

Appendix A:

Educational Need

Torrence-Lytle Charter's curriculum of arts integration has been shown by several research studies to increase student engagement and academic achievement. Moreover, there is a significant correlation between high arts-involved students and academic achievement, regardless of socioeconomic status (Catterall, Dumais, & Hampden-Thompson, 2012; Upitis & Smithrim, 2003, cited in Upitis 2011; Walker, McFadden, Tabone, & Finkelstein, 2011). Likewise, a study commissioned by the College Board found that an analysis of 10 years of SAT data indicated that students who took four years of art courses in high school earned the highest scores on both the critical reading and math sections of the SAT. It also found that overall, students taking any arts courses scored much higher than students with no arts courses (Vaughn & Winner, 2000). Arts integration deepens learning across all subject areas and develops in students the requisite critical thinking, communication, collaboration, and creativity skills for 21st century where innovation is the key to long term success.

Currently there is not a performing arts school the Northern portion of Torrence-Lytle Charter's Local Education Authority, Charlotte-Mecklenburg Schools. The proposed location of Torrence-Lytle Charter would primarily serve students and families of the North Mecklenburg county cities of Huntersville, Davidson, and Cornelius- which collectively are referred to locally as the "Lake Norman Area". The Lake Norman area has been one of the fastest growing regions of North Carolina. The population of the three aforementioned Lake Norman towns has grown from 9,650 residents as of the 1990 census to a staggering 82,583 residents according to 2010 census data. This surge in population growth as created major overcrowding issues for Charlotte-Mecklenburg Schools as it attempts to fund and open new school facilities to alleviate the problem.

Torrence-Lytle Charter offers parents of the Lake Norman area a quality integrated arts curriculum. The performing arts magnet schools offered by CMS (Northwest School of the Arts H.S. and University Park Creative Arts Academy and First Ward Creative Arts) are approximately 10 to 13 miles away from Torrence-Lytle Charter proposed location. Torrence-Lytle Charter will be providing a need that will service not only the community but the entire Lake Norman Area as well.

The proposed location of Torrence-Lytle Charter is the Torrence-Lytle School building on Holbrooks Road that once anchored the Pottstown neighborhood, a historically and still predominantly African-American community in southern Huntersville. The Board believes this location will both accommodate the majority population and will also be ideal for outreach recruiting within the community. This will present Torrence-Lytle Charter's integrated arts curriculum to minority students whose educational needs are not being satisfied by other area charter schools.

Appendix B:
Sample Course Scope and Sequence

Elementary Scope and Sequence

Subject	Content	Objectives	Activities	Assessment	Resources	Standards
Math	Chapters 2 and 3 Morning Meeting	<ul style="list-style-type: none"> • Adding/subtracting using stories, counters, numbers, and zero • Horizontal and Vertical addition/subtraction • Using cubes and subtraction to compare • Choosing an operation 	<ul style="list-style-type: none"> • Create joining stories • Use dominoes to create addition sentences • Act out separation stories • Use domino print outs to subtract by "x-ing out" • Plus or minus game (which operation?) 	<ul style="list-style-type: none"> • Daily worksheets • Diagnostic Checkpoints • Test 9/18 	<ul style="list-style-type: none"> • Math books • Dominoes • Paper • Cubes • Index cards 	<ul style="list-style-type: none"> • Represent & solve problems involving addition & subtraction. • Add & subtract within 20. • Understand place value. • Represent and interpret data. Understand and apply properties of operations and the relationship between addition and subtraction. • Work with addition and subtraction equations.
Literacy	Unit 1 and 2 Back to School Where do Animals Live?	<ul style="list-style-type: none"> • Nouns (Singular and Plural) • Phoneme Blending and segmenting • Adjectives • Question words • Dictation • Syllables • Sounds: _ck, ff, • Genres: Poetry, Photo Essay 	<ul style="list-style-type: none"> • Long/Short Vowel Scavenger Hunt • Daily Language Arts worksheet (dictation, blending) • Find 3 objects, describe them using adjectives • Word Building Game 	<ul style="list-style-type: none"> • Daily Worksheets and/or reading • One-on-one or small group discussion • Literacy Center completion 	<ul style="list-style-type: none"> • Decodables • Imagine-It! Big Books • 	<ul style="list-style-type: none"> • Ask and answer questions about key details in a text. • Describe characters, settings, and major events in a story, using key details. • Explain major differences between books that tell stories and books that give information, drawing

		<ul style="list-style-type: none"> • Short and Long Vowels • Brainstorming • Cause and Effect 	<ul style="list-style-type: none"> • Circle map using adjectives • review 			<p>on a wide reading of a range of text types.</p> <ul style="list-style-type: none"> • With prompting and support, read prose and poetