Music	Mendelssohn Dona Nobis Pacem	Mussorgsky Songs: Sakura and Hava Nagilah	Beethoven	Spirituals	American Songs	American Songs	American Songs

LITERACY RESOURCES

TEACHER RESOURCES

Literacy Essentials Third Grade Teacher's Guide,
Dorothy Kardatzke and Melody Furno

Literacy Essentials Teacher Training Manual, Older
Student Adaptation Section

Literacy Essentials Phonogram Cards

Standard Test Lessons in Reading: Books C-F,
McCall-Crabbs

Standard Test Lessons in Reading (Teacher's Manual),
McCall-Crabbs

Standard Test Lessons in Reading Answer Sheets,
McCall-Crabbs

The ABC's and All Their Tricks, Margaret Bishop

English from the Roots Up, Volume I, Joegil
Lundquist

STUDENT RESOURCES

My English Orthography Notebook, Access Literacy

LITERACY

1. Beginning of the Year

- A. **NEW SCHOOLS:** Use the first five to nine weeks to frontload the orthography and literacy skills needed for reading and writing. These lessons and instructions are found in the Older Student Adaptation section of the *Teacher Training Manual*. This will include teaching the phonograms and spelling rules, remediating student handwriting or teaching cursive and working on more basic spelling lists. Then teach the third grade lists of spelling words.
- B. **ESTABLISHED SCHOOLS:** If necessary begin the year with a two week review using some of the third grade spelling words, as well as Greek and Latin roots from *English from the Roots Up*. Following this review, teachers choose ten words per week from other areas of the curriculum (literature, history science and math), to explicitly instruct for spelling and vocabulary. Students should practice the new words in teacher dictated sentences first and then transition to creating their own sentences. Test spelling/vocabulary weekly or bi-weekly to assess mastery. Teachers should plan to explicitly teach approximately 300 words throughout the year.

2. Essentials for Success

- A. **ORTHOGRAPHY NOTEBOOK:** This information is for new schools. Students should make daily entries in their own copy of the Orthography notebook once accurate, legible handwriting is established. The notebook should be filled or nearly filled by the end of the school year.
- B. **MCCALL-CRABBS:** Teachers give students five McCall-Crabbs reading comprehension passages as 3-minute timed tests. These test scores are averaged to assess the students' reading comprehension levels. Teachers then use McCall-Crabbs reading books C-F for practice and instruction two or three times per week for 15-20 minutes with books distributed based upon each student's individual reading comprehension level.
- C. **GREEK AND LATIN ROOTS:** From the beginning of the year forward students should learn three to four Latin or Greek roots each week to cover all 100 roots in the second volume of *English from the Roots Up*. English derivatives should be included in practice opportunities and weekly spelling tests.

GRAMMAR & COMPOSITION RESOURCES

FOR FIRST-YEAR SCHOOLS

Well-Ordered Language, Level 2A, Teacher's and Student Editions, Tammy Peters and Daniel Coupland

Well-Ordered Language, Level 2B, Teacher's and Student Editions, Tammy Peters and Daniel Coupland

FOR ESTABLISHED SCHOOLS

Well-Ordered Language, Level 3A, Teacher's and Student Editions, Tammy Peters and Daniel Coupland

Well-Ordered Language, Level 3B, Teacher's and Student Editions, Tammy Peters and Daniel Coupland



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“Composition 5th Grade Example”

“Composition 5th Grade Scope”

“Sample Narrative and Persuasive Prompts - 3rd-6th Grades”

“Teaching Students to Write and Refine an Essay - 5th & 6th Grades”

GRAMMAR & COMPOSITION

NOTE: For first-year schools, see the scope and sequence for grammar in 4th grade.

1. Grammar

A. LEVEL 3A

- Four Kinds of Sentences & Principal Elements
- Adverbs & Adjectives
- Predicate Verb, Predicate Nominative, Predicate Adjective
- Prepositional Phrases
- Personal Pronouns
- Sensory Linking Verbs
- Indirect Objects
- Interrogative Pronouns
- Relative (Adjectival) Clauses

B. LEVEL 3B

- Adverbial Elements: Adverbs & Interrogative Adverbs, Adverbial Prepositional Phrases, Adverbial Noun Phrases
- Adverbial Clauses
- Reflexive Pronouns
- Verbals - Participles
- Verbals - Gerunds
- Verbals – Infinitives
- Verbals – Review
- Types of Sentences: Simple, Compound, Compound-Complex

2. Composition

- A. INFORMATIVE ESSAY:** Teacher provides thesis sentence. Student writes 3 body paragraphs and completes introductory paragraph.
- B. NARRATIVE ESSAY:** Teacher provides thesis sentence. Student writes 3 body paragraphs and completes introductory paragraph.
- C. PERSUASIVE ESSAY:** Teacher provides thesis sentence. Student writes 3 body paragraphs and completes introductory paragraph.

LITERATURE RESOURCES



Teacher resources are available on Box for teachers at Hillsdale affiliated schools. Ask your school leader or email charterschool@hillsdale.edu for access.

“Teacher Guide - *Tom Sawyer*”

BOOKS FOR TEACHERS

What Your Fifth Grader Needs to Know, Core Knowledge Foundation

The Adventures of Tom Sawyer, Norton Critical Edition

The Annotated Alice, Martin Gardner

ONLINE TEACHER RESOURCES

Hillsdale College Online Courses

Watch or listen at Online.Hillsdale.edu

Mark Twain: Tom Sawyer, Huckleberry Finn, and Selected Short Stories

BOOKS FOR STUDENTS

Listen, My Children: Poems for Fifth Graders, Core Knowledge Foundation

The Adventures of Tom Sawyer, Mark Twain

The Secret Garden, Frances Hodgson Burnett

Wind in the Willows, Kenneth Grahame

Alice’s Adventures in Wonderland, Lewis Carroll

Tales From Shakespeare, Charles and Mary Lamb

5th Grade Core Classics, Core Knowledge Foundation:

- *Narrative of the Life of Frederick Douglass, An American Slave*, Frederick Douglass
- *Sherlock Holmes*, Sir Arthur Conan Doyle

ABRIDGED BOOKS FOR STRUGGLING READERS

Classic Starts: The Adventures of Tom Sawyer, (edited by Martin Woodside)

Classic Starts: Alice in Wonderland & Through the Looking-Glass, (edited by Eva Mason)

Classic Starts: The Secret Garden, (edited by Martha Hailey DuBose)

Classic Starts: The Wind in the Willows, (edited by Martin Woodside)

LITERATURE

1. Poetry

A. POEMS

- *Listen, My Children: Poems for Fifth Graders*
 - “The Arrow and the Song,” Henry Wadsworth Longfellow
 - “Barbara Frietchie,” John Greenleaf Whittier
 - “Battle Hymn of the Republic,” Julia Ward Howe
 - “A Bird came down the Walk,” Emily Dickinson
 - “Casey at the Bat,” Ernest Lawrence Thayer
 - “The Eagle,” Alfred Lord Tennyson
 - “I Hear America Singing,” Walt Whitman
 - “I like to see it lap the Miles,” Emily Dickinson
 - “I, Too,” Langston Hughes
 - “Jabberwocky,” Lewis Carroll
 - “Narcissa,” Gwendolyn Brooks
 - “O Captain! My Captain!,” Walt Whitman
 - “A Poison Tree,” William Blake
 - “The Road Not Taken,” Robert Frost
 - “The Snowstorm,” Ralph Waldo Emerson
 - “*from* Opposites,” Richard Wilbur
 - “The Tyger,” William Blake
 - “A Wise Old Owl,” Edward Hersey Richards
- Additional poems to be read alongside *Alice’s Adventures in Wonderland* (not found in *Listen, My Children: Poems for Fifth Graders*)
 - “The Bee,” Isaac Watts
 - “The Crocodile,” Lewis Carroll
 - “Father William,” Lewis Carroll

- B. TERMS:** onomatopoeia, alliteration

2. Fiction

A. NOVELS

- *The Adventures of Tom Sawyer*, Mark Twain
- *Alice’s Adventures in Wonderland*, Lewis Carroll
- *The Secret Garden*, Frances Hodgson Burnett
- *The Wind in the Willows*, Kenneth Grahame

The poems listed here constitute a select core of poetry for this grade. You are encouraged to choose additional quality poems. Students should memorize and recite many poems throughout the year.

In your planning for *Tom Sawyer*, consider watching or listening to “Mark Twain: *Tom Sawyer, Huckleberry Finn*, and Selected Short Stories” at Online.Hillsdale.edu

A Teacher Guide is available for *Tom Sawyer* from BCSI via Box.

B. STORIES

- *Narrative of the Life of Frederick Douglass, An American Slave*, Frederick Douglass
- *Tales From Shakespeare*, Charles and Mary Lamb
 - » *Much Ado About Nothing*
 - » *Macbeth*
 - » *Romeo and Juliet*
 - » *Hamlet*
- *Sherlock Holmes*, Sir Arthur Conan Doyle
 - » *The Red-Headed League*

See also History:
Feudal Japan re
"The Samurai's
Daughter."

C. MYTHS AND LEGENDS

- *What Your Fifth Grader Needs to Know*
 - "The Samurai's Daughter"
 - "The Sun Dance"
 - "Coyote Goes to the Land of the Dead"

See also History:
Western Native
Americans re "The
Sun Dance" and
"Coyote Goes to the
Land of the Dead."

D. LITERARY TERMS

- Pen name (pseudonym)
- Literal and figurative language
 - » Imagery
 - » Metaphor
 - » Simile
 - » Symbol
 - » Personification

3. Sayings & Phrases

- *What Your Fifth Grader Needs to Know*
 - Birthday suit
 - Bite the hand that feeds you
 - Catch forty winks
 - Chip on your shoulder
 - Count your blessings.
 - Eat crow
 - Eleventh hour
 - Eureka!
 - Every cloud has a silver lining.
 - Few and far between
 - The grass is always greener on the other side of the hill.
 - Kill two birds with one stone
 - Lock, stock, and barrel
 - Make a mountain out of a molehill
 - A miss is as good as a mile.

It's never too late to mend.
Out of the frying pan and into the fire
A penny saved is a penny earned.
Read between the lines
Sit on the fence
Steal his/her thunder
Take the bull by the horns
Till the cows come home
Time heals all wounds.
Tom, Dick, and Harry
Vice versa
A watched pot never boils.
Well begun is half done.
What will be will be.

ADDITIONAL 5TH GRADE RESOURCES

BOOKS FOR TEACHERS

Math

Teaching of Decimals, Yeap Ban Har and Douglas Edge

Teaching of Fractions, Yeap Ban Har and Douglas Edge

Bar Modeling: A Problem-Solving Tool, Yeap Ban Har

CLASSROOM LIBRARY BOOKS

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Literature

The Reluctant Dragon, Kenneth Grahame

Roll of Thunder, Hear my Cry, Mildred D. Taylor

Little Lord Fauntleroy, Freces Hodgson Burnett

Emily of New Moon Series, L.M. Montgomery

Old Yeller, Fred Gipson

Heidi, Johanna Spyri

The Black Arrow, Robert Lewis Stevenson

History & Geography

Journeys in Time: A New Atlas of American History, Elspeth Leacock and Susan Buckley

Into The Unknown: How Great Explorers Found Their Way by Land, Sea, and Air, Steward Ross and Stephen Biesty

National Parks of the U.S.A., Kate Siber

Skyward, Salley Deng

Boats: Fast and Slow, Iris Volant

Horses: Wild and Tame, Iris Volant

The Star-Spangled Banner, Peter Spier

The Right Word: Roget and His Thesaurus, Jen Bryant

Human World: A Visual Compendium of Wonders from Human History, Amanda Wood and Mike Jolley

Minn of the Mississippi, Holling Clancy Holling

Paddle to the Sea, Holling Clancy Holling

DK Eyewitness series:

- *Aztec, Inca, and Maya*
- *Ancient Civilizations*
- *Arms and Armor*
- *Explorer*
- *Presidents*
- *Civil War*
- *Renaissance*
- *Da Vinci & His Times*

Science

Black Pioneers of Science and Invention, Louis Haber

The Big Book of Beasts, Yuval Zommer

The Street Beneath My Feet, Charlotte Guillain

The Illustrated Compendium of Amazing Animal Facts, Maja Safstrom

Nature Anatomy, Julia Rothman

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- *Smart About Sharks*
- *Mad About Monkeys*
- *Crazy About Cats*
- *Bonkers About Beetles*
- *Fanatical About Frogs*

Natural World: A Visual Compendium of Wonders from Nature, Amanda Wood and Mike Jolley

Wild Animals of the North, Dieter Braun

Wild Animals of the South, Dieter Braun

Dianna Hutts Aston and Sylvia Long's science series:

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- *A Nest Is Noisy*
- *A Rock Is Lively*
- *An Egg Is Quiet*
- *A Butterfly is Patient*
- *A Beetle Is Shy*

6TH GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERATURE	Classical Mythology	Children's Homer	Children's Homer Prince and the Pauper	Prince and the Pauper	Scarlet Pimpernel	Scarlet Pimpernel	Count of Monte Cristo	Count of Monte Cristo	Count of Monte Cristo
GRAMMAR Well-Ordered Language 4A & 4B	Principal Elements, Adverbs & Adjectives Predicate Verbs, Predicate Nominatives, and Predicate Adjectives	Prepositional Phrases Personal Pronouns	Indirect Objects Interrogative Pronouns and Interrogative Adverbs	Relative Clauses with Relative Pronouns and Relative Adverbs Appositives	Reflexive Pronouns & Intensive Pronouns	Adverbial Causes & Phrases Indefinite Pronouns	Participial Phrases Gerund Phrases	Infinitive Phrases Verbal Phrase Review	Noun Clauses
COMPOSITION	Informative 5 Paragraph Essay	Informative 5 Paragraph Essay	Informative 5 Paragraph Essay	Narrative 5 Paragraph Essay	Narrative 5 Paragraph Essay	Narrative 5 Paragraph Essay	Persuasive 5 Paragraph Essay	Persuasive 5 Paragraph Essay	Persuasive 5 Paragraph Essay
HISTORY & GEOGRAPHY	Deserts Judaism & Christianity	Ancient Greece	Ancient Rome	Ancient Rome Enlightenment	French Revolution	Romanticism Industrialism	Capitalism & Socialism	Immigration Industrialization & Urbanization	Reformers Latin America
MATH Dimensions 6A & 6B	Chapters 1-2 Begin 6A	Chapters 2-3	Chapters 4-5	Chapters 6-7	Chapter 8 Begin 6B	Chapters 11-12	Chapters 12-13	Chapter 9	Chapter 10
SCIENCE	Plate Tectonics Alfred Wegener	Energy Marie Curie	Heat & Heat Transfer	Energy Transfer Lewis Latimer James P. Joule	Astronomy Isaac Newton	Human Body: Circulatory & Lymphatic Systems	Immune System & Diseases Alexander Fleming	Oceans	Oceans
ART	Classical	Gothic	Renaissance	Baroque	Rococo	Neoclassical	Romantic	Realism	
MUSIC	Basic Notation and Elements	Baroque Bach	Classical Mozart	Handel	Chamber music Haydn	Beethoven Romantic	Schubert	Chopin	Schumann
LATIN Wheelock's	Introduction Chapter 1	Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5	Chapter 6	Chapter 7	Chapter 8

LITERACY RESOURCES

TEACHER RESOURCES

Literacy Essentials Third Grade Teacher's Guide,
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Literacy Essentials Teacher Training Manual, Older
Student Adaptation Section

Literacy Essentials Phonogram Cards

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McCall-Crabbs

The ABC's and All Their Tricks, Margaret Bishop

English from the Roots Up, Volume I, Joegil
Lundquist

STUDENT RESOURCES

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LITERACY

1. Beginning of the Year

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2. Essentials for Success

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- B. MCCALL-CRABBS:** Teachers give students five McCall-Crabbs reading comprehension passages as 3-minute timed tests. These test scores are averaged to assess the students' reading comprehension levels. Teachers should then use McCall-Crabbs reading books C-F for practice and instruction two or three times per week for 15-20 minutes with books distributed based upon each student's individual reading comprehension level.

GRAMMAR & COMPOSITION RESOURCES

FOR FIRST-YEAR SCHOOLS

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Well-Ordered Language, Level 3B, Teacher's and Student Editions, Tammy Peters and Daniel Coupland

FOR ESTABLISHED SCHOOLS

Well-Ordered Language, Level 4A, Teacher's and Student Editions, Tammy Peters and Daniel Coupland

Well-Ordered Language, Level 4B, Teacher's and Student Editions, Tammy Peters and Daniel Coupland



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“Teaching Students to Write and Refine an Essay - 5th & 6th Grades”

GRAMMAR & COMPOSITION

NOTE: For first-year schools, see the scope and sequence for grammar in 4th grade.

1. Grammar

A. LEVEL 4A

- Principal Elements
- Adverbs and Adjectives
- Prepositional Phrases
- Personal Pronouns
- Indirect Objects
- Interrogative Pronouns & Interrogative Adverbs
- Relative Clauses with Relative Pronouns & Relative Adverbs
- Appositives

B. LEVEL 4B

- Reflexive Pronoun & Intensive Pronouns
- Adverbial Clauses & Phrases
- Indefinite Pronouns
- Participial Phrases
- Gerund Phrases
- Infinitives Phrases
- Verbal Phrase Review
- Noun Clauses

2. Composition

- A. INFORMATIVE ESSAY:** Teacher provides writing prompt. Student writes introductory paragraph (including thesis), 3 body paragraphs, and concluding paragraph.
- B. NARRATIVE ESSAY:** Teacher provides writing prompt. Student writes introductory paragraph (including thesis), 3 body paragraphs, and concluding paragraph.
- C. PERSUASIVE ESSAY:** Teacher provides writing prompt. Student writes introductory paragraph (including thesis), 3 body paragraphs, and concluding paragraph.

LITERATURE RESOURCES



Teacher resources are available on Box for teachers at Hillsdale affiliated schools. Ask your school leader or email charterschool@hillsdale.edu for access.

“Teacher Guide - Children’s Homer”

BOOKS FOR TEACHERS

What Your Sixth Grader Needs to Know, Core Knowledge

BOOKS FOR STUDENTS

Realms of Gold: Volume 1, Core Knowledge Foundation

Children’s Homer, Padraic Colum

Julius Caesar, William Shakespeare

Prince and the Pauper, Mark Twain

The Count of Monte Cristo, Alexandre Dumas

The Scarlet Pimpernel, Baroness Orczy

ABRIDGED BOOKS FOR STRUGGLING READERS

Classic Starts: The Prince and the Pauper, edited by Kathleen Olmstead

LITERATURE

1. Poetry

A. POEMS

- *Realms of Gold*, Volume I
 - “All the world’s a stage” (from *As You Like It*), William Shakespeare
 - “Apostrophe to the Ocean” (from *Childe Harold’s Pilgrimage*, Canto 4, Nos. 178-184), George Gordon, Lord Byron
 - “I Wandered Lonely as a Cloud,” William Wordsworth
 - “If,” Rudyard Kipling
 - “Mother to Son,” Langston Hughes
 - “Lift Ev’ry Voice and Sing,” James Weldon Johnson
 - “A Narrow Fellow in the Grass,” Emily Dickinson
 - “A Psalm of Life,” Henry Wadsworth Longfellow
 - “The Raven,” Edgar Allan Poe
 - “A Song of Greatness,” a Chippewa song, trans. Mary Austin
 - “Stopping by Woods on a Snowy Evening,” Robert Frost
 - “Sympathy,” Paul Laurence Dunbar
 - “There Is No Frigate Like a Book,” Emily Dickinson
 - “The Walloping Window-blind,” Charles E. Carryl
 - “Woman Work,” Maya Angelou

- B. TERMS:** meter, iamb, couplet, rhyme scheme, free verse

2. Fiction

A. NOVELS

- *The Prince and the Pauper*, Mark Twain
- *The Scarlet Pimpernel*, Baroness Orczy
- *The Count of Monte Cristo*, Alexandre Dumas

B. STORIES

- *Children’s Homer*, Padraic Colum

C. CLASSICAL MYTHOLOGY

- *Realms of Gold*, Volume I
 - » Apollo and Daphne
 - » Narcissus and Echo
 - » Orpheus and Eurydice
 - » Pygmalion and Galatea
 - » Cupid and Psyche

The poems listed here constitute a select core of poetry for this grade. You are encouraged to choose additional quality poems. Students should memorize and recite many poems throughout the year.

D. LITERARY TERMS

- Epic
- Literal and figurative language (review from grade 5):
 - » imagery
 - » metaphor
 - » simile
 - » symbol
 - » personification

3. Sayings & Phrases

- *What Your Sixth Grader Needs to Know*
 - All for one and one for all
 - All's well that ends well.
 - Bee in your bonnet
 - The best-laid plans of mice and men oft go awry.
 - A bird in the hand is worth two in the bush.
 - Bite the dust
 - Catch-as-catch-can
 - Don't cut off your nose to spite your face.
 - Don't lock the stable door after the horse is stolen.
 - Don't look a gift horse in the mouth.
 - Eat humble pie
 - A fool and his money are soon parted.
 - A friend in need is a friend indeed.
 - Give the devil his due.
 - Good fences make good neighbors.
 - He who hesitates is lost.
 - He who laughs last laughs best.
 - Hitch your wagon to a star.
 - If wishes were horses, beggars would ride.
 - The leopard doesn't change his spots.
 - Little strokes fell great oaks.
 - Money is the root of all evil.
 - Necessity is the mother of invention.
 - It's never over till it's over.
 - Nose out of joint
 - Nothing will come of nothing.
 - Once bitten, twice shy
 - On tenterhooks
 - Pot calling the kettle black
 - Procrastination is the thief of time.
 - The proof of the pudding is in the eating.

R.I.P.
The road to hell is paved with good intentions.
Rome wasn't built in a day.
Rule of thumb
A stitch in time saves nine.
Strike while the iron is hot.
Tempest in a teapot
Tenderfoot
There's more than one way to skin a cat.
Touché!
Truth is stranger than fiction.

7TH GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERATURE	Fahrenheit 451	Fahrenheit 451 Cyrano de Bergerac	Cyrano de Bergerac Christmas Carol	Christmas Carol	Call of the Wild	Call of the Wild	Romeo & Juliet	Romeo & Juliet Short Stories	Dr. Jekyll & Mr. Hyde
GRAMMAR Get Smart	Principal Elements of the Sentence Lessons 1-4	Pronouns Adjectives Lessons 5-8	Adverbs Prepositional Phrases Transitive Verbs Lessons 9-12	Coordinating Conjunctions Lessons 13-17	Indirect Objects Intransitive Verbs Passive Verbs Lessons 18-21	Linking Verbs Noun Jobs Clauses Lessons 22-26	Clauses Lessons 27-30	Gerunds Participles Lessons 31-34	Infinitives Review Lessons 35-37
HISTORY & GEOGRAPHY	Exploration and Colonization	American Revolution	U.S. Constitution	U.S. Constitution	Early Republic	Antebellum Era	Abraham Lincoln	Civil War	Civil War and Reconstruction
MATH Dimensions 7A & 7B	Chapters 1-2 Begin 7A	Chapters 3-4	Chapters 5-6	Chapters 7-8	Chapters 9-10 Begin 7B	Chapters 11-12	Chapters 13-14	Chapters 15-16	Chapter 17 and Review
SCIENCE	Review Scientific Method Atomic Structure Niels Bohr Dmitri Mendeleev	Atomic Structure Antoine Lavoisier	Chemical Bonds and Reactions Lise Meitner	Chemical Bonds and Reactions	Chemistry of Food and Respiration	Chemistry of Food and Respiration Dorothy Hodgkin	Cell Division and Genetics	Cell Division and Genetics Gregor Mendel History of Earth and Life Forms	Evolution Charles Darwin
ART	Monet Renoir	Degas Cassatt	Cezanne Seurat Van Gogh	Gauguin Toulouse-Lautrec	Matisse Munch Chagall	Picasso Duchamp Kandinsky	Klee Mondrian Dali	Hopper Wyeth O'Keefe	Wood Rivera Rockwell
MUSIC	Music Theory Review	Music Theory Review	Romantic Era	Romantic: Berlioz & Liszt	Romantic: Wagner & Brahms	Classical: Dvorak & Grieg	Nationalism: Grieg & Tchaikovsky	Blues & Jazz	Jazz & Fusion
LATIN Wheelock's	Review	Chapter 9	Chapter 10	Chapter 11	Chapter 12	Chapter 13	Chapter 14	Chapters 15-16	Chapter 17

GRAMMAR & COMPOSITION RESOURCES

BOOKS FOR TEACHERS

Get Smart: Grammar through Sentence Diagramming (Instructor Edition), Elizabeth O'Brien

Sentence Diagramming Reference Manual: How to Diagram Anything, Elizabeth O'Brien

Sentence Diagramming Exercises: An Introduction to Sentence Diagramming, Elizabeth O'Brien

Elements of Style, William Strunk Jr. and E.B. White

BOOKS FOR STUDENTS

Get Smart: Grammar through Sentence Diagramming (Student Edition), Elizabeth O'Brien

Elements of Style, William Strunk Jr. and E.B. White



Teacher resources are available on Box for teachers at Hillsdale affiliated schools. Ask your school leader or email charterschool@hillsdale.edu for access.

GRAMMAR & COMPOSITION

1. Grammar

A. SENTENCE DIAGRAMMING

- Eight Parts of Speech
- Clauses
 - » Independent vs. Dependent Clauses
 - » Adverbial Clauses
 - » Noun Clauses
 - » Adjective Clauses
- Verbals
 - » Gerunds
 - » Gerund Phrases
 - » Participles
 - » Participial Phrases
 - » Infinitives
 - » Infinitive Phrases

2. Composition

A. FIVE PARAGRAPH ESSAY (REVIEW)

- Thesis
- Paragraph
- Introduction
- Conclusion

B. ORGANIZATION BEYOND THE 5 PARAGRAPH ESSAY

- Introduction
- Statement of Circumstance
- Outline
- Proof
- Refutation
- Conclusion
- Transitions

C. REVISION

LITERATURE RESOURCES



Teacher resources are available on Box for teachers at Hillsdale affiliated schools. Ask your school leader or email charterschool@hillsdale.edu for access.

“Teacher Guide - *Cyrano de Bergerac*”

ONLINE RESOURCES FOR TEACHERS

Hillsdale College Online Courses

Watch or listen at Online.Hillsdale.edu

Great Books 101: Renaissance to Modern

Great Books 101: Ancient to Medieval

BOOKS FOR STUDENTS

Realms of Gold, Vol. II, Core Knowledge Foundation

Cyrano de Bergerac, Edmond Rostand

Fahrenheit 451, Ray Bradbury

Romeo and Juliet, William Shakespeare

The Call of the Wild, Jack London

The Strange Case of Dr. Jekyll and Mr. Hyde, Robert Louis Stevenson

A Christmas Carol, Charles Dickens

LITERATURE

1. Poetry

A. POEMS

- *Realms of Gold*, Volume II
 - “Annabel Lee,” Edgar Allan Poe
 - “Because I Could Not Stop for Death,” Emily Dickinson
 - “The Charge of the Light Brigade,” Alfred Lord Tennyson
 - “The Chimney Sweeper” (both versions), William Blake
 - “The Cremation of Sam McGee,” Robert Service
 - “Dulce et Decorum Est,” Wilfred Owen
 - “Fire and Ice,” Robert Frost
 - “Harlem” (2), Langston Hughes
 - “Life is Fine,” Langston Hughes
 - “Macavity: The Mystery Cat,” T.S. Eliot
 - “The Negro Speaks of Rivers,” Langston Hughes
 - “Nothing Gold Can Stay,” Robert Frost
 - “The Red Wheelbarrow,” William Carlos Williams
 - “This Is Just to Say,” William Carlos Williams

B. ELEMENTS OF POETRY

- Review: meter, iamb, couplet, rhyme scheme, free verse, onomatopoeia, alliteration
- Stanzas and refrains
- Forms: ballad, sonnet, lyric, narrative, limerick, haiku
- Types of rhyme: end, internal, slant, eye

2. Fiction

A. NOVELS/NOVELLAS

- *Fahrenheit 451*, Ray Bradbury
- *The Call of the Wild*, Jack London
- *Dr. Jekyll and Mr. Hyde*, Robert Louis Stevenson
- *A Christmas Carol*, Charles Dickens

B. SHORT STORIES

- *Realms of Gold*, Vol. II
 - “Gift of the Magi,” O. Henry
 - “The Necklace,” Guy de Maupassant
 - “The Purloined Letter,” Edgar Allan Poe
 - “The Tell-Tale Heart,” Edgar Allan Poe

C. AUTOBIOGRAPHY

- *Realms of Gold*, Vol. II
Selection from *The Story of My Life*, Helen Keller

D. DRAMA

- *Cyrano de Bergerac*, Edmond Rostand
- *Romeo and Juliet*, William Shakespeare
- Elements of Drama: tragedy and comedy; aspects of conflict, suspense, and characterization; soliloquies and asides

E. LITERARY TERMS

- Irony: verbal, situational, dramatic
- Flashbacks and foreshadowing
- Hyperbole; oxymoron; parody

3. Foreign Phrases Common in English

- *ad hoc* – concerned with a particular purpose; improvised [literally, “to the thing”]
- *bona fides* – good faith; sincere, involving no deceit or fraud
- *carpe diem* – seize the day, enjoy the present
- *caveat emptor* – let the buyer beware, buy at your own risk
- *de facto* – in reality, actually existing
- *in extremis* – in extreme circumstances, especially at the point of death
- *in medias res* – in the midst of things
- *in toto* – altogether, entirely
- *modus operandi* – a method of procedure
- *modus vivendi* – a way of living, getting along
- *persona non grata* – an unacceptable or unwelcome person
- *prima facie* – at first view, apparently; self-evident
- *pro bono publico* – for the public good
- *pro forma* – for the sake of form, carried out as a matter of formality
- *quid pro quo* – something given or received in exchange for something else
- *requiescat in pace, R.I.P.* – may he or she rest in peace [seen on tombstones]
- *sic transit gloria mundi* – thus passes away the glory of the world
- *sine qua non* – something absolutely indispensable [literally, “without which not”]
- *sub rosa* – secretly

8TH GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERATURE	To Kill a Mockingbird	To Kill a Mockingbird	Robinson Crusoe	Robinson Crusoe	Lord of the Flies	Lord of the Flies	Short Stories Much Ado About Nothing	Much Ado About Nothing	Poetry
GRAMMAR Stay Smart	Review: Parts of Speech Phrases	Review: Clauses Verbals	Diagramming Sentences 1-27	Diagramming Sentences 28-55	Diagramming Sentences 56-83	Diagramming Sentences 84-111	Diagramming Sentences 112-139	Diagramming Sentences 140-167	Diagramming Sentences 168-188
HISTORY & GEOGRAPHY	The Gilded Age Progressivism Toward the Great War	World War I The Roaring Twenties	The Great Depression Rise of Totalitarianism World War II	World War II	The Start of the Cold War	Cultural changes and Activism The 1960s	The 1960s The 1970s	The 1980s The 1990s	The 2000s The 2010s
MATH Weeks & Adkins	Chapters 1-2	Chapters 3-4	Chapters 5-6	Chapter 7	Chapter 8	Chapter 9-10	Chapters 11-12	Chapters 13-14	Review
SCIENCE	Review scientific method and metric system Motion	Forces	Density and Buoyancy	Work, Energy, Power Albert Einstein	Work, Energy, Power Sound	Sound Electromagnetic Radiation and Light	Light Charles Steinmetz	Electricity Nikola Tesla Benjamin Franklin	Magnetism James Maxwell
ART	Painting since WWII	Painting since WWII	Photography	Photography	20th Century Sculpture	20th Century Sculpture	Architecture since the Industrial Revolution	Architecture since the Industrial Revolution	Review
MUSIC	Music Theory Review: Rhythm & Melody	Music Theory: Intervals & Keyboard Skills	Music Theory: Scales & Key Signatures	Music Theory: Harmony, Form, & Composition	Nationalism: Sibelius & Copland	Moderns: Debussy & Stravinsky	Opera: Rossini & Verdi	Musical Theater: Berlin, Cohan, Porter, & Kern	Musical Theater: Rogers & Hammerstein, Bernstein, & Sondheim
LATIN Wheelock's	Review Chapter 18	Chapters 19-20	Chapter 21	Chapter 22	Chapter 23	Chapter 24	Chapter 25	Chapter 26	Chapter 27

GRAMMAR & COMPOSITION RESOURCES

TEACHER RESOURCES

Stay Smart Workbook: 188 Advanced Sentence Diagramming Exercises, Elizabeth O'Brien

Sentence Diagramming Reference Manual: How to Diagram Anything, Elizabeth O'Brien

Sentence Diagramming Exercises: An Introduction to Sentence Diagramming, Elizabeth O'Brien

MLA Handbook 8th Edition, The Modern Language Association of America



Teacher resources are available on Box for teachers at Hillsdale affiliated schools. Ask your school leader or email charterschool@hillsdale.edu for access.

STUDENT RESOURCES

Stay Smart Workbook: 188 Advanced Sentence Diagramming Exercises, Elizabeth O'Brien

The Office of Assertion, Scott F. Crider

Elements of Style, William Strunk Jr. And E.B. White

GRAMMAR & COMPOSITION

1. Grammar

A. SENTENCE DIAGRAMMING

- Eight Parts of Speech
- Clauses
 - » Independent vs. Dependent Clauses
 - » Adverbial Clauses
 - » Noun Clauses
 - » Adjective Clauses
- Verbals
 - » Gerund
 - » Gerund Phrase
 - » Participle
 - » Participial Phrase
 - » Infinitive
 - » Infinitive Phrase

B. STRUNK AND WHITE'S ELEMENTARY RULES OF USAGE

2. Composition

A. ORGANIZATION BEYOND THE 5 PARAGRAPH ESSAY (REVIEW)

- Thesis
- Introduction
- Statement of Circumstance
- Outline
- Proof
- Refutation
- Conclusion
- Transitions

B. STYLE

- Elementary Principles of Composition
- An Approach to Style

C. REVISION

D. CITATION STYLE (MLA)

LITERATURE RESOURCES



Teacher resources are available on Box for teachers at Hillsdale affiliated schools. Ask your school leader or email charterschool@hillsdale.edu for access.

BOOKS FOR STUDENTS

Much Ado About Nothing, William Shakespeare

Lord of the Flies, William Golding

Robinson Crusoe, Daniel Defoe

To Kill a Mockingbird, Harper Lee

Realms of Gold, Vol. III, Core Knowledge Foundation

LITERATURE

1. Poetry

A. POEMS

- *Realms of Gold*, Volume III
 - “Apparently with No Surprise,” Emily Dickinson
 - “Buffalo Bill’s,” E.E. Cummings
 - “Chicago,” Carl Sandburg
 - “Do Not Go Gentle into That Good Night,” Dylan Thomas
 - “The Gift Outright,” Robert Frost
 - Sonnet 43, “How do I love thee?” Elizabeth Barrett Browning
 - “How They Brought the Good News From Ghent to Aix,” Robert Browning
 - “I Dwell in Possibility,” Emily Dickinson
 - “The Lake Isle of Innisfree,” William B. Yeats
 - “Lucy Gray” (or “Solitude”), William Wordsworth
 - “Mending Wall,” Robert Frost
 - “Mr. Flood’s Party,” Edward Arlington Robinson
 - “My Heart Leaps Up,” William Wordsworth
 - “Neither a borrower nor a lender be...,” Polonius’s speech from *Hamlet*, William Shakespeare
 - “Ozymandias,” Percy Bysshe Shelley
 - Sonnet 18, “Shall I compare thee...,” William Shakespeare
 - “Spring and Fall,” Gerard Manley Hopkins
 - “A Supermarket in California,” Allen Ginsberg
 - “Theme for English B,” Langston Hughes
 - “We Real Cool,” Gwendolyn Brooks

B. ELEMENTS OF POETRY: REVIEW

- Meter, iamb, couplet, rhyme scheme, free verse, onomatopoeia, alliteration, assonance
- Forms: ballad, sonnet, lyric, narrative, limerick, haiku
- Stanzas and refrains
- Types of rhyme: end, internal, slant, eye
- Metaphor and simile: including extended and mixed metaphors
- Imagery, symbol, personification
- Allusion

2. Fiction

A. NOVELS/NOVELLAS

- *Lord of the Flies*, William Golding
- *To Kill a Mockingbird*, Harper Lee
- *Robinson Crusoe*, Daniel Defoe

B. SHORT STORIES

- *Realms of Gold*, Vol. III
 - “The Bet,” Anton Chekov
 - “Dr. Heidegger’s Experiment,” Nathaniel Hawthorne
 - “God Sees the Truth But Waits,” Leo Tolstoy
 - “An Honest Thief,” Fyodor Dostoyevsky
 - “The Open Boat,” Stephen Crane

C. ELEMENTS OF FICTION

- Review: plot and setting, theme, point of view in narration, conflict, suspense and climax
- Characterization: As delineated through a character’s thoughts, words, and deeds; through the narrator’s description; and through what other characters say
- Flat and round; static and dynamic
- Motivation
- Protagonist and antagonist
- Tone and diction

D. SPEECHES

- *Realms of Gold*, Vol. III
 - “Death of a Pig,” E.B. White
 - “The Marginal World” (from *The Edge of the Sea*), Rachel Carson

E. DRAMA

- *Much Ado About Nothing*, William Shakespeare
- Elements of Drama
- Tragedy and comedy
- Aspects of conflict, suspense, and characterization
- Soliloquies and asides
- Farce and satire
- Aspects of performance and staging, including actors, directors, sets, costumes, props, lighting, music, presence of an audience

F. LITERARY TERMS

- Irony: verbal, situational, dramatic
- Flashbacks and foreshadowing
- Hyperbole; oxymoron; parody

3. Foreign Phrases Common in English

- *au revoir* – goodbye, until we see each other again
- *avant-garde* – a group developing new or experimental concepts, a vanguard
- *bête noire* – a person or thing especially dreaded and avoided [literally, “black beast”]
- *c’est la vie* – that’s life, that’s how things happen
- *carte blanche* – full discretionary power [literally, “blank page”]
- *cause célèbre* – a very controversial issue that generates fervent public debate [literally, “a celebrated case”]
- *coup de grâce* – a decisive finishing blow
- *coup d’état* – overthrow of a government by a group
- *déjà vu* – something overly familiar [literally, “already seen”]
- *enfant terrible* – one whose remarks or actions cause embarrassment, or someone strikingly unconventional [literally, “terrible child”]
- *fait accompli* – an accomplished fact, presumably irreversible
- *faux pas* – a social blunder [literally, “false step”]
- *Madame, Mademoiselle, Monsieur* – Mrs., Miss, Mr.
- *merci* – thank you
- *pièce de résistance* – the principal part of the meal, a showpiece item
- *raison d’être* – a reason for being
- *savoir-faire* – the ability to say or do the right thing in any situation, polished sureness in society [literally, “to know (how) to do”]
- *tête-à-tête* – private conversation between two people [literally, “head-to-head”]

Appendix D: Yearly Academic Calendar

Dogwood Classical Academy



2022-2023 Dogwood Classical Academy Calendar

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

August 2022						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Total Number of Days: 177
Quarterly Parent Workshops TBA

July

4 Independence day

August

1-10 Teacher/Staff Training
 15 First Day of School

September

5 Labor Day
 30 Reading Day/Planning/Staff Development

October

18 End of 1st 9 Weeks/Half Day

November

7 Teacher Planning/Staff Development
 8 Election Day/Reading Day/Planning Staff Development
 11 Veteran's Day
 23 Annual Leave Day
 23-28 Thanksgiving Break

December

19-20 Teacher Planning/Staff Development
 21-30 Winter Break
 21-22 Annual Leave Days
 28-30 Annual Leave Days

January 2023

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

February 2023

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023

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

April 2023

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

May 2023

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

June 2023

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

Total Number of Instructional Hours: 1062

January

1 New Year's Holiday
 6 End of 2nd Nine Weeks/Half Day
 13 Reading Day/Planning/Staff Development
 16 Martin Luther King Jr. Day

February

20 President's Day Planning Staff Development

March

14 End of 3rd Nine Weeks/Half Day
 31 Reading Day/Planning/Staff Development

April

7-17 Spring Braek
 10-14 Annual Leave Days

May

31 Reading Day/Planning/Staff Development
 26 End of 4th 9 Weeks Last Day of School/Half Day
 29 Memorial Day Holiday

June

1-2 Teacher Planning/Staff Development

Appendix E: Daily and Weekly Schedule

Dogwood Classical Academy



TIMES	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	TIMES	Grade 7a	Grade 7b	Grade 8a	Grade 8b		
8:00 - 8:10	Arrival							8:00 - 8:10	Homeroom					
8:10 - 8:20	Literacy: Vocabulary Spelling Handwriting	Literacy: Vocabulary Spelling Handwriting	Literacy: Vocabulary Spelling Handwriting	Literacy: Vocabulary Spelling	Literacy: Vocabulary Spelling	Special	Special	1st Period 8:10 - 9:00	Math	History	Science	Literature		
8:20 - 8:30														
8:30 - 8:40														
8:40 - 8:50														
8:50 - 9:00														
9:00 - 9:10	Recess	Math: Number Talk	Math Facts	ELA: Well-Ordered Language	ELA: Well-Ordered Language	Literacy: Vocabulary Spelling	Literacy: Vocabulary Spelling	2nd Period 9:05 - 9:55	Latin	Math	Music/Art	History		
9:10 - 9:20														
9:20 - 9:30														
9:30 - 9:40	Math: Number Talk	Literacy (E.g. Handwriting)	Special	Special	History & Geography	Science	History & Geography	3rd Period 10:00 - 10:50	Science	Latin	Literature	Music/Art		
9:40 - 9:50														
9:50 - 10:00	Special	Special	Recess	Recess	Recess	Science	History & Geography							
10:00 - 10:10														
10:10 - 10:20								Math Block						
10:20 - 10:30														
10:30 - 10:40														
10:40 - 10:50														
10:50 - 11:00	Math	Math	Recess	Recess	Recess	Science	History & Geography	4th Period 10:55 - 11:45	History	Music/Art	Latin	Science		
11:00 - 11:10														
11:10 - 11:20														
11:20 - 11:30	Science	Science	Science	Special	Special	History & Geography	Science	Lunch 11:45 - 12:20	Lunch	Lunch	Lunch	Lunch		
11:30 - 11:40														
11:40 - 11:50	Lunch	Math Facts	Lunch	Reading Practice	Math Facts	History & Geography	Science							
11:50 - 12:00														
12:00 - 12:10	Recess	Literacy (E.g. Phonogram Review)	Recess	Lunch	Special	Special	Lunch	5th Period 12:20 - 1:10	Lunch	Lunch	Lunch	Lunch		
12:10 - 12:20														
12:20 - 12:30														
12:30 - 12:40	Math Facts	Recess	Number Talk	Science	Lunch	Lunch	Math Facts	6th Period 1:15 - 2:05	Music/Art	Literature	Math	Latin		
12:40 - 12:50														
12:50 - 1:00														
1:00 - 1:10	ELA: Literature	Special	Special	Science	Lunch	Lunch	ELA: Well-Ordered Language	7th Period 2:10 - 3:00	Literature	Science	History	Math		
1:10 - 1:20														
1:20 - 1:30														
1:30 - 1:40	Special	ELA: Literature	Literacy (E.g. Handwriting)	ELA: Literature	ELA: Literature	ELA: Well-Ordered Language	Math Modeling	Study Hall/Tutoring/Electives (Chior, Band, etc.)						
1:40 - 1:50														
1:50 - 2:00														
2:00 - 2:10	History & Geography	History and Geography	ELA: Literature	Math Modeling	Math Modeling	Math Modeling	Special							
2:10 - 2:20														
2:20 - 2:30	Recess	Recess	History and Geography	History & Geography	Science	ELA: Literature	ELA: Literature							
2:30 - 2:40														
2:40 - 2:50														
2:50 - 3:00	Literacy (E.g. Reading Practice)	Literacy (E.g. Reading Practice)	Literacy (E.g. Reading Practice)	History & Geography	Science	ELA: Literature	ELA: Literature							

Appendix F: Federal Documentation of Tax-Exempt Status

Dogwood Classical Academy



INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **NOV 14 2019**

DOGWOOD CLASSICAL ACADEMY INC
203 NORTH MAIN STREET
BELMONT, NC 28012

Employer Identification Number:
83-4444010
DLN:
29053191300009
Contact Person:
FAITH E CUMMINS ID# 31534
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
May 7, 2019
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947

DOGWOOD CLASSICAL ACADEMY INC

organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

A handwritten signature in cursive script that reads "Stephen A. Martin".

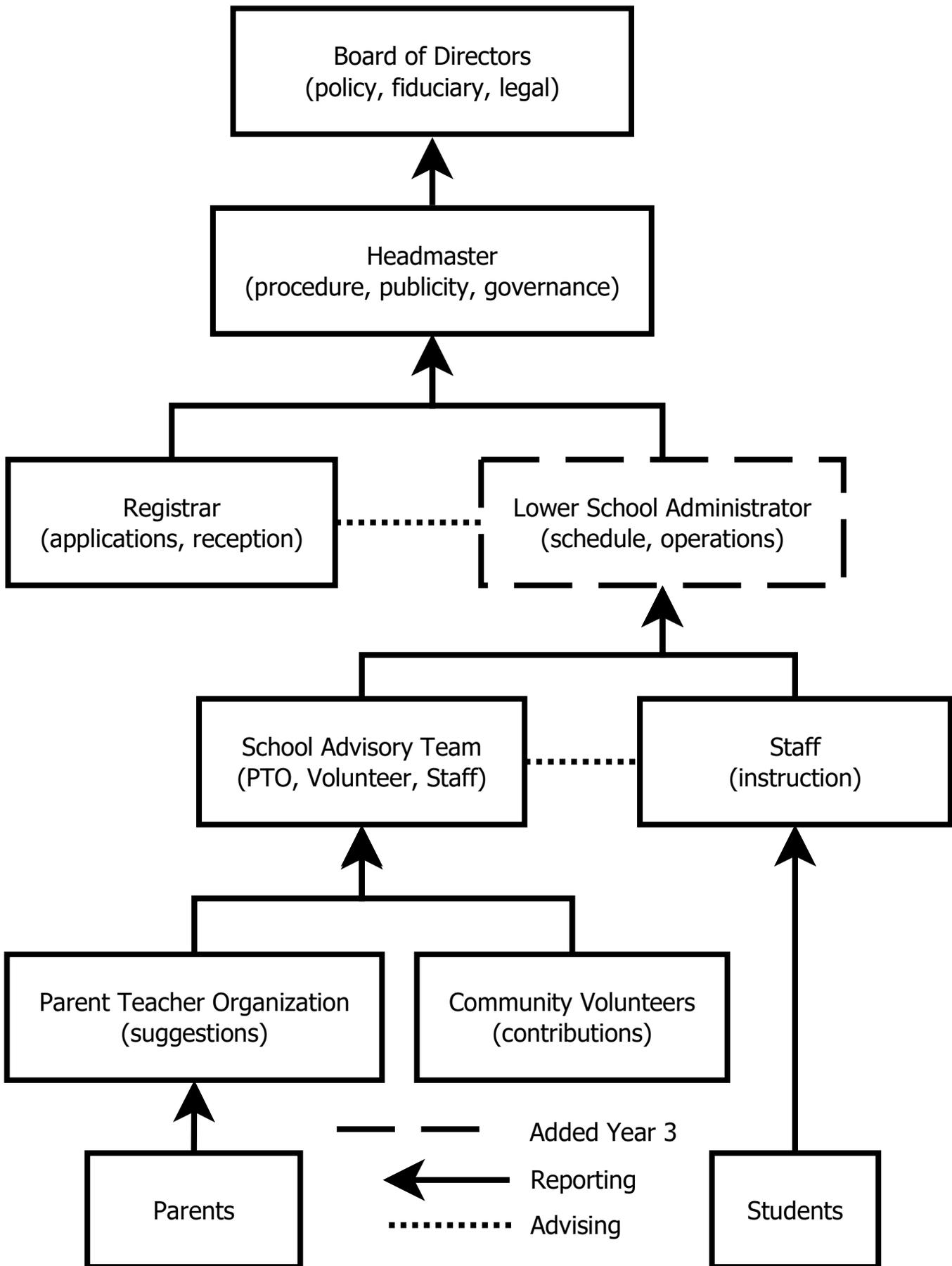
Director, Exempt Organizations
Rulings and Agreements

Appendix G: Organizational Chart

Dogwood Classical Academy



Dogwood Classical Academy Organization Chart



Appendix H: Charter School Board Member Information Form and Resume

Dogwood Classical Academy



SUMMARY

Former textile executive managing spinning mills, package dyeing, as well as fabric dyeing and finishing facilities. Throughout that career and continuing since, I have designed, developed, and maintained custom manufacturing management and financial software systems in various industries. Clients range in size from \$1M to \$1B over LAN, WAN, and the Internet.

PROJECTS

From 2007 through 2017, I was one of 30 developers building and maintaining programs remotely for Answers On Demand in Fort Lauderdale, FL. These have involved NACHA direct deposit/withdrawal transactions, government medical reports, and various other programs for this company. AOD is one of the country's largest long-term care software providers.

From 1989 to the present, I have designed, built, and maintained custom systems for financial, manufacturing, real estate, service, and charitable companies.

MANAGEMENT EXPERIENCE

Woodlawn Mills: Conceived, formed, and acted as CEO of this commission dyeing and finishing business with over one hundred employees

Rowan Cotton Mills: VP and Treasurer of this cotton yarn spinning company with over one hundred employees

Piedmont Processing division of TiCaro, Inc.: VP and General Manager of this cotton/blend yarn mill and package dyehouse with over 230 employees and sales of \$35M in 1979 (\$130M equivalent in 2019)

EDUCATIONAL EXPERIENCE:

- 1979 UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, The Executive Program
- 1970 NORTH CAROLINA STATE UNIVERSITY, B.Sc., Textile Technology
- 1969 UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE, A.B., English with minor in History

CURRENT ADDRESS:

A.C. Lineberger
203 North Main Street
Belmont, NC 28012

Telephone: (704) 461-1223
E-Mail: Arch.Lineberger@gmail.com

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: **Dogwood Classical Academy, Inc.**

2. Full name: **Archibald Caleb Lineberger, III**

Home Address: **203 North Main St., Belmont, NC 28012**

Business Name and Address: **InControl Systems, 203 North Main St., Belmont, NC 28012**

Telephone No.: **(704) 461-1223**

E-mail address: **A.Lineberger@DogwoodAcademy.org**

3. Brief educational and employment history. **Executive Program, Kenan School of Business; BS Textile Tech, NC State; BA English, History UNC Charlotte
Founder, InControl Systems; Founder, Woodlawn Mills; Treasurer, Rowan Cotton Mills; V.P. Piedmont Processing div. Ti-Caro**

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

No: Yes:

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

I expressed my interest to Hillsdale College in starting a Charter school. They introduced me to Amy Shetler with a similar goal and we combined our efforts. My intent is to encourage the availability of a Classical Education alternative for the general public.

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

A Charter School Board member's duties are to ensure the fiscal viability of the school, to select the Headmaster, and to see that the Mission and legal requirements are fulfilled by the curriculum, policies, and procedures employed.

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

This is my first experience in education management. I have served on several corporate and civic boards in the past as well as acting as COO in four enterprises.

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

I have found through my investigation that a Classical Education, especially the Hillsdale curriculum, offers the best alternative to the current elementary offerings for developing productive citizens. I have extensive management experience.

School Mission and Program

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

Our Mission is to graduate educated students with the morals, skills, tools, and love of learning necessary to continue their education through college and life. To be well prepared citizens.

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

We will use the study of the best literature and history of Western Civilization, phonics, and Singapore math to build a solid foundation in study skills, reading, and mathematics in preparation for more intensive education in later grades.

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

A successful school is self-sustaining with adequate funding and a supply of willing students. It uses these resources to develop graduates with a set of skills and a moral code to guide them through life.

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

We will judge our success by the character and achievements of our graduates and their loyalty to Dogwood Classical Academy, its staff, and teachers.

Governance

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

The Board tends to the fiscal viability of the school, confirms compliance with legal requirements, hires the Headmaster, and reviews the execution of the Mission by the staff.

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

Our first yer will be successful if we remain within our budget, our students meet or exceed state standards, and they wish to return the following year.

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

We will be successful after five years if we remain fiscally sound, have retained the bulk of our students through successive grades, and are able to expand our offerings from Kindergarten through twelfth grade.

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

The Board must maintain a sound budget, hire an excellent Headmaster, and give him the support necessary to carry out our mission. We will also need to raise funds beyond our student stipend to reach our potential.

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

Should we have substantiated evidence of unethical actions or those counter to our Mission, the Directors should quietly ask them to resign or failing that, vote to remove the offending member.

*Please include the following with your Information Form

- a **one page** resume

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

Certification

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

Signature 
Date 06/30/20

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

AMY SHETLER
5425 McChesney Drive
Charlotte, NC 28269
Cell 704-576-4268

a.shetler@dogwoodacademy.org

Google Site <https://sites.google.com/cms.k12.nc.us/blythetd/home>

Objective

To provide students with an education that would increase their knowledge in the liberal arts and sciences by using a classical curriculum with a focus on civic virtue.

Education

Bachelor of Science Degree in Elementary Education (1-8)

Licensure Add-on: Gifted Education

IB Training: Blythe IB provides continual training

Work Experience

2010-2019: TD Teacher at Blythe IB Elementary

2007- 2010: Substitute teacher, Charlotte Mecklenburg

January 2010- June 2010: Long Term Substitute 5th Grade Teacher, Cornelius Elementary

August 2009- December 2009: Long Term Substitute 4th grade Teacher, Blythe Elementary

October 2008- December 2008: Long Term Substitute 5th grade Teacher, Blythe Elementary

May 2008- June 2008: Long Term Substitute 3rd grade Teacher, Blythe Elementary

1996- 1997: 5th/6th Grade Tutor at Tuckaseegee Elementary, Charlotte Mecklenburg Schools

Teacher: Tutor students in math and reading with a focus on improving their EOG score.

1992- 1994: 5th Grade Teacher at Oakdale Elementary, Charlotte Mecklenburg Schools Teacher:

Instruct students in all subject areas, and complete any duties assigned.

Clubs/Sports: (View current club and sport activity by going to my Google Site.)

- 2015-2016 Science Olympiad
- 2011-2016 Girls on the Run
- 2016-2019 Cross Country for Youth
- 2010-2019 Chess Club
- 2010-2019 Math Olympiad
- 2014-2019 Fire Bowl
- 2015-2019 Coding Club
- 2016-2019 Robotics Club

Computer Skills

- Google Drive: Google Classroom, Google Sheets, Google Slide, Google Sites
- Microsoft: Word, Excel, Sway
- Power School

Charter School Board Member Information Form

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

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

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

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

Background

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

Dogwood Classical Academy

2. Full name: Amy Shetler

Home Address: 1857 Hampton Drive Conover, NC 28613

Business Name and Address: None

Telephone No.: 704 576 4268

E-mail address: a.shetler@dogwoodacademy.org

3. Brief educational and employment history.

I received a BS in Elementary Education (1-8) from Otterbein College in 1991. I have been a teacher or a stay at home mom ever since I received my degree.

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

No: Yes:

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

I reached out to Hillsdale College about starting one of their charter schools in NC, and they said I needed to start by forming a board. Hillsdale gave my information to Arch and Gina and that is how our board was started. I want to share the classical curriculum with parents and students who value the classical virtues, western civilization, and the love of life long learning.

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

Our role is to provide a quality school that is different from what the local schools provide. The role of a public charter school board also includes being good stewards of the public funds that help run public charters. Ultimately, our role is to make sure that we are upholding the contract that we sign with the state of NC.

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

I served on the boards of Safety City of Westerville, OH, Highland Creek Swim Team, a local traveling soccer team, the Mallard Creek Theater Boosters, and numerous PTO/PTAs. I spent time working in all levels on these boards. Some of the things I was responsible for were training and hiring volunteers, budgeting, fundraising, and getting sponsorships.

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

I bring the experience I obtained serving on the boards mentioned in the previous question. I also bring the knowledge I gained as a Gifted and Talented facilitator for 10 years. I was responsible for teaching students, testing, qualifying students, training classroom teachers, Parent DEP meetings, and making sure that all gifted students files were in compliance.

School Mission and Program

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

Our mission is based in the belief that the classical curriculum with its focus on Western Civilization is one of the most effective ways for students to learn. Our school will focus on teaching the classical virtues that will help students develop integrity and respect for the civic responsibility they will have as adult citizens of the United States.

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

Our educational plan is based off of the classical curriculum model. Classical curriculum teaches students in three stages of learning. We will focus on the first two stages because we are a k-8 school. The first stage, grammar (k-5), teaches students to read, write, and speak well. The second stage, logic, builds on what they learned in the previous stage by teaching students how to think well and ask the right questions.

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

The characteristics of a successful school are good management, qualified staff, parents who believe in the school, and a student body that is gaining knowledge and excited to be learning.

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

Our mission will be successful when our students are regularly choosing to use the classical virtues to make good decisions and they show integrity throughout the school day. More importantly students will have a love for learning that makes them want to be responsible students.

Governance

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

The board will be responsible for clearly communicating with the principal the operational structure of the school. The principal will be responsible for the day to day operations of the school. The board will be responsible for working with and supporting the principal to make sure that he/she is successful.

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

We will have met all of the goals we set for the first year. The true success of the school will be the majority of our students/parents and staff want to continue to be a part of turning Dogwood Classical Academy into a premier school. This would result in more applications for our school.

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

We are regularly meeting the academic, financial, and operational goals for our school. The school is in compliance in all areas. The school will be at full capacity and there will be a wait list. The school will have little staff turnover. The school will have built strong parent and community support. Most important students will be thriving and will value their education at Dogwood. The board, principal, staff, teachers, students, parents, and volunteers will all reflect the mission of the school in all they do at and for the school.

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

Continue to have a board with members that have diverse skill sets and a passion for our mission. The board also needs to take advantage of board training that the state of NC and Hillsdale offer to charter school boards. The board has to make sure there are strong oversight practices in place to keep our school in compliance in all areas. The board needs to hire qualified staff that believe in the mission. We need to make sure that any decisions we make support and uphold our mission.

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

I would go to the board member first to ask for clarification on the behavior or action. I would make sure they understand why it is unethical or not in the best interest of the school. If I still believe it is unethical I would ask them to resign. If they choose not to resign I would bring it to the board to discuss and then vote on dismissal.

*Please include the following with your Information Form

- a one page resume

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

Certification

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

Signature Amy Shetler
Date June 30, 2020

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

Stephanie Jennings

3212 Rudisill Court, Stanley, NC 28164

(704) 577-1306 - stephannjennings@gmail.com

Professional Summary

Versatile Special Education Teacher with a focus on individual student needs across academia and emotional development. Empathetic and accommodating in the design and implementation of hands-on lessons, which cater to diverse learning abilities. Proficient in employing constant communication, patience, and positive reinforcement in team efforts to deliver exceptional educational tools, fostering academic achievement.

Skills

- Student records management
- Group and individual instruction
- Differentiated instruction
- Student progress reporting
- Classroom management
- Lesson planning

Work History

08/1999 to June 2020- Exceptional Children's Teacher

Charlotte-Mecklenburg Schools – Charlotte, NC

- Plan for daily instruction in reading, math and writing for small groups
- Compliance facilitator for 12+ years-adhering to state laws for Exceptional Children-reviewing other EC teachers paperwork for compliance
- Trained in various direct reading programs-Reading Mastery, Corrective Reading, Orton-Gillingham, Great Leaps, Letterland
- Created and managed IEPs to define student learning objectives and educational strategies, in addition to applying instructional knowledge and methods to support goals
- Organized instruction material, including constructing bulletin boards and setting up work areas
- Led activities that developed students' physical, emotional and social growth
- Coordinated special education students and teacher assistant schedules with master schedule
- Cultivated connections and strong student rapport to foster classroom engagement, in addition to recording student progress to inform parents and school administration
- Delivered effective and differentiated classroom instruction to diverse range of developmentally challenged students

Education

1983 Bachelor of Science: Special Education

Appalachian State University

Charter School Board Member Information Form

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

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

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

Background

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

Dogwood Classical Academy

2. Full name: Stephanie Ann Jennings

Home Address: 3212 Rudisill Ct, Stanley, NC 28164

Business Name and Address: Charlotte-Mecklenburg Schools, Blythe Elementary, 12202 Hambricht Rd, Huntersville, NC

Telephone No.: 980-343-5770

E-mail address: sjennings@dogwoodacademy.org

3. Brief educational and employment history.

BS in Special Education, grades K-12, Appalachian State University, 1983
I have taught in the field of education for 32 years in 4 different states. I have been the Exceptional Children's compliance facilitator at my school for 12+ years.

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

No:

Yes:

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

Amy Shetler asked me if I would be interested in being on the DCA board as the Exceptional Children's representative. I wish to serve on this board because the classical curriculum is a curriculum that students with disabilities make gains and to give parents of children with disabilities another choice in their child's education.

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

The role of a public charter school board is to hire the principal who will report to the board, plan the yearly budget, adhere to state and federal compliance/laws, create policies for student behavior, make sure the curriculum is being followed, and raise funds to allow the school to grow.

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

I have not been on the board of a charter school before. I have been an Exceptional Children's teacher for 32 years teaching grades K-8. I have also been the Children's Compliance Facilitator for 12 years. With this experience, I know scientific research based curriculum that works for students with disabilities and I am up to date on state and federal compliance laws. I know the procedures for writing compliant IEPs.

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

I have been trained in many direct reading and math programs that are used for students with disabilities. Therefore, I know which ones would be helpful to have for our Exceptional Children's program. With many years as the Exceptional Children's compliance facilitator, I know the evaluation process and how to write IEPs.

School Mission and Program

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

The mission of the school is teach classical virtues that will lead to the students being intrinsically motivated to become life long learners and productive adults in society.

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

The educational program is a classical curriculum model. In the elementary grades for the first stage, the students are taught how to read and comprehend, write, speak well, and solve math problems. In grades 6-8, the students are taught how to logically think to be able to answer questions.

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

The characteristics of a successful school is for the principal to lead his staff that are well trained and qualified, have strong behavior management, adhere to the yearly budget, have strong parent involvement who want their children to stay at the school, and the students are excited about learning.

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

We will know if the school is succeeding in our mission but meeting the goals, students returning each year because they enjoy what is being taught.

Governance

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

The board will communicate with the principal on the yearly budget, procedures, behavior management, and curriculum. The board raise money for the school to increase staff and attendance and support the principal as needed.

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

The school will be successful at the end of the first year if all goals have been met, students are returning the next year, and more are applying to come to the school.

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

At the end of five years, the school will be successful if goals were met, the majority of students who started with the school still remain at the school, and there is a waiting list to get into the school.

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

The board will need to raise funds for the school to grow, have a qualified administrative team and staff, adhere to state compliance/laws for public charter schools, and continue to meet the goals.

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

I would speak to the board member 1:1 to hear their side of the story. I would bring the situation to all the board members. If the member's actions were unethical, we would ask them to resign and if refused, we would terminate the board member by voting.

*Please include the following with your Information Form

- a one page resume

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

Certification

I, Stephanie Jennings, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Dogwood Classical Charter School is true and correct in every respect.

Stephanie Jennings SJ

Signature Stephanie Jennings
Date 7 July 2020

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

WOODY SESSOMS



Woody Sessoms is a retired Senior Technology Executive. He spent the majority of his career at Cisco Systems, serving in various global leadership positions. Most recently he was Senior Vice President of Cisco's Global Service Provider Business. Prior to that he was responsible for Cisco's Global Enterprise Business. These responsibilities gave him a deep understanding of people, cultures and practices across the world. Prior to Cisco Woody spent time at Burlington Industries, Rolm, IBM and Siemens.

In addition to the Dogwood Charter School, Woody serves on the Board of Advisors for the Shelton Leadership Center of North Carolina State University. Founded by the former Chairman of the Joint Chiefs of Staff, General Hugh Shelton, the Shelton Leadership Center focuses on developing the next generation of leaders through a Values Based Curriculum. He serves on the board of The Bridge School, of Hillsborough, CA which is an innovative organization educating children with severe speech and physical impairments Woody also serves on several boards of technology based companies.

He is a lifelong resident of North Carolina and a graduate with a BA in Economics from the University of North Carolina at Chapel Hill. He has been married for over 40 years to Carol Sessoms who is a successful entrepreneur.

Outside of his board work Woody is an avid collector who enjoys golf, fishing and being a grandfather.

47 If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

Charter School Board Member Information Form

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Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school obligations and all terms of its charter.

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

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

Background

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

Dogwood Classical Academy, Inc.

2. Full name:

Curwood Sessoms, Jr.

Home Address:

4020 South Cove Ln, Belmont, NC 28012

Business Name and Address: N/A

Telephone No.:

(704)562-7821

E-mail address:

w.sessoms@DogwoodAcademy.org

3. Brief educational and employment history.

B.A. Economics, UNC-Chapel Hill. 1980,

Various leadership and technical training courses over my career.

Recently retired

1994-2020 Cisco Systems: Senior Vice President responsible for various businesses. Ran Global Service Provider Division. \$18B in global revenue annually as last role. Prior to that led organizations as a Senior leader that had multi-billion dollar global revenues to Cisco. Responsible for Cisco's enterprise Go To Market strategy including acquisitions and mergers to support those strategies.

Served as Cisco's Executive Sponsor for Education from 1999-2007

1986-1994: IBM Corporation. Worked at the ROLM division in various mid level sales and engineering leadership roles

1980-1986: Burlington Industries. Various leadership roles in Administration, Manufacturing, Transportation, Accounting/Finance, supply and purchasing.

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

Yes:

NPower, Bridge School of Hillsborough, CA, Shelton Leadership Center, NCSU

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

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

Ensure that the Charter School meets its Educational, fiscal and community goals by recruiting future board members, selecting a Headmaster and working closely with them on the build out of the school, its curriculum and faculty. Ensure that the schools is operating within the polices, procedures and philosophy as laid out by the Board of Directors, the State of North Carolina and its appropriate local school board.

7.

board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

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

Have served on a number of other boards in both the public and private sector. Also have decades of experience with the development of budgets, policy and procedures, compensation plans, and leadership.

School Mission and Program

1. Our Mission is to graduate students who can think and make good decisions for themselves, while giving them the educational foundation to be successful in life.
2. We will accomplish this mission by exposing our students to the best of western civilization; its people, leaders and role models, literature, art and the lessons taught to us by history.
- 3.

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

A successful school is a school whose family takes pride in the school and its future. It is a school that meets or exceeds its educational goals while operating in a fun, inclusive and nurturing environment that stimulates the mind to learn and explore. A successful school is fiscally and morally sound with the focus on outcomes for students

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

The way the community embraces the school and its mission. We see enrollment growing through referral as well as additional siblings of students signing up. Graduates who go on to achieve their next level goals do to their participation at Dogwood.

Governance

1. The Board tends to the fiscal viability of the school, confirms compliance with legal requirements, hires the Headmaster, and reviews the execution of the Mission by the staff. 2. How will you know if the school is

successful at the end of the first year of operation?

Students come back for the following year, and we grow through their referrals. We meet or exceed state testing goals. School is financially meeting its goals.

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

Student retention as we expand our grade levels, new student growth, meeting state testing standards, meeting financial and compliance targets.

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

We hire the right Headmaster to execute against our goals. Ensure budgets are sound and being met. Policies and procedures that ensure compliance with all legal and regulatory statutes are being followed

5. How would you handle a situation in which you believe one or more members of the I would think through the situation making sure I'm taking into consideration all that I know, and all that I don't know. I'd ask for a private meeting with the individual to discuss the situation. After that, if I believe the actions unethical then I would bring up to Board Chair if the offending member did not resign on their own accord.

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

49 If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

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

_____, Curwood Sessoms, Jr

certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for

Dogwood Classical Academy

Charter School is true and correct in every respect.

Signature Date 06/30/20

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

Gina Behrens

Education

Ph.D. Curriculum & Instruction, DePaul University, Chicago (ABD).

MA Administration and Supervision, DePaul University, Chicago 2015.

MA Liberal Studies, University of Detroit, MI 1991.

English major University of Windsor, Ontario 1997.

BSc Biological Sciences Unspecialized, University of Guelph, Ontario 1988.

Professional Summary

Teach HSE students on need basis at Anson Correctional Facility through South Piedmont Community College (2020).

Designed and taught math and science classes and contributed to Institutional life, Moody Bible Institute, Chicago, IL (2007-2018).

Recruited and led design team in RFP process in Chicago's *Renaissance 2010* (2005).

Provided organizational leadership and assessment/strategy to K-8 schools, Westside Chicago (2000-01, 2002-03).

Taught all academics in self-contained 6th/8th grade classrooms and high school Biology, Detroit (1990-1992).

Taught K-12 physical education in Detroit/suburbs and Chicagoland (1995, 1999).

Relevant Highlights

Earned rank increase and sabbatical as fulltime undergraduate faculty member.

Led faculty in the formation of Organizational philosophical anthropology position paper.

Initiated organizational assessment and realignment as K-8 administrator.

Displayed versatility, serving suburban and urban populations, and with capacity in multiple disciplines.

Awarded competitive Graduate Assistantships in Division I athletic programs.

Earned Ontario Graduate Scholarship (Provincial) and Academic All-Canadian (Basketball) awards as President's Honour Roll Literature student.

Served as Features Editor of University newspaper after successful stint in Advertising Department.

Contact Information

Indian Trail, NC 28079

Phone: 773-531-6323

Email: g.behrens@dogwoodacademy.org

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Dogwood Classical Academy
2. Full name: Gina Behrens

Home Address: 135 Keowee Circle, Indian Trail, NC 28079

Telephone No.: 773-531-6323

E-mail address: ghb07@yahoo.com

3. Brief educational and employment history.

I have worked in urban educational contexts for many years as a teacher or administrator, or in a role related to start up operations. Additionally, I taught general math and science courses to undergraduates for 11 years.

BSc in Biological Science (University of Guelph) and a Literature major (University of Windsor).

MA in Liberal Studies (University of Detroit)

MA Educational Leadership (DePaul University)

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

No: Yes: X (Briefly on Chicago Hope, a mercy ministry of a local church)

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

I communicated with Hillsdale College's Barney Charter School Initiative to find out whether they were active in the Charlotte area, and they put me in contact with Amy Shetler.

I have encountered the classical education model at the university level, as well as heard of its benefits at the K-12 level among urban students. Additionally, having worked among undergraduates, I am privy to the ways in which our contemporary approaches to K-12 education often leave students with significant gaps in their education as they enter university. I am interested in K-12 education that equips students with meaningful content, intellectual skills and character development, all of which prepare them for next steps in life.

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

To promote the school and its mission in providing high quality education of a particular kind in the public sphere, to develop a network of supporters for the school, to hold the staff accountable to accomplish the mission of the school, to serve as thought partner and idea generator for school administration, to oversee the school related to all legal and financial reporting and accountability.

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

I have served in administrative roles in schools. I led a design team for Chicago's Renaissance 2010 school new school development process. Additionally, I served on a Renaissance 2010 Transition Advisory Council that vetted school applications for the Austin high school campus in Chicago. I have lived in and been involved in communities, including teaching, where the neighborhood schools did not serve the children well. In these roles, I discovered that I was able to be an effective analyst and communicator related to educational opportunity.

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

Please see answer to Question 7. During the Design Team process, I successfully "sold" relevant shareholders on our school model, garnering both community and corporate support, including financial.

School Mission and Program

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

We are offering a school where students can learn in developmentally appropriate steps to think, to pursue that which is noble, and to contribute meaningfully to the world around them.

Consistent with the classical intellectual tradition, we believe that what is good and true are objective categories rather than a subjective perception, and that we as adults have a responsibility to pass along that which is good to the next generations. We do this academically and personally by reading and thinking with the best thinkers and writers of the Western cultural and intellectual heritage, learning how to think and how to live well.

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

We are providing an education that follows the trajectory of a child's development, building foundations of content and character incrementally over time. Our daily schedule provides opportunities to revisit prior learning, while learning new information and skills, so that all kinds of learners can develop.

Dogwood Classical Academy is literacy-based, meaning we place a strong emphasis on the understanding of language as a structure and as having common roots/sources, so that students have both a compendium of knowledge and the skills to read in unfamiliar contexts with understanding. We also develop logic as a formal area of study and application. Ideas matter, and ideas are the substance of communication.

We have a strong and consistent focus on character formation through the teaching and modeling of the classical virtues. Character is taught directly, but it is also explored as it appears in the fictional and real figures of literature and history. We consider character to be essential for the full adult lives we hope our students pursue.

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

- Students exceed state mandated grade level standards
- Students are excited about attending school
- Students have a regular experience of discovering what they are good at and what they enjoy
- Students are academically prepared to attend the high school of their choice
- Classrooms are learning focused, peaceful and without secure
- Teachers are high quality, subject area and pedagogical experts
- Adults can be trusted, are responsible, appropriately communicative and mutually supportive, and mission aligned
- Financed with surplus for emergency and able to expand program offerings
- Legally and financially accountable and responsible

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

- Students meet and exceed grade level standards
- Low to no disciplinary action needed, learning engaged students
- Positive parental communication with each other and with the school
- High and consistent student retention
- Placements of choice into high schools
- Teacher and administrator retention
- Reputation supports gifts and other kinds of community support
- Deadlines and accountability obligations are met

Governance

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

The Board is responsible for hiring lead administrator and for communicating the operational structure of the school. The Board engages in ancillary activities to support the administrator so that s/he is able to focus on her/his role.

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

- Student enrolment is full
- Family retention into ensuing year
- Word of mouth has driven application numbers up
- Financially stable
- Stated academic gains are attained
- Teacher and administrator retention
- All accountability obligations met

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

- Student enrolment is full
- Family retention into ensuing year
- Word of mouth has driven application numbers up/wait list
- Financially stable with margin
- Academic goals/gains are attained
- Teacher and administrator retention
- All legal accountability obligations met
- 8th grade graduates are attending the high school of their choice
- Extracurricular programming has expanded

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
 - Remain mission aligned
 - Provide oversight and accountability related to hiring decisions
 - Pursue financial stability, including margin
 - Retain and expand Board, with diverse skill sets and experience, and with clear vision for the school's mission
 - Continue to learn/pursue training as a Board

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
 - I do not believe that in general it is my role to engage the matter at the lateral level. I would have a conversation with the President about the matter/member of concern with an interest in both honoring the person in question and discovering the true nature of the apparent unethical or inappropriate behavior. She will pursue one on one conversation, followed as needed by Board engagement to respectful resolution.

*Please include the following with your Information Form

- a *one page* resume

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

Certification

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

Signature

Gina Behrens

Date: July 21, 2020

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

Solomon I. Hejirika, Jr

Charlotte, NC Cell: (443) 525-8873 Email: solomon@knipplaw.com

Bar-licensed attorney (District of Columbia and North Carolina; with ability to waive into 13 other states with UBE score) with strong legal expertise and business acumen in Real Estate, Contract, Business, Federal Compliance and Employment Law for businesses and individuals.

WORK EXPERIENCE

Knipp Law, PLLC, Charlotte, North Carolina

2019 - Present

Managing Attorney

- Providing growth and stability to our Dilworth office, by improving client relations and leading a team of eight to achieve firm and individual goals.
- Prepare and review conveyance, loan, security, title and related documents for commercial and residential closings.
- Ensuring compliance with federal regulations, state laws, and lender guidelines for each transaction
- Conducting end of year employee performance reviews

Brady and Kosofsky Law Firm, Charlotte, North Carolina

2018 - 2019

Attorney

- Utilized TRID, CFPB, Dodd – Frank, Fair Lending and Equal Opportunity Law, and other mortgage regulatory compliance protocols to complete final real estate closings (purchases and refinances) for title partners (Amrock, Advantage title, Title 365, and Avenue 365) as well as Lender partners (Quicken Loans, SunTrust, Bank of America)
- Prepared and review conveyance, loan, security, title and related documents for commercial and residential closings.
- Conducted legal research and prepare memoranda advising of findings and recommendations. Identify and mitigate risks for clients at all phases of business transactions and explain terms and options clearly and concisely to client representatives at all levels of management.

Shepard Law, PLLC, Charlotte, North Carolina

2018 – 2018

Real Estate Paralegal/Law Clerk Contractor

- Project successfully completed
- Prepared and review conveyance, loan, security, title and related documents for commercial and residential closings.
- Conducted title searches, drafted contracts between sellers and buyers, and ensured accuracy of client’s Closing Disclosure with bank representatives.
- Provided creative, and practical legal advice to clients on matters relating to business entity selection, formation, acquisitions, divestitures, contract review, franchising, licensing, and litigation.

McMillan, Psaroudis, and Markey, P.A. Charlotte, North Carolina

2015 – 2018

Contract Closing Agent

- Performed residential real estate closings with both sellers and buyers.
- Reviewed deeds to purport accurate legal title before recording with respective county record of deeds offices.

EDUCATION

Charlotte School of Law, Charlotte, North Carolina

Juris Doctor

Honors: Charlotte School of Law Merit Scholarship Recipient; Dean’s List Employment Law Certificate Program Sports and Entertainment Law Society and Employment Law Society

Geneva College, Beaver Falls, Pennsylvania

Bachelor of Arts in Sociology, Minor in Criminal Justices

Honors: Geneva Leadership Grant Recipient; Varsity Football Captain; PAC Academic All-American; NCCAA All American

COMMUNITY INVOLVEMENT

Offensive Football Coach Banks Trail Middle School, South Carolina

Volunteer Head Football Coach South Park Falcons South Park, North Carolina

InReach Charlotte, North Carolina

Charter School Board Member Information Form

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Dogwood Classical Academy
2. Full name: Solomon Hejirika, Jr.

Home Address: 2120 N. Brevard St, Charlotte, NC 28206 apt 154

Business Name and Address: Knipp Law, PLLC 220 East Blvd, Suite 200A, Charlotte, NC 28203

Telephone No.: 704-765-4004

E-mail address: solomon@knippplaw.com or s.hejirika@dogwoodacademy.org

3. Brief educational and employment history.
JD from Charlotte School of Law; Licensed in District of Columbia and the state of North Carolina to practice law. Work history includes employment law, foreclosure, and commercial and residential real estate.
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
Recruited by the Board's Chairlady Ms. Amy Shelter. I wish to serve on the board because I firmly believe in a diverse and classical education because I feel it worked personally for me. The discipline that is instilled would be good for individuals who grew up in communities similar to mine. My hope is for Dogwood would to be a diverse place of learning.
6. What is your understanding of the appropriate role of a public charter school board member?
I believe the role of the board member is to ensure the mission of the charter school is being achieved while still adhering to the regulations and guidelines set by the state and county.

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

Board member for InReach planning committee for their biggest fundraiser. I also, served on the board for For the Struggle Inc, an organization to help people who are in neighborhoods of historically African American communities in Charlotte that are apart of the regentrification. Lastly, I am the head coach of South Park Football Pee Wee team serving ages 10-13.

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

I would bring my legal background in compliance and employment law to the board.

School Mission and Program

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

Using classical education in order to help individuals develop standards in order to be productive contributors to society.

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

It is center around how a child's brain develops, in a 3 stage learning process. The Grammar (K-6), Logic (7-9), and Rhetorical (10-12) stages.

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

I believe the board will ensure that the school is not only following and staying true to the mission statement but also adhering to all of the laws and regulations set forth by the state and county.

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

I believe a successful school needs discipline it is the only way to ensure that everyone involve gets the most of the whole experience.

Governance

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

If we can see a change in the student's behavior. It is a rigorous curriculum, which will require complete focus.

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

Having enough students/parents stay in Grade 5 to move into 6th grade, because they want to continue to be a part of a classical education model.

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

Our middle school will be filled with students that from the opening day have been part of making Dogwood Classical Academy a high performing school full of diverse students, who have developed a true love and respect for learning.

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

I think especially in year one we need to be as involved as possible to ensure that the mission statement is being fulfilled daily.

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

I believe that person should be confronted. If it is deemed by the board that they were in fact acting unethically then next step should be termination. It makes us all look bad when there is one bad apple.

*Please include the following with your Information Form

- a **one page** resume

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

Certification

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

Signature _____
Date July 17, 2020

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

Appendix J: Proposed By-Laws of the Nonprofit
Organization or Municipality

Dogwood Classical Academy



BYLAWS
OF
Dogwood Classical Academy, Inc.

ARTICLE I

NAME; LEGAL STATUS

1.1. Name, Location and Address. The name of the Corporation is Dogwood Classical Academy, Inc. (hereafter referred to as “Corporation”), and the name of the charter School governed by the Corporation is Dogwood Classical Academy, Inc., (hereafter referred to as the “School”). The initial principal office of the Corporation shall be as stated in the Articles of Incorporation. The Corporation may at any time and from time to time change the location of its principal office, though the Corporation expects to maintain its principal address at the School. The principal address of the Corporation shall be designated by the Board of Directors.

1.2. Legal Status. The Corporation is a nonprofit entity under North Carolina law. It exists in order to create, promote, and govern the operations of the School. The School is a charter school pursuant to the Charter School Act of 1966, as codified in Part 6A of Article 16 of Chapter 115 of the North Carolina General Statutes.

ARTICLE II

PURPOSE

2.1. Purpose. The purpose of the Corporation is to provide the benefits of a classical education to students in Kindergarten through Twelfth grade through the operation of one or more public charter schools.

2.2. Nonprofit Status. The Corporation is organized under the North Carolina Nonprofit Corporation Act, Chapter 55A of the North Carolina General Statutes as a nonprofit public benefit Corporation exclusively for charitable, educational and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding section of any future federal tax code.

ARTICLE III

MEMBERS

3.1. No Members. The Corporation shall have no members. Any action which would otherwise by law require approval by members shall require only approval of the Board of Directors. All rights shall vest in the Board of Directors.

ARTICLE IV
DIRECTORS; OFFICERS

4.1. Definition. The Corporation shall be governed by its Directors; as a body the Directors constitute the Board of Directors (hereafter referred to as “Board”); Officers shall be elected from among the Directors.

4.2. Powers and Duties. The business, affairs, and property of the Corporation shall be managed by a Head of School who shall be employed by the Board at its pleasure and accountable to it as a collective. The Board shall provide oversight of the chief executive officer and may reserve to itself final authority for decisions concerning any of the following (4.2.a-4.2.m):

- a. Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;
- b. To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the School and its affairs, and of its employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School’s purpose or mission;
- c. To enter into agreements and contracts with individuals, groups of individuals, Corporations or governments for any lawful purpose;
- d. To hire, oversee and direct, as a collective, an individual who will be responsible for the day-to-day operations of the School;
- e. To approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
- f. To submit a final budget to the state pursuant to statute and regulation;
- g. To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
- h. To cause an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition;
- i. To ensure that the school’s money and assets are reasonably safeguarded against fraud, waste, and abuse and that school’s financial transactions are managed according to Generally Accepted Accounting Principles and any other applicable standards;
- j. To ensure that the school’s financial position and performance meet all required performance framework metrics;
- k. To set a proper tone at the top regarding ethical conduct in all matters concerning the Corporation;

- l. To ensure ongoing evaluation of the School and provide public accountability;
- m. To uphold and enforce all laws related to charter School operations;
- n. To ensure adequate funding for operation;
- o. To provide appropriate assistance as to the solicitation of funds, receiving of grants, and overall fundraising needs of the School;
- p. To delegate the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate oversight and jurisdiction.

4.3. Number, Election, Tenure, Qualifications, and Requirements of Directors. The number of Directors shall be a range consisting of no fewer than five but not more than nine persons. The Board shall fix the exact number of Directors, within these limits, by Board resolution or by amendment of the Bylaws.

a. The Directors of the Board shall be elected at the annual meeting or in the case of a removal or resignation at the next Board meeting. Directors shall enter upon the performance of their duties immediately upon election and shall continue in office until their successors shall be duly elected and qualified except in cases of resignation or removal. All Directors of the Board must be approved by a two-thirds majority vote of the Directors then in office.

b. Terms shall be staggered so that no more than half of the Board shall be up for election in any one year, unless a vacancy needs to be filled. When the term of a Director has expired or when a Director resigns, the remaining Directors shall elect a new Director to fill the vacancy. Normal terms are for three (3) years; when a Director fills a vacancy, that Director is elected to serve the remainder of the original three-year term.

c. Newly created Directorships resulting from an increase in the number of Directors and vacancies occurring in the Board for any reason, except the removal of Directors with cause, may be filled by a vote of two-thirds majority of the Directors then in office, although less than a quorum may exist, unless otherwise provided.

d. Each Director must be an individual person who is twenty-five years of age or older. Qualifications for Board Directorship shall include but not be limited to: (a) enthusiasm for the School and conviction in its purpose; (b) support for the principles of the Board Agreement with Hillsdale College and the mission of the Hillsdale College Barney Charter School Initiative; (c) willingness to submit to an extended criminal record background check; (d) agreement to abide by the Board's code of conduct; (e) commitment to professional development and the completion of any state requirements for training or development; (f) special skills to address specific management and needs of the School; (g) willingness to accept and support decisions democratically made; and (h) ability to represent the School to the community.

e. Each Director shall attend at least eight (8) regular monthly meetings of the Board per year. Failure to attend the minimum number of regular meetings may constitute cause for removal.

f. Whenever any vacancy occurs in the Board, it shall be filled without undue delay by an affirmative vote of a 2/3rds majority of the current Directors at a regular or special meeting of the Board. Vacancies may be created and filled according to specific methods approved by the Board.

g. Directors are limited to two (2) consecutive normal terms of office, though a director may serve two normal terms after being elected to fulfill the remainder of a term vacated by another director. After two consecutive normal terms, a director must remain off the Board for a full calendar year before the Director is eligible for reelection.

h. The presence of at least one-half of the elected members shall constitute a quorum and shall be necessary to conduct the business of the Corporation. Directors shall be considered present if they can simultaneously hear and communicate verbally with one another through any means of communication deemed acceptable by the President.

4.4. Compensation. Directors of the Board shall not receive any compensation for their services as Directors or Officers. All Board members are required to obtain the approval of the Board in advance of engaging in travel or encumbering other expenses on behalf of the school. Any such reasonable and approved expenses that are not reimbursed by the School shall be construed as a gift to the School.

4.5 Removal or Resignation. Any member of the Board may be removed for cause by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of the School. A Director may resign at any time by giving written notice to the Board, the President or the Secretary. Unless otherwise specified in the notice of resignation, the resignation shall take effect upon the receipt thereof by the Board or Officer, and the acceptance of the resignation shall not be necessary to make it effective.

4.6. Confidentiality. As a public entity, most School and Board records are subject to public inspection or request. Directors are prohibited, however, from publicly discussing matters covered in a properly noticed and duly convened closed meeting of the Board.

4.7. Orientation/Training. As a condition of serving, all new Directors will be required to participate in an orientation or training session approved by the Board, preferably prior to appointment or election, but no later than 90 days after appointment or election. Board members who fail to complete the orientation or training by the following next regular Board meeting shall be deemed to have resigned.

4.8. Number, Election, Tenure, and Description of Officers. The officers of the Board shall include a President, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect.

a. Any officer of the Board may be removed, with cause, by a two-thirds (2/3) majority vote of the Directors then in office at any regular or special meeting of the Board.

b. Subject to Board policy and Board direction, the Board President shall lead the Board in its oversight of School management. No Board Member shall have the authority to give directives to the Head of School, as that authority is possessed only by the Board as a whole. The President shall exercise and perform such other powers and

duties as may be prescribed by the Board from time to time. The President is not the chief executive of the Corporation or the School, nor does the President have any greater authority regarding operations than any other Director.

c. The Secretary shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board may order of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice given thereof, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

d. Subject to Board policy and Board direction, the Board Treasurer shall assist the Board in the oversight of the School's financial performance, reporting, and safeguarding. The Treasurer shall chair the Board audit Committee whose purposes shall be to assist the Board in ensuring that the School's money and assets are safeguarded from fraud, waste, and abuse, as well as spent in conformity with Board policy and properly accounted for on a continuous basis. The Treasurer shall not have the authority to give directives to the Head of School or any other employee of the School, nor shall the Treasurer be given the authority to sign checks on behalf of the Corporation or School. The Treasurer shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

e. The Head of School shall be the Chief Operating Officer of the Corporation in charge of the education program, hiring and firing of all personnel and all daily operation of the Corporation in compliance with the policies of the Corporation. The Head of School shall attend all meetings of the Board of Directors and serve at their pleasure.

f. A vacancy in any office because of death, resignation, removal, or otherwise, may be filled by the Board by a 2/3 majority vote of then-current Directors for the unexpired portion of the term.

ARTICLE V

MEETINGS

5.1. Meeting Policy. The Corporation is a Public Body as defined in Article 33C of Chapter 143 of North Carolina General Statutes. All meetings of the Board of Directors shall be held and conducted in accordance therewith.

5.2 Annual Meeting. The Regular Meeting held in the month of May each year shall be designated as the Annual Meeting of the Board of Directors.

5.3. Regular Meetings. The Board shall establish a regular schedule for regular meetings that shall occur monthly, no fewer than ten (10) months per year. Minutes of each Board meeting shall be taken and approved by the Board.

5.4. Special Meetings. Special meetings may be called by or at the request of the President or any two Directors of the Board. Special meetings should only be called when

circumstances require immediate action or in order to resolve specific items of business that could not be treated in a regular meeting. The President or the Directors responsible for calling the meeting shall make every reasonable effort to ensure that all Board members are able to attend. Minutes of each special meeting shall be taken and approved by the Board.

5.5. Emergency Meetings. On very rare occasions, the Board may need to call an emergency meeting; the Board will take all reasonable steps to provide notice of such meetings and will ensure that notice and procedure for such meetings follow state statute.

5.6. Notice. Absent controlling state statute, notice of all regular meetings or changes to the calendar of regular meetings must occur at least ten (10) days in advance of an affected meeting. Directors should receive notice by telephone, electronic methods, or by written notice; the public should receive notification via reasonable methods that may include, but are not limited to, print and electronic media. Absent controlling state statute, notice of any special meeting of the Board shall be given at least three (3) days in advance of the meeting by telephone, electronic methods, or by written notice. Any Director may waive notice of any meeting. The attendance of a Director at any meeting will constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular meeting of the Board need be specified in the notice, unless specifically required by law or by these Bylaws. The notice for special meetings must include the purpose of the meeting and a description of the business to be transacted at the meeting.

5.7. Waiver of Notice. Whenever any notice is required under the provisions of the North Carolina Nonprofit Corporation Act, or under the provision of the Articles of Incorporation or by the by-laws of the Corporation, a waiver thereof in writing signed by the person or person entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

5.8. Quorum and Voting. A quorum at all meetings of the Board shall consist of a majority of the number of Directors then in office. The act of a majority of the Directors of the Board present at any meeting at which a lawful quorum is present shall be the act of the Board, unless the act of a greater number is required by law or by these Bylaws. Proxy voting is not permitted. In the event that a quorum fails to assemble for three consecutive meetings called in accordance with the reasonable notice provisions herein, the Directors present at the third meeting shall constitute a quorum.

5.9. Electronic Participation. To the extent permitted by law, any member of the Board or Committee thereof may participate in a meeting of such Board or Committee by means of a conference telephone network, videoconference technology, or similar communications method by which all persons participating in the meeting can hear each other. For regular meetings, however, at least three Directors must be physically present at the meeting location in order to form a quorum.

ARTICLE VI
CONFLICTS OF INTEREST

6.1. Annual Disclosure. All Directors will annually disclose in writing to the Board the existence of any relationship or interest which could give rise to a conflict.

6.2. Conflict of Interest. Any Director or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be a private interest of the Director. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict is deemed to exist. If a conflict is determined, such person shall not vote on, nor use his or her personal influence on, nor be present during, in the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made the vote thereon and, where applicable, the recusal from voting and participation. In cases where the interest in question will require frequent or on-going disclosures and/or the recusal of a Director from voting—such as, but not limited to lease agreements or on-going management services—the Director in question must resign within 60 days of an executed contract.

6.3. Nepotism. The prohibitions against conflicts of interest in these Bylaws have the following consequences for immediate relatives of Board Directors:

- a. The conflict of interest policy shall apply in cases where the child, parent, or spouse of a Director has an interest in a contract, other transaction, or program presented to or discussed by the Board or Board Committee, excepting cases wherein the interest in question applies to a general School program that stands to benefit a student of immediate relation to a Director.
- b. In cases wherein the School or Corporation directly employs the child, parent, or spouse of a Director as a full-time, paid employee, the Director in question must resign within 60 days of an accepted offer of employment or within 45 days of the employee's first day of full-time employment, whichever comes sooner.

ARTICLE VII
COMMITTEES

7.1. Purpose of Committees. Before forming any Board Committee, the Board will first ascertain that the Committee's purpose is to help the Board do its work. The Board will not form any Committee intended to help manage the school.

7.2. Committees. By one or more resolutions adopted by the vote of a majority of the Directors present in person at a meeting at which a quorum is present, the Board of Directors may designate one or more Committees, each of which, to the extent provided in the resolution

establishing such Committee and these Bylaws, shall have and may exercise specific delegated authority. Each Committee must include at least two (2) Directors. The delegation of authority to any Committee shall not operate to relieve the Board of Directors or any Director from any responsibility or standard of conduct imposed by law or these Bylaws. Rules governing procedures for meetings of any Committee shall be the same as those set forth in these Bylaws or the Act for the Board of Directors unless the Board itself determines otherwise.

7.3. Standing Committees. The Board of Directors will constitute and appoint Directors to several permanent standing Committees, including a Governance Committee, an Audit and Financial Oversight Committee, and a Risk Management Oversight Committee.

a. The Governance Committee exists to assist the Board in developing optimum Board performance with the goal of sustaining it upon Board member turnover. The Committee's duties include identifying (and recruiting) potential candidates for Board service and coordinating election and orientation of new members. It is also responsible for coordinating ongoing Board self-assessment and professional development that is both meaningful and practical. The Committee will ensure, on behalf of the Board that any required criminal history checks on candidates, officers and directors are initiated in a timely manner and the results reported to the Board. The Committee shall also be vigilant, as needed, in reminding the Board, its officers, its Committees, and its individual members of the importance of complying with the Board's Bylaws, officer and director code of conduct, conflict of interest disclosures and any related Board policies.

b. The Audit and Financial Oversight Committee exists to assist the Board in ensuring that the school's money and assets are being properly managed and accounted for, as well as being safeguarded against fraud, waste, and abuse. The Committee's duties include soliciting proposals from independent auditors as needed, regularly reviewing financial reports and source documents for irregularities, and confirming the timely and accurate submission of various compliance reports such as corporate tax documents and authorizer mandated financial reports. With the guidance of the Board's attorney, the Committee shall also investigate allegations of financial wrong-doing by senior management and shall receive reports from senior management regarding any investigations of financial wrong-doing it is conducting of subordinate personnel.

c. The Risk Management Oversight Committee exists to assist the Board in ensuring that sound risk management is occurring in the school to include oversight of adequate insurance coverages (including policy renewal), confirmation of timely completion by management of background checks of staff and volunteers, campus safety plans, emergency action plans and related policies.

ARTICLE VIII

PARLIAMENTARY AUTHORITY

8.1. Parliamentary Authority. The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Board's meetings in all cases to which they are applicable and in which they are not inconsistent with these Bylaws and any special rules of order the Board may adopt.

**ARTICLE IX
AMENDMENTS**

9.1. Bylaws. These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors by an affirmative vote of two-thirds (2/3) of all the Directors then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal has been submitted in writing at the previous regular meeting. Bylaws may not be amended without providing reasonable prior written notice to the Barney Charter School Initiative of Hillsdale College and receiving the approval of the School's sponsor [or authorizer].

9.2. Articles of Incorporation. The Articles of Incorporation of the School may be amended in any manner at any regular or special meeting of the Board by an affirmative vote of two-thirds (2/3) of all the Directors then in office, provided that specific written notice of the proposed amendments of the Articles setting forth the proposed amendment or a summary of the changes to be effected thereby has been submitted in writing at the previous regular meeting. The Articles of Incorporation may not be amended without providing reasonable prior written notice to the Barney Charter School Initiative of Hillsdale College and receiving the approval of the School's sponsor.

**ARTICLE X
BOOKS AND RECORDS**

10.1. Books and Records. The Board shall keep complete books and records of account and minutes of the proceedings of the Board of Directors and Committees having any authority of the Board of Directors. All books and records shall be kept in written form or in another form capable of conversion into written form within a reasonable period of time.

10.2. Annual Reports. The Board shall file with the Department of State, if necessary, an annual report on such forms and containing such information as the Department of State may require.

10.3. Inspection Rights. Every Director shall have the right at any reasonable time to inspect the books, records, documents of every kind, and physical properties, as permitted by State law. These inspection rights do not extend to records that are confidential under law including, but not limited to, private student records.

10.4 Fiscal Year. The fiscal year of the Corporation shall end at midnight on the 30th day of June in each year.

**ARTICLE XI
CONTRACTS, LOANS AND DEPOSITS**

11.1. Contracts. The Board 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 School, and such authority may be general or confined to specific purposes.

11.2. Loans. No loans shall be contracted for or on behalf of the School and no evidence of indebtedness shall be issued in the name of the School unless authorized by a resolution of the Board. Such authority shall be confined to specific instances. No loan shall be made to any officer or Board member of the School.

11.3. Checks, Drafts and Notes. All checks, drafts, or other orders for payment of money, notes, or other evidences of indebtedness or encumbrances of school funds issued in the name of the School shall only occur within the confines of explicit Board policy.

11.4. Deposits. All funds of the School not otherwise employed shall only be deposited to the credit of the School in such banks, trust companies, or other custodians located in the State of North Carolina as the Board may select. The Board must verify the existence of such accounts on an annual basis.

ARTICLE XII CONSTRUCTION

12.1. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the [applicable state statute i.e. State's Nonprofit Corporation Law] shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a Corporation and an individual person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provisions.

ARTICLE XIII INDEMNIFICATION

13.1. General. To the full extent authorized by law, the Board shall authorize the School to pay or cause to be paid by insurance or otherwise, indemnification of any Director, officer, employee, or agent, or former Director, officer, employee, or agent of the School, against expenses actually and necessarily incurred by such person in connection with the defense of any action, suit, or proceeding in which that person is made a party by reason of being or having been such Director, officer, employee or agent, except in relation to matters as to which that person shall have been adjudged in such action, suit or proceeding to be liable for negligence or misconduct in the performance of a duty. The foregoing indemnification shall not be deemed exclusive of any other rights to which an indemnitee may be entitled under any bylaw, agreement, resolution of the Board of Directors or otherwise.

13.2. Expenses. Expenses may be paid by the Board (including reasonable attorneys' fees) incurred in defending a civil or criminal action, suit, or proceeding in advance of the final disposition of such action, suit, or proceeding. If authorized by the Board upon receipt of an undertaking by or on behalf of the indemnitee, expenses may be payed including without limitation, satisfaction of any judgment, money decree, fine, including but not limited to, any excise tax assessed with respect to an employee benefit plan, penalty or settlement, for which they may have become liable in connection with any covered action, suit or proceeding.

13.3. Insurance. The Board may purchase and maintain insurance on behalf of any current or previous Board Member, Director, officer, employee, or agent against any liability asserted against such person and incurred by such person in any such capacity or arising out of such person's status as such, whether or not the School would have the power or obligation to indemnify such person against such liability under this Article.

ARTICLE XIV

DISSOLUTION

14.1. Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provisions for the payment of all 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 organizations organized and operated solely for charitable, religious, educational or scientific purposes. Said organizations shall, at the time, qualify as exempt organizations under Section 501(c)(3) of the internal Revenue Code. Any such assets not so disposed shall be disposed of by the Superior Court of relevant county exclusively for such purposes or to such organizations as the Court shall deem appropriate and lawful.

We, the undersigned, are all of the initial Directors or incorporators of Dogwood Classical Academy, Inc., and we consent to, and hereby do, adopt the foregoing Bylaws, consisting of the preceding pages, as the Bylaws of this Corporation.

ADOPTED AND APPROVED by the Board of Directors on this 13TH day of May, 2019.

Amy G. Shetler
Amy G. Shetler

May 13, 2019

Arch C. Lineberger
Arch C. Lineberger

May 13, 2019

Valerie Havas
Valerie Havas

May 13, 2019

Stephanie Jennings
Stephanie Jennings

May 13, 2019

Appendix K: Articles of Incorporation of Municipal Charter

Dogwood Classical Academy





NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

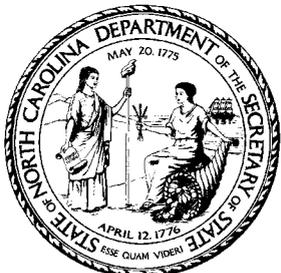
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

DOGWOOD CLASSICAL ACADEMY, INC.

the original of which was filed in this office on the 7th day of May, 2019.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 7th day of May, 2019.

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: Dogwood Classical Academy, Inc.

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

3. The name of the initial registered agent is: Amy G. Shetler

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

Number and Street: 5425 McChesney Drive

City: Charlotte State: NC Zip Code: 28269 County: Mecklenburg

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

Number and Street or PO Box: _____

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

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

Name	Address
<u>Amy G. Shetler</u>	<u>5425 McChesney Dr., Charlotte, NC 28269</u>
<u>Arch Lineberger</u>	<u>203 N Main St., Belmont, NC 28012</u>
<u>Katherine D Weaver</u>	<u>1470 Callender Ln., Charlotte, NC 28269</u>

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

a. The corporation will have members.

b. The corporation will not have members.

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

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

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

Principal Office Telephone Number: 704-576-4268

Number and Street: 5425 McChesney Dr.

City: Charlotte State: NC Zip Code: 28269 County: Mecklenburg

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

Number and Street or PO Box: _____

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

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

Name	Address	Title
Amy G. Shetler	5425 McChesney Dr. Charlotte, NC 28269	Chairman of the Board

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 16th day of April, 2019.

Dogwood Classical Academy, Inc.

Incorporator Business Entity Name

Amy G. Shetler

Signature of Incorporator

Amy G. Shetler

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.

Dogwood Classical Academy, Inc.

Articles of Incorporation

Attachment 1

Operation for Approved Tax-Exempt Purpose

Dogwood Classical Academy, Inc. will operate a public charter school, as authorized by part 6A of Article 16 of Chapter 115C of the North Carolina General Statutes, for charitable purposes within the meaning of Section SSA-140(4) of the North Carolina General Statutes and for charitable and educational purposes within the meaning of Section 501(c)(3) of the internal Revenue Code of 1986 as amended.

Dissolution of Assets

Upon dissolution of the corporation, the Board of Directors shall, after paying or making provisions for the payment of all 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 organizations organized and operated solely for charitable, religious, educational or scientific purposes. Said organizations shall, at the time, qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code. Any such assets not so disposed shall be disposed of by the Superior Court of Mecklenburg County, North Carolina, exclusively for such purposes or to such organizations as the Court shall deem appropriate and lawful.

Indemnification Provision

To the fullest extent permitted by the North Carolina Nonprofit Corporation Act as it exists or may hereafter be amended, no person who is serving or who has served as a director of the Corporation shall be personally liable for monetary damages for breach of any duty as a director. No amendment to these Articles of incorporation Nonprofit Corporation inconsistent with this indemnification provision shall reduce or eliminate the protection granted herein with respect to any matter that occurred prior to such amendment.

Dogwood Classical Academy, Inc.

Articles of Incorporation

Attachment 1

Operation for Approved Tax-Exempt Purpose

Dogwood Classical Academy, Inc. will operate a public charter school, as authorized by part 6A of Article 16 of Chapter 115C of the North Carolina General Statutes, for charitable purposes within the meaning of Section SSA-140(4) of the North Carolina General Statutes and for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 as amended.

Dissolution of Assets

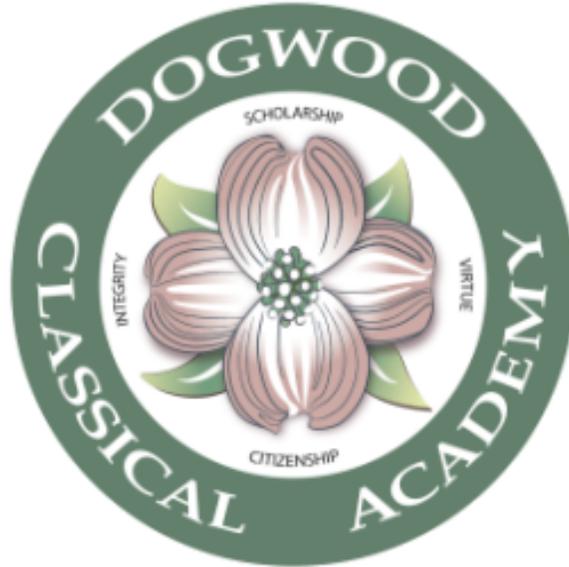
Upon dissolution of the corporation, the Board of Directors shall, after paying or making provisions for the payment of all the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner or to such organizations organized and operated solely for charitable, religious, educational or scientific purposes. Said organizations shall, at the time, qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code. Any such assets not so disposed shall be disposed of by the Superior Court of Mecklenburg County, North Carolina, exclusively for such purposes or to such organizations as the Court shall deem appropriate and lawful.

Indemnification Provision

To the fullest extent permitted by the North Carolina Nonprofit Corporation Act as it exists or may hereafter be amended, no person who is serving or who has served as a director of the Corporation shall be personally liable for monetary damages for breach of any duty as a director. No amendment to these Articles of Incorporation Nonprofit Corporation inconsistent with this indemnification provision shall reduce or eliminate the protection granted herein with respect to any matter that occurred prior to such amendment.

Appendix L: Insurance Quotes

Dogwood Classical Academy





Dogwood Classical Academy

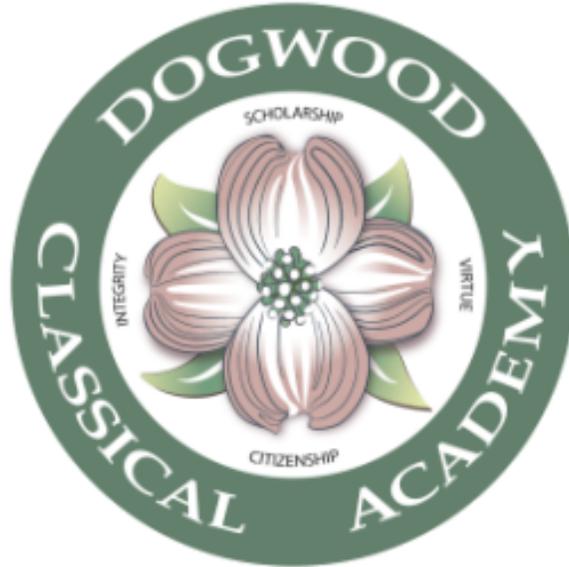
<u>Coverage</u>	<u>Limits</u>	<u>Estimated Premium</u>
General Liability **	\$1 mil/ \$2 mil	\$2,100
Educators Legal Liability **	\$1 mil/ \$2 mil	\$2,750
Directors and Officers **		Included
Employment Practices **		Included
Sexual Misconduct/Abuse **	\$1,000,000	\$1,300
Crime/Employee Theft	\$250,000	\$550
Employee Benefit Liability	\$1,000,000	\$550
Flood and Earthquake (if desired)	\$1,000,000	\$900
Property Insurance	\$12,000,000	\$10,200
Student Accident (if desired)	25k/1 mil	\$1,200
Hired and Non-Owned Auto **	1 mil	\$350
Data Compromise	\$100,000	\$125
Adverse Event	\$300,000	\$150
Commercial Umbrella	\$4,000,000	\$4,500
Workers Compensation (payroll based) **	\$1,000,000	\$2,100
Total Estimated Premium		\$26,775

*1mil/2 mil refers to \$1,000,000 per occurrence \$2,000,000 aggregate.

** Umbrella limit would respond if this limit is exhausted.

Appendix M: Revenue Assurances

Dogwood Classical Academy





June 5, 2020

Dogwood Charter School
Arch Lineberger, Board Chair
203 North Main Street
Belmont, North Carolina 28012

RE: Partnership with BC Construction Group for the development and construction of a new Charter School Facility

To Whom it May Concern,

This letter is to confirm a working relationship, or partnership, exists between the group forming the Dogwood Charter School in Cabarrus County, North Carolina, and BC Construction Group, a Michigan corporation in the business of designing and constructing charter school facilities.

BC Construction Group is a full-service Design-Build charter facility firm with experience in constructing over 220 charter schools nationally. We provide turnkey services including site selection, due diligence, design, budgeting, funding referrals, construction, and referral of other ancillary support services for use by the school.

BC Construction Group will be teaming with the school's chosen funding source, BB&T Capital Markets, to establish an affordability analysis to ensure the school's facility both meets its academic requirements and stays within noted budgetary parameters.

Further regarding funding, BC Construction Group will team with the school board to source funding options that will provide for pre-opening "startup" funds to provide for the hiring of certain school staff, marketing, and enrollment services before school begins and state funds are available. These options will come from both developer and non-developer sources depending on the risk profile of the school and the source's appetite in providing those funds. BC Construction Group has worked with multiple schools and funding sources over the years which have taken advantage of these options.

We will provide further information, for reference, related to initial conceptual designs of a facility and potential sites. We will also include a conceptual budget and affordability analysis based on the school's projected enrollment growth and funding projections, all at no cost to the school until project funding is available.

BC Construction Group, LLC | (810) 225-2001 | www.bccgp.com

10153 Grand River Ave | Brighton, MI 48116

400 W. North St., Suite 112 | Raleigh, NC 27603

If you have need of further evidence of this agreement, we welcome your questions. Please feel free to contact me at the email address below.

Respectfully submitted,



S.E. (Chip) Harp
Director of Business Development
BC Construction Group
chip@bccgp.com



July 21, 2020

Dogwood Charter School
Mr. Arch Lineberger, Board Chair
203 N Main Street
Belmont, North Carolina

RE: Dogwood Charter School Facility Financing

To Whom It May Concern:

On behalf of Performance Charter School Development (Performance) and Hawkins Companies (100% owner of Performance), I am pleased to submit this letter of interest to finance facility improvements for Dogwood Charter School upon approval of a charter school contract.

Performance is a full service real estate development and finance company with offices in Houston, Texas, Tempe, Arizona and Boise, Idaho. Performance and Hawkins Companies have completed about 300 projects across 26 states over the last 40 years. Performance supports high quality charter schools by providing financing and development services.

Performance and Hawkins Companies hold Dogwood Charter School in the highest regard. We are excited by the opportunity to invest in Cabaruss County, North Carolina to support quality educational options to its children and families.

If you have any questions, please contact me at 480-459-0458.

Sincerely,

Jesse Shetlar

Jesse Shetlar
President

July 21, 2020

Amy Shetler
Chairperson
Dogwood Classical Academy
203 N Main St
Belmont, NC 28012

RE: Highly Confident Letter

Dear Ms. Shetler:

We understand that Dogwood Classical Academy is contemplating acquisition and construction of a charter school facility in Cabarrus County, NC. For this financing (the “Transaction”), you have engaged BB&T Capital Markets to serve as the exclusive structurer and placement agent/underwriter for the school’s proposed tax exempt bond financing as evidenced by an executed engagement letter dated July 21, 2020.

BB&T Capital Markets Education Finance Group, is one of the largest underwriters of Charter School tax exempt bonds in the country. We are a true national practice, with offices in Charlotte, Raleigh, Dallas, Los Angeles, Chicago, Columbus, OH, Pittsburgh, and Richmond. Over the last 4 years, we have closed over \$3B in financing for charter schools across the country, with North Carolina being a particularly active market.

We are pleased to confirm that BB&T Capital Markets, a Division BB&T Securities LLC (“BB&TCM”) is highly confident of its ability to arrange the Transaction, subject to: (i) satisfactory market conditions and no material adverse change in the business or prospects of the Transaction; (ii) delivery of customary documentation each that are satisfactory to BB&TCM and the purchasers and/or lenders in the Transaction; (iii) satisfactory completion of our due diligence on the Transaction; and (iv) approval from our internal committees.

For the avoidance of doubt, this letter is not a guarantee of the availability or success of the Transaction. Nothing herein shall be deemed to constitute any commitment by BB&TCM to arrange the Transaction; such a commitment shall be evidenced only by the execution and delivery of, and shall be subject to the terms and conditions of, the definitive documentation referred to above.

Sincerely,



A. Monica Cutno
Senior Vice President
BB&T Capital Markets,
a Division of BB&T Securities, LLC

Thursday, July 16, 2020

Mrs. Amy Shetler, Chairperson
Dogwood Classical Academy
5425 McChesney Drive
Charlotte, NC 28269-78187

Dear Mrs. Shetler:

The Lineberger Foundation was created in 1949 to promote education in North Carolina. Previous recipients of aid include University of North Carolina at Chapel Hill, Lenoir Rhyne College, Chatham Hall, and Gaston Day School. Among these contributions was the founding of The Lineberger Comprehensive Cancer Center at Chapel Hill.

We are excited about the formation of Dogwood Classical Academy in Cabarrus County. The Foundation has made contributions to the Academy since its inception to sustain formation efforts. The appealing attribute of this school is its goal of providing a Classical Education under the auspices of Hillsdale College.

Assuming that the school is able to earn charters from the Hillsdale College Barney Charter School Initiative and the NC Board of Education, The Lineberger Foundation will continue and increase its support.

Best regards,

A handwritten signature in blue ink that reads "A.C. Lineberger". The signature is written in a cursive, flowing style.

A.C. Lineberger
Managing Director

Appendix O the School Leader's Resume

DCA has not yet identified a school leader; therefore, DCA does not have a school leader resume to submit at this time.

June 9, 2020

Dogwood Classical Academy
C/o Arch Lineberger
203 North Main Street
Belmont, NC 28012

Dogwood Classical Academy Board of Directors,

We are pleased by your interest in the curriculum and training offered to classical charter schools through Hillsdale College's Barney Charter School Initiative (BCSI). Our curriculum and support have been essential to the founding of more than twenty-five charter schools around the country, and we are dedicated to helping these schools reach excellence in their academics and operations. It would be our intention to offer this same support to Dogwood Classical Academy (DCA) subsequent to its successful completion of our application process in our coming July/August 2020 cycle.

We are careful in selecting and evaluating school collaborators and protecting our copyrighted intellectual property. As such, if DCA's application is expressly approved by BCSI, our curriculum and ongoing training would be provided in the context of a formal agreement between our organizations, an agreement that will stipulate the details and conditions of our support, which as always shall be provided without cost to your organization.

At the request of the DCA Board we provide this letter to extend temporary conditional support to DCA as it prepares its charter application and to stipulate the nature of our involvement until such time as an official agreement has been executed or these conditional provisions are withdrawn by Hillsdale College whether as the result of DCA's breach of the below conditions or otherwise at Hillsdale College's sole discretion. Provided the conditions established in this letter are met, we agree to permit DCA the following temporary revocable, nonexclusive, and nontransferable access to and use of BCSI curriculum and support:

- DCA may use, access, and reproduce the BCSI Curriculum (*K-12 Program Guide*) and supporting documents in the preparation of its charter application to the state of North Carolina. In the event that Hillsdale College is not able to provide further support to DCA, whether immediately after the BCSI application process as a result of it not being approved or at some later time, we expect to offer DCA the opportunity to formally license BCSI Curriculum for an extended term under certain other conditions.
- DCA may represent itself as working towards or applying for a formal relationship with BCSI and Hillsdale College. However, this access and letter does not extend to DCA the permission or rights to use any marks, logos, or images, or express any formal relationship or affiliation with, Hillsdale College or BCSI, except as described in this letter, without the expressed written permission of Hillsdale College.

The prior permissions are contingent upon the following conditions:

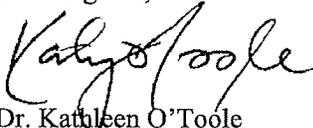
- DCA must protect Hillsdale College curriculum and related materials as confidential and proprietary intellectual property that can only be shared with prior written permission, except as required by law. All materials and works, including curricula and other guidelines and support

documents are the sole and exclusive property of Hillsdale College protected by this letter, as well as various copyright and intellectual property laws. By accepting said materials, DCA agrees to the conditions and terms described in this letter. DCA shall not become the owner of any works provided by this letter or that are owned by Hillsdale College. DCA may not alter or attempt to alter or modify any part of the materials provided by Hillsdale College or the information contained therein. DCA may not remove any BCSI credit or attribution and may not provide supplemental materials to those provided in this letter without language making clear that such material is not part of the original material provided by BCSI.

- DCA must submit official and/or public documents that mention Hillsdale College or make specific reference to BCSI curriculum to Hillsdale College for prior notice and review. Hillsdale College retains the right to request sufficient time for review and to require changes in how Hillsdale College, BCSI, and BCSI curriculum are described.
- DCA is expected to participate in the application process that BCSI uses to determine its support to schools. This process will include, but is not limited to, board member interviews, school principal interviews, and reporting on DCA's progress towards establishing a school.
- Permission to use BCSI Curriculum as extended by this letter is for the purpose of helping DCA to prepare its 2020 charter application in North Carolina. Further use of the BCSI Curriculum is conditioned on formal notice from Hillsdale College and/or a formal licensing agreement. Outside of said permission, DCA shall refrain from any and all use of the Curriculum and any and all related content created or provided by BCSI.
- Upon the termination of this letter, whether the result of the denial of DCA's application by BCSI, charter authority, or through Hillsdale College's withdrawal of support, DCA must, at Hillsdale College's option, either return or destroy all materials provided by BCSI.
- ALL MATERIAL AND SUPPORT IS PROVIDED "AS IS" AND NEITHER HILLSDALE COLLEGE NOR BCSI MAKE ANY REPRESENTATION OR WARRANTY OF ANY KIND, EXPRESS OR IMPLIED, AS TO THE COMPLETENESS, FITNESS, ACCURACY, OR EFFECTIVENESS FOR A PRACTICAL PURPOSE OR NONINFRINGEMENT OF INTELLECTUAL PROPERTY RIGHTS OF OTHERS.

We hope that the BCSI Curriculum will be helpful to you as DCA prepares its charter application, and we look forward to the prospect of working together as you complete the steps to start a school in the Huntersville/Cabarrus County area.

Best Regards,



Dr. Kathleen O'Toole
Assistant Provost for K-12 Education

All terms and conditions are hereby acknowledged, understood, and accepted by and on behalf of Dogwood Classical Academy by:


As its Board Chair

Date: 6/10/2020

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

- ❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.
 - Name of the Contact:
N/A
 - Name of the Selected Financial Service Provider: _____
 - Date of Review: _____
 - Signature of Board Members Present (Add Signature Lines as Needed):
 - _____
 - _____
 - _____
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 - _____
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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: _____
 - Date of Review: _____
 - Signature of Board Members Present (Add Signature Lines as Needed):
 - _____
 - _____
 - _____

- _____
- _____
- _____
- _____

Certification

I, Amy Shetler, 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 Dogwood Classical Academy Charter School is true and correct in every respect.

Signature: *Amy Shetler*

Date: July, 17 2020

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:
Rocky M. Cabagnot (Attorney at Law Hull & Chandler P.A.)
- Date of Review:
July 10, 2020
- Signature of Board Members Present (Add Signature Lines as Needed):
 - Amy Stittler
 - [Signature]
 - [Signature]
 - Stephanie Jennings
 - [Signature]
 - [Signature]

❖ 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:
Mary Grace Keller, CPA (DLK)
- Date of Review:
6/28/2020
- Signature of Board Members Present (Add Signature Lines as Needed):
 - Amy Stittler
 - [Signature]
 - Stephanie Jennings
 - [Signature]
 - [Signature]

Signature Page

The foregoing application is submitted on behalf of Amy Shetler. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon the successful completion of a mandatory planning year. Per SBE "Planning Year for New and Preliminary Charter Schools CHTR 013", all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: Amy Shetler

Board Position: Board Chair

Signature: Amy Shetler

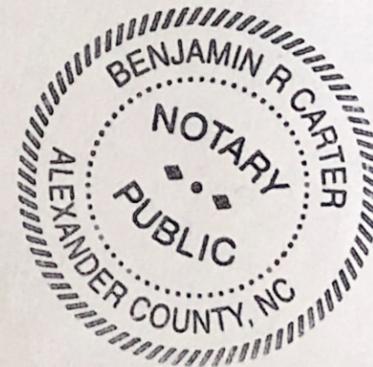
Date: July 13, 2020

Sworn to and subscribed before me this 16th day of July, 2020.

Notary Public: Ben Carter

Official Seal:

My commission expires: Nov 19th, 2024.





June 5, 2020

Dogwood Charter School

Arch Lineberger, Board Chair
203 North Main Street
Belmont, North Carolina 28012

RE: Partnership with BC Construction Group for the development and construction of a new Charter School Facility

To Whom it May Concern,

This letter is to confirm a working relationship, or partnership, exists between the group forming the Dogwood Charter School in Cabarrus County, North Carolina, and BC Construction Group, a Michigan corporation in the business of designing and constructing charter school facilities.

BC Construction Group is a full-service Design-Build charter facility firm with experience in constructing over 220 charter schools nationally. We provide turnkey services including site selection, due diligence, design, budgeting, funding referrals, construction, and referral of other ancillary support services for use by the school.

BC Construction Group will be teaming with the school's chosen funding source, BB&T Capital Markets, to establish an affordability analysis to ensure the school's facility both meets its academic requirements and stays within noted budgetary parameters.

We will provide further information, for reference, related to initial conceptual designs of a facility and potential sites. We will also include a conceptual budget and affordability analysis based on the school's projected enrollment growth and funding projections.

If you have need of further evidence of this agreement, we welcome your questions. Please feel free to contact me at the email address below.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "S.E. Harp", is written over a light blue circular stamp.

S.E. (Chip) Harp
Director of Business Development
BC Construction Group
chip@bccgp.com



Preliminary Project Milestone Schedule Dogwood Classical Academy

Activity	
1. Programming and Conceptual sign off	January 15, 2021
2. Release project for Design Development	February 10, 2021
3. Release Traffic Impact Analysis	February 10, 2021
4. Design Development Completion	May 10, 2021
5. Property usage & Preliminary Site Plan Review	May 10, 2021
6. Construction Documents completion	August 5, 2021
7. Site Plan Permit	November 5, 2021
8. Building Permit	November 5, 2021
9. Construction Kick-off	November 15, 2021
10. Temporary Certificate of Occupancy – Substantial Completion (School can use facility as intended for operations)	July 23, 2022
11. Final Completion	August 23, 2022

June 9, 2020

Dogwood Classical Academy
C/o Arch Lineberger
203 North Main Street
Belmont, NC 28012

Dogwood Classical Academy Board of Directors,

We are pleased by your interest in the curriculum and training offered to classical charter schools through Hillsdale College's Barney Charter School Initiative (BCSI). Our curriculum and support have been essential to the founding of more than twenty-five charter schools around the country, and we are dedicated to helping these schools reach excellence in their academics and operations. It would be our intention to offer this same support to Dogwood Classical Academy (DCA) subsequent to its successful completion of our application process in our coming July/August 2020 cycle.

We are careful in selecting and evaluating school collaborators and protecting our copyrighted intellectual property. As such, if DCA's application is expressly approved by BCSI, our curriculum and ongoing training would be provided in the context of a formal agreement between our organizations, an agreement that will stipulate the details and conditions of our support, which as always shall be provided without cost to your organization.

At the request of the DCA Board we provide this letter to extend temporary conditional support to DCA as it prepares its charter application and to stipulate the nature of our involvement until such time as an official agreement has been executed or these conditional provisions are withdrawn by Hillsdale College whether as the result of DCA's breach of the below conditions or otherwise at Hillsdale College's sole discretion. Provided the conditions established in this letter are met, we agree to permit DCA the following temporary revocable, nonexclusive, and nontransferable access to and use of BCSI curriculum and support:

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The prior permissions are contingent upon the following conditions:

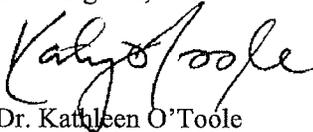
- DCA must protect Hillsdale College curriculum and related materials as confidential and proprietary intellectual property that can only be shared with prior written permission, except as required by law. All materials and works, including curricula and other guidelines and support

documents are the sole and exclusive property of Hillsdale College protected by this letter, as well as various copyright and intellectual property laws. By accepting said materials, DCA agrees to the conditions and terms described in this letter. DCA shall not become the owner of any works provided by this letter or that are owned by Hillsdale College. DCA may not alter or attempt to alter or modify any part of the materials provided by Hillsdale College or the information contained therein. DCA may not remove any BCSI credit or attribution and may not provide supplemental materials to those provided in this letter without language making clear that such material is not part of the original material provided by BCSI.

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We hope that the BCSI Curriculum will be helpful to you as DCA prepares its charter application, and we look forward to the prospect of working together as you complete the steps to start a school in the Huntersville/Cabarrus County area.

Best Regards,



Dr. Kathleen O'Toole
Assistant Provost for K-12 Education

All terms and conditions are hereby acknowledged, understood, and accepted by and on behalf of Dogwood Classical Academy by:


As its Board Chair

Date: 6/10/2020

How Do We Know This Works?

An Overview of Research on Core Knowledge (January 2004)

Teachers, principals and parents often ask, “How do we know Core Knowledge works? Is there any evidence for its effectiveness?” This article is meant to answer those questions by providing a brief overview of some of the most recent and most relevant research.

We have divided this overview into two sections. The first section treats direct evidence; the second looks at indirect evidence. By direct evidence we mean research on Core Knowledge schools — research showing that Core Knowledge can help lift student scores and close the gap between the more and less disadvantaged students. By indirect evidence, we mean other studies that confirm the validity of the central ideas behind Core Knowledge, for example, studies that show that the possession of cultural literacy is strongly correlated with academic and economic success, and studies that show that nations with core curricula tend to outperform nations that lack such core curricula on international tests.

Part I: Direct Evidence

Studies of the effects of implementation of Core Knowledge in American schools have generally been very favorable. A growing body of evidence suggests that Core Knowledge fosters excellence and equity. It fosters excellence by improving student performance, boosting enthusiasm, and laying the groundwork for future learning. It fosters equity by ensuring that all students have the benefit of a rich curriculum and narrowing the gap between high- and low-performing students.

A. The Oklahoma City Study

In the summer of 2000 administrators in Oklahoma City completed a series of carefully controlled, independent studies on the effects of Core Knowledge in public schools in their district. Oklahoma City Public Schools (OCPS) is an urban district with 67 elementary schools. The ethnic make-up of the district is 39% African-American, 36% European-American, 18% Hispanic, 5% Asian American and 2% Native American. At the time when the studies were done, about half of the district’s elementary schools were using the Core Knowledge curriculum.

Researchers began by determining which students in Oklahoma City were being taught the Core Knowledge curriculum and which were not. Next, they used a computer to randomly match students in Core Knowledge classrooms with similar students in non-Core Knowledge schools. The computer matched students with the same characteristics on seven variables: grade level, sex, race/ethnicity, free-lunch eligibility, Title-I eligibility, special-education eligibility, and pre-score on the Iowa Test of Basic Skills (ITBS). This matching procedure yielded 339 matched pairs of Core Knowledge students and non-CK students. The two groups were statistically indistinguishable, except that the members of one group were taught Core Knowledge while the members of the other group were not.

Since the two groups of students were so precisely matched at the beginning of the school year, one would expect them to post virtually identical average scores at the end of the school year. In fact, however, the students who had spent the year in Core Knowledge classrooms outscored the control students in seven of the eight categories on the ITBS. The Core Knowledge students posted significantly higher scores in reading comprehension (58.1 vs. 55.1), vocabulary (59.8 vs. 55.3), science (58.7 vs. 55.8), math concepts (61.4 vs. 59.2), and social studies (58.3 vs. 53.4). The greatest gains — in reading comprehension, vocabulary, and social studies — were computed to be statistically “highly significant.”



The initial study looked at ITBS results for the 1998-1999 school year. The researchers had hoped to follow up by looking at ITBS results for the 1999-2000 school year, but the district decided not to use the ITBS at the conclusion of the school year, making it impossible to compare before and after results for 1999-2000. The researchers therefore decided to examine the ITBS results for a previous academic year, 1997-1998. Again students were randomly matched according to the seven variables listed above, and again the Core Knowledge students were found to have outperformed their peers in almost all categories on the ITBS.

Core Knowledge students achieved “significant” or “highly significant” advantages in reading comprehension (57.6 vs. 53.1), reading vocabulary (58.8 vs. 54.7), language usage (62.0 vs. 56.3), math concepts (59.3 vs. 56.3), math computation (64.2 vs. 60.7), and social studies (60.4 vs. 56.0).

It is significant that Core Knowledge students posted especially strong scores in reading vocabulary during both of the years examined. Vocabulary is a particularly important area, since it is the single best predictor of academic achievement, and an area in which the gap between ethnic and racial groups has proved to be especially difficult to overcome.

In addition to the ITBS, The Oklahoma researchers also looked at students’ performance on the Oklahoma Criterion-Referenced Tests (CRTs). Researchers chose to focus on reading and social studies, two areas where students had shown highly significant gains on the ITBS. Students were matched according to the seven variables, as before.

The Core Knowledge students scored higher on all four of the reading objectives and all six of the history and geography objectives. In reading, Core Knowledge students averaged 26.65 correct answers out of a possible 36, or 76%, while non-Core Knowledge students averaged only 22.88 correct answers, or 63%. In history and geography, Core Knowledge students averaged 46.66 correct answers (70%), versus 40.64 (61%) for the control group.

These last findings are interesting because they show that Core Knowledge can improve student performance, not only on norm-based tests like the ITBS but also on criterion-based tests like the Oklahoma CRTs — even when those tests are not based on the Core Knowledge curriculum. This finding might seem hard to accept at first. One might think that the best way to prepare students to meet state standards would be to discard all other standards, thus leaving no distractions. But the Oklahoma results indicate that schools can actually improve students’ performance on state tests by combining the Core Knowledge curriculum with their state standards. A simple example can show why this can be an effective tactic.

One of the Oklahoma CRT standards asked students to recognize central personalities and important events of the Civil War. The Core Knowledge Sequence also covers the Civil War, but it provides more specific guidance: it identifies some of the central personalities (Ulysses S. Grant, Robert E. Lee, Abraham Lincoln, Jefferson Davis) and some of the most important events (shelling of Fort Sumter, Battles of Bull Run, Gettysburg, and Antietam, the Emancipation Proclamation, Gettysburg Address, surrender at Appomattox). The Foundation also offers books and lesson plans on these topics. In other words, the Core Knowledge Sequence and its supporting materials can help flesh out the state standards and boost academic achievement.

Standardized tests are important, but they are not the only measures of academic success. The Oklahoma City study also looked at teacher satisfaction with Core Knowledge. Teachers were asked if they were satisfied with Core Knowledge’s impact on students’ learning. 135 said they were satisfied, 51 said they were somewhat satisfied, 32 had no opinion, and one checked “somewhat dissatisfied.” None of the more than 200 teachers

polled reported “strong dissatisfaction.” What’s more, the extent of teacher’s satisfaction was found to increase with time: the longer a teacher taught Core Knowledge, the more likely that teacher was to report strong satisfaction.

Teachers also reported that the Core Knowledge curriculum increased students’ enthusiasm for learning. 150 teachers were satisfied on this point, 46 somewhat satisfied, and 24 had no opinion. None of the 220 teachers questioned indicated even mild dissatisfaction on this point.

B. The Johns Hopkins Studies

During the late 1990s researchers at the Center for the Social Organization of Schools at Johns Hopkins University did a series of studies looking at Core Knowledge’s impact on schools. These studies found evidence that Core Knowledge is associated with many positive changes in schools, and that these positive changes are most pronounced when implementation of Core Knowledge is pursued wholeheartedly.

An early Johns Hopkins study looked at the effects of Core Knowledge implementation in five Maryland schools. Core Knowledge schools were matched with non-Core Knowledge schools with similar numbers of students and similar percentages of students eligible for free or reduced lunch. Researchers also visited each Core Knowledge school and gave teachers questionnaires to assess the degree to which the school was really implementing Core Knowledge.

The researchers then tracked scores on two tests over a five-year period. The two tests used were the Comprehensive Test of Basic Skills, fourth edition (CTBS/4) and the Maryland state test, the MSPAP. Results on MSPAP were mixed and inconclusive, but the researchers found that schools that had achieved at least a moderate level of Core Knowledge implementation had better CTBS/4 scores, especially in reading comprehension. The school with the most consistent and impressive gains in reading comprehension was the school with the greatest level of observed Core Knowledge implementation. The most disappointing final numbers were posted by a school that had abandoned Core Knowledge midway through the study. The full report can be read online at <http://www.csos.jhu.edu/crespar/techReports/Report50.pdf>.

Another Johns Hopkins study widened the focus to look at Core Knowledge schools across the country. Researchers looked at twelve Core Knowledge schools in Colorado, Florida, Ohio, Maryland, Tennessee, Texas, and Washington. Each school was matched with a demographically similar control school in the same district.

Researchers visited each of the Core Knowledge schools five times. During visits they monitored classroom activities and also used an instrument called the Classroom Observation Measure, which has been validated in other studies of elementary classroom instruction. Researchers also surveyed teachers to assess the extent of Core Knowledge implementation.

The Johns Hopkins team found that the degree to which Core Knowledge was implemented was a significant predictor of student achievement gain. Researchers administered two subtests from the Comprehensive Test of Basic Skills, Fourth Edition (CTBS/4). They derived Normal Curve Equivalent Scores (NCEs) from the CTBS/4 Math Concepts and Applications subtest and the Reading Comprehension subtest. When low and high implementing sites were taken together, the effect of Core Knowledge on reading and math achievement was not statistically significant. However, when schools with moderate to high implementation were contrasted with low-implementing sites as controls, the results were more compelling. The Johns Hopkins statisticians reported that the gain difference on standardized tests between low and high implementing schools varied from 8.83 NCEs to 16.28 NCEs. That is an average rise of about 12 NCEs (similar to percentile points) over the controls, more than half a standard deviation—a very significant gain.



The researchers also created Core Knowledge Achievement Tests in science, language arts, and history and geography. Not surprisingly, students in Core Knowledge schools did better on these tests than students in the “comparison” schools where Core Knowledge was not being taught. This might be seen as too obvious to deserve comment, but in fact these results are important for several reasons. For one thing, they show that students retained much of the Core Knowledge content they were taught, and were able to learn this information without losing ground on other academic indicators, like the CTBS/4 tests. Moreover, since the content taught in Core Knowledge schools is carefully chosen and designed to be cumulative, what students learned is predicted (by E. D. Hirsch, Jr.) to enhance students' vocabulary, reading skill, and learning ability in later grades.

The Core Knowledge Achievement tests were given to all third and fifth graders in the study. Each test had 20 multiple-choice questions; the history and geography test also had one item requiring a written answer. Statistically significant, “educationally meaningful,” achievement gain was found in every subject for both cohorts tested—and once again the largest gains were posted by the most dedicated implementers.

In short, when scores were analyzed according to the degree of implementation attained at each school, the data showed academic improvement was accelerated at sites that were implementing strongly. The researchers commented, “The correlation between level of implementation and effect size indicates that when schools implemented the Core Knowledge Sequence with greater reliability and consistency, students achieved improved scores on all tests. Considering only those schools in which the research staff observed Core Knowledge curriculum and instruction in more than 50 percent of classrooms, one sees marked increases in the effect size favoring Core Knowledge.”

The study also analyzed the impact Core Knowledge has on student engagement. Researchers made three preliminary observations:

First, 10 of 12 Core Knowledge schools were obtaining measures of student engagement in the “highly effective” range.

Second, the two schools with the highest mean student engagement ratings were also schools that had been deemed “highly implementing” and the two schools with the lowest engagement rating were the two schools rated as the lowest implementers.

Third, the data suggested that “students find Core content stimulating.” Researchers noted that this finding “would contradict any assertion that students are ‘turned off’ in schools that strongly implement Core Knowledge.”

Researchers confirmed that the following predicted benefits “were in fact associated with Core Knowledge implementation”:

For students, Core Knowledge does:

- Provide a broad base of knowledge and a rich vocabulary
- Motivate students to learn and create a strong desire to learn more
- Promote the knowledge necessary for higher learning

For the school, Core Knowledge does:

- Provide an academic focus and encourage consistency in instruction
- Provide a plan for coherent, sequenced learning from grade to grade
- Promote a community of learners— adults and children
- Become an effective tool for lesson planning and communication among teachers and with parents
- Guide thoughtful purchases of school resources

Beyond these, the study identified some unexpected benefits:

- Core Knowledge created coordination in the curriculum.
- Implementing Core Knowledge improved the professional lives of teachers. “Core Knowledge was viewed very favorably by teachers and seen as an enhancement to their lives. Overwhelmingly, teachers enthusiastically encouraged their teacher friends to implement Core Knowledge. This is a very important finding.”
- Implementing Core Knowledge led to increased teacher collaboration. Such “genuine collaborative work among teachers that has a focus on the curriculum and instruction is all too rare in education,” the researchers note.
- Core Knowledge enriched students' classroom experience. “Teachers reported that it was not just certain students who were excited by Core, but all students.... The benefits are great for teaching those children who would normally not be exposed to such subjects at home.”
- Core Knowledge challenged conventional assumptions about student ability. “Many teachers reported being initially skeptical that Core Knowledge content was not developmentally appropriate for elementary students. However almost all teachers interviewed found that no matter what students' starting points were — low achieving, average or high achieving — they were able to grasp and gain from learning the Core material.” One teacher commented: “They may be six-year-olds, but they can grasp a lot more knowledge than we thought before we started this.”
- Students built on what they learned previously in Core Knowledge. “Teachers find that in fact students make connections to Core topics they learned in previous grades.... Students make lasting academic connections because of the integration of the curriculum and [its] spiraling structure.”
- Core Knowledge increased students' interest in reading. Teachers report that “students are learning to read bigger words sooner. There's an interest to read and to learn.” At a number of schools, “educators cited the fact that students are more interested in reading non-fiction as one of the main benefits of Core Knowledge.”
- Core Knowledge increased parent satisfaction. “Parents are thrilled, thrilled, thrilled,” according to one teacher, another of whom said, “Our parents are elated with the results of Core.”

Researchers found “no obvious negative outcomes for students.” However, they did note that implementing the program makes heavy demands on teachers, especially during the first year of implementation. In addition, almost every teacher interviewed reported difficulty in finding age-appropriate materials for various units.

Furthermore, the study observed that implementation of Core Knowledge can be impeded if teachers do not have time for group planning and cooperation, if the school lacks money for resources, or if state standards are perceived as more important than Core Knowledge topics.

The full report is available online, [here](#).

C. Core Knowledge Schools in Colorado

One of the states in which the Core Knowledge idea has caught on is Colorado. There are currently more than 50 schools using Core Knowledge in the state. The following chart shows that Core Knowledge schools are

doing quite well on the state's CSAP exam. The results of the 2002 exam are summarized below. They show that large percentages of Core Knowledge schools are posting scores ten, twenty, and even thirty points above the state average. This is additional evidence that implementation of Core Knowledge can go hand-in-hand with success on state exams.

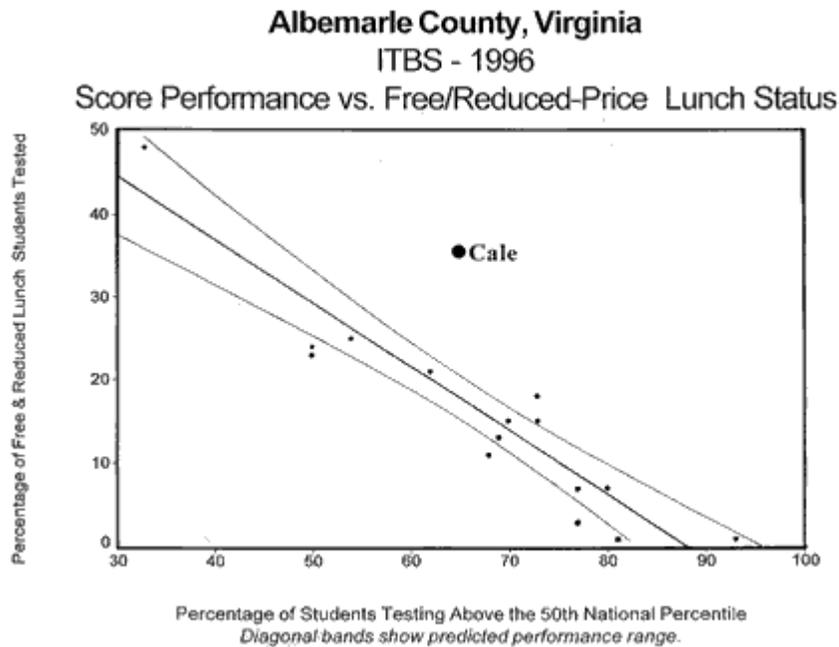
	number of schools	Percentage of schools . . .			
		above state average	at least 10 % points above state average	at least 20 % points above state average	at least 30 % points above state average
3rd Grade Reading	41	80%	63%	32%	0%
3rd Grade Writing	41	80%	66%	54%	24%
4th Grade Reading	41	78%	71%	46%	17%
4th Grade Writing	41	80%	59%	44%	24%
5th Grade Math	42	76%	64%	55%	26%
5th Grade Reading	42	88%	64%	43%	21%
5th Grade Writing	42	79%	55%	50%	33%
6th Grade Math	37	84%	68%	46%	24%
6th Grade Reading	36	81%	64%	39%	11%
6th Grade Writing	36	81%	67%	42%	25%
7th Grade Math	31	81%	61%	36%	29%
7th Grade Reading	31	84%	65%	39%	16%
7th Grade Writing	32	78%	66%	38%	22%
8th Grade Math	29	69%	55%	48%	24%
8th Grade Reading	29	79%	66%	38%	10%
8th Grade Science	29	79%	62%	45%	14%
8th Grade Writing	29	69%	52%	41%	21%

For more details on Core Knowledge schools in Colorado, visit the website maintained by National Core Knowledge Coordinator for Colorado, Holly Hensey, www.ckcolorado.org.

D. Some Individual Schools

Cale Elementary School (Charlottesville, VA), a public school where 34% of students get free or reduced-price lunches, significantly outperformed local schools with a similar demographic profile after it adopted Core Knowledge. In the graph below, the diagonal lines represent the best prediction of the percentage of low-income students who would score above the 50th national percentile on standardized tests (in this case the Iowa Test of

Basic Skills). The dots on the graph show that while most of the district's elementary schools performed within their predicted range, Cale Elementary performed significantly above what would be predicted by the socioeconomic composition of its students.



Cale's principal commented on his schools achievements: "Since we implemented Core Knowledge, our scores for all students have consistently gone up, especially in social studies, science, and math. The scores surprise us because they constantly go up. We are scoring well above the national norms in social studies, above the 75th percentile. That is very good for our diverse population. These are not all middle-class kids. Half of our students taking the Iowa Test of Basic Skills each year come from low-income homes. Our scores defy what you might expect."

Hawthorne Elementary (San Antonio, Texas), has led its mostly Hispanic student body to increased cultural literacy and improved reading skills. Hawthorne is an urban school where 28% of the students have limited English proficiency and 96% receive free or reduced-price lunches. A study published in the *Journal of Education for Students Placed at Risk* examined how students at Hawthorne compared to students in the other 65 elementary schools in the San Antonio Independent School District on the Reading Performance section of the Texas Assessment of Academic Skills (TAAS). The JESPAR study includes the following graph, which illustrates that, while district reading performance is generally consistent across grade levels, with a student pass rate of about 55%, Hawthorne's results show a steep increase in the reading pass rate at consecutive grade levels. At grade 3, Hawthorne's pass rate of 34% is well below that of the district. By grade 5, however, Hawthorne's 67% pass rate far exceeds the district's 56% pass rate.

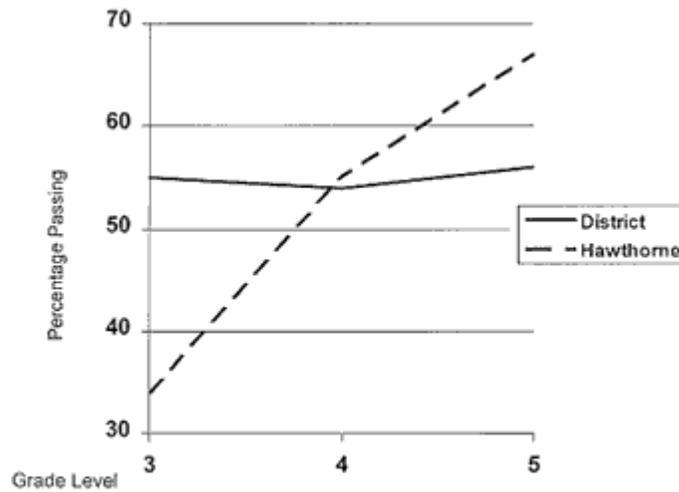


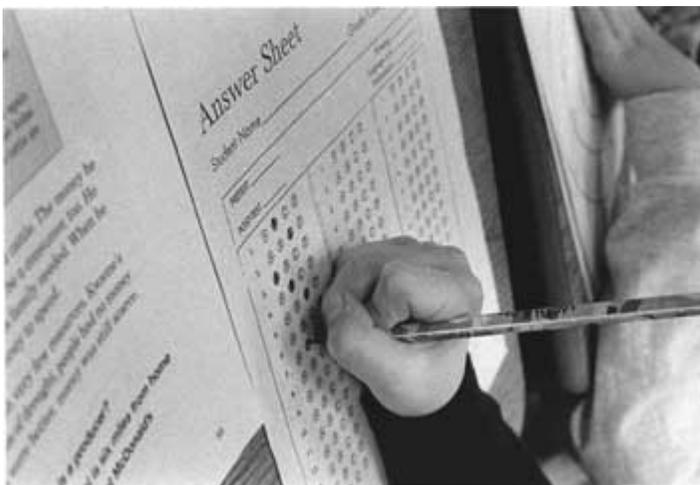
Figure 1: Texas Assessment of Academic Skills Reading Performance.

The authors of the JESPAR study concluded that the carefully sequenced Core Knowledge curriculum does appear to increase achievement at successive grade levels, and also has the potential to help disadvantaged students overcome their disadvantages and achieve academic proficiency.

Three Oaks Elementary (Fort Meyers, FL), a mixed blue-collar/white-collar suburban school with a minority population of 18%, where 40% of students receive free or reduced-price lunch, also made impressive progress after implementing Core Knowledge. In an analysis comparing test scores from Three Oaks and a control school with approximately the same demographic mix, Three Oaks, after using Core Knowledge for three years, reported higher scores than the control school in every category tested. The test used was the California Test of Basic Skills (CTBS). The standard deviation—measuring the spread of scores, from the highest to the lowest—also narrowed by 32 points, indicating that Three Oaks and Core Knowledge had succeeded in lifting low achievers up toward the mean.

Part II: Indirect Evidence

A. Cultural Literacy and Success in Grade School



In addition to test results in Core Knowledge schools, research has shown that students with more cultural literacy tend to do better in school. Georgia Kosmoski and her research team looked at the relationship between cultural literacy and academic achievement. They gave the Cultural Literacy Assessment Test (CLAT), a 75-item test of cultural literacy to 611 fifth graders and compared results on the CLAT with scores on the Comprehensive Test of Basic Skills (CTBS). The researchers found a significant positive correlation between cultural literacy and each area of academic achievement for all ethnic and socioeconomic subgroups studied. Whether the students were white, African-American, or Hispanic, the students who scored

high in cultural literacy also tended to score high in academic achievement. The results of the experiments are discussed in an article in *The Journal of Experimental Education*, listed in the bibliography below.

B. Cultural Literacy and Success in College

Studies conducted by Joseph F. Pentony of the University of St. Thomas indicate that cultural literacy also correlates with success in many college classes. In a 1992 article published in *Educational and Psychological Measurement*, Pentony reported that he had given the Cultural Literacy Test (CLT), a 115-item test developed by the Core Knowledge Foundation in the late 1980s, to 150 first-year English students at the University of Saint Thomas. Pentony found that the total scale score for the CLT “correlated significantly” with grades in English courses and with Verbal SAT scores but not with certain other measures of academic success. On the basis of these findings, Pentony was cautiously optimistic about E.D. Hirsch’s theory of cultural literacy, suggesting that the lack of cultural literacy might indeed be disabling in some settings and the possession of cultural literacy might be enabling in others. But Pentony concluded that more research was needed, particularly at the community college level.

Pentony published a second article on the subject in 1996, in *Psychological Reports*.

This time Pentony gave the CLT test to 150 students at an urban community college. He found that “scores on the CLT correlated significantly with both over-all GPAs and with grades in Freshman English,” as well as with scores on the Texas Academic Skills Program. In his closing paragraphs, Pentony again stressed the need for more testing.

A third article appeared in 1997, in *Adult Basic Education*. After giving the test to 200 students at a large research university, Pentony found that scores on the CLT correlated significantly with GPA, Verbal SAT scores, Math SAT scores, and grades in a whole list of courses, including freshman English, first-semester history, government, general psychology, and freshman math. Of the students who scored below 70 on the CLT, only 24% were able to earn a B or better in first-semester freshman English. By contrast, students who scored higher than 70 on the CLT had a 63% chance of earning a B or better. Pentony noted that the results obtained by this study were “generally stronger” than the results from previous studies.” He concluded: “There is considerable evidence that the construct of cultural literacy is valid.”

In 2001 Pentony and two associates reported the results of a fourth study in *The Community College Journal of Research and Practice*. This study boasted a larger sample group than all of the previous studies put together — 1,343 students from three different community colleges. The results, however, were quite similar. Scores on the CLT “correlated significantly” with GPA, as well as grades in first-semester freshman English courses, history courses, and government courses.

Both Kosmoski and Pentony noted that the correlations they observed do not prove causation. In other words, the fact that students with more cultural literacy were found to do better in grade school, on college admissions tests, and in many college classes does not prove that they excel because they have more cultural literacy. This is true. However, when multiple correlations come from a variety of different studies, the possibility that there is a causal relationship is greatly strengthened, particularly when, as in this case, the causal relation is well grounded in theory.

C. Knowledge and Power

“Knowledge is power,” the English philosopher Francis Bacon declared 400 years ago. But is that still true in modern America? Researchers Thomas G. Sticht, Richard Hofstetter, and Carolyn G. Hofstetter, decided to find out. They conducted telephone interviews with hundreds of adults in the San Diego area. Participants were asked a series of questions about their income, occupation, and level of political activity, then another series of questions designed to assess their content knowledge, or cultural literacy.

The investigators found that there were correlations between content knowledge and all three indicators of power examined — occupation, income, and level of political activity. This was true even when age, education, and ethnicity were controlled for. In other words, regardless of one’s age, race, or level of education, possession of large “banks” of declarative knowledge is associated with achieving a position of power in American society.

Perhaps the most startling finding involved median household incomes for those posting high, middle, and low scores on the cultural literacy tests used. Those who posted high scores had a median income of \$65,000, those posting middling scores had a median income of \$39,000, and those posting low scores had a median income of \$26,000.

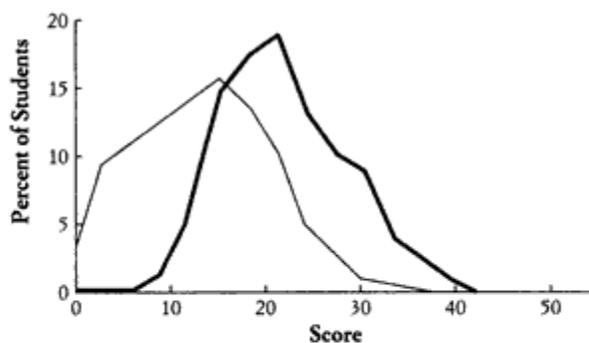
The researchers summarized their findings as follows: “While high levels of declarative knowledge are not absolutely necessary for achieving power, they certainly seem to help. Therefore, educational practices that downplay the importance of content knowledge in favor of processes of thinking or learning should be reconsidered.”

D. Evidence from Other Countries

Two distinguishing features of Core Knowledge are that it attempts to lay out a core curriculum that can provide common ground for all American schools, and that it insists on introducing academic subjects and rich content in the early grades. International evidence suggests that there are good reasons for both of these policies.

Numerous studies have found that nations with rigorous national curricula tend to post better achievement scores and better results on international tests. Results from the International Association for the Evaluation of Educational Achievement studies, done in the 70s and 80s, showed nations with core curricula, like Sweden, Finland, Hungary, and Japan close to the top, while non-core nations like the U.S. generally lagged behind.

Harold Stevenson and his team of researchers compared math performance for eleventh-graders in Japan, a nation with a core curriculum, and the United States, where there is no national core curriculum. Stevenson’s team controlled for socioeconomic level and other crucial variables and found that much larger percentages of U.S. students were performing at low levels. The results of the investigation are summarized in the chart below, from *The Schools We Need*.



Eleventh graders' scores on the mathematics test: Japan, heavy line; United States, light line. Mean \pm 1 standard deviation: 21.72 ± 6.59 and 13.39 ± 7.06 , respectively. Sample sizes: 1120 and 1197.

Source: H. Stevenson, C. Chuansheng, and L. Shin-Ling, "Mathematics Achievement of Chinese, Japanese, and American Children: Ten Years Later," *Science* 259 (January 1, 1993): 51–58.

Another case in point is TIMSS, the Third International Math and Science Study, which has found that Singapore and other nations with national curricula rank near the top of international math and science scores. In the 1999 installment of TIMSS, Singapore ranked first in the world in math and third in science, in spite of the fact that the country was ranked next to last for the level of home educational resources available. In other

words, Singapore's impressive academic results seem to have very little to do with an advantageous home environment and a great deal to do with an effective school system structure organized around a solid, rigorous curriculum.

Click here for more information: http://isc.bc.edu/timss1999b/pdf/t99b_highlights.pdf

As far as starting early is concerned, a very telling international example is the case of French preschool. The French offer free preschool for all children, and all French preschools follow a rich, well-defined curriculum with clear-cut developmental, psychomotor, academic, and social goals. Some students begin school as early as age 3, and research has shown that the earlier a French child starts preschool, the less likely the child is to be held back in a later grade, and the better his or her behavior and achievement levels are likely to be in first and second grade. Another study indicates that French children who have had the benefit of preschool are, by all indirect measures, better adjusted and happier for having had early exposure to challenging and stimulating early academic experiences. Finally, French preschools succeed in narrowing the gap between students from well-off families and the less advantaged. Read more here:

http://coreknowledge.ivygroup.com/mimik/mimik_uploads/documents/95/Equity%20Effects%20of%20Very%20Early%20Schooling%20in%20France.pdf.

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<u>Board Member Name</u>	<u>Board Title</u>	<u>County of Residence</u>	<u>Current Occupation</u>	<u>Past or Present Professional Licenses Held</u>	<u>Any disciplinary action taken against any of these professional licenses?</u>
Amy Shetler	Chair	Mecklenburg	TD Teacher (Facilitator)	OH Elementary 1-8, and NC Elementary K-6/AIG Licenses	No
Arch Lineberger	Vice Chair/Treasurer	Gaston County	Retired	None	N/A
Gina Behrens	Secretary	Union County	Community Development	None	N/A
Stephanie Jennings	Board Member	Gaston County	Exceptional Children's Teacher	Special Education K-12	No
Woody Sessoms	Board Member	Gaston County	Retired	None	N/A
Solomon Hejirika Jr.	Board Member	Mecklenburg	Lawyer	District of Columbia Legal Bar License and State of North C	No

<u>Area of Proposed Coverage</u>	<u>Proposed Amount of Coverage</u>	<u>Cost (Quote)</u>
Comprehensive General Liability	\$1,000,000.00/occurrence	\$2,100
Officers and Directors/Errors and Omissions	\$1,000,000.00/occurrence	\$2,750
Property Insurance		\$10,200
Automobile Liability	\$1,000,000.00/occurrence	
Crime Coverage - Minimum/Maximum Amount	\$250,000.00 \$250,000.00	550
Worker's Compensation	\$500,000.00	\$2,100
Other Coverage		
Total Cost		\$17,700

<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
Principal/School Leader	1	1	1	1	1	1
Assistant Principal				1	1	1
Dean(s)						
Additional School Leadership						
Core Classroom Teachers		16	26	32	36	36
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)		5	5	5	6	6
Student Support Positions (e.g. social workers, psychologists, etc.)						
Specialized School Staff						
Teaching Aides or Assistants		4	4	4	4	4
School Operations Support Staff		2	2	2	2	2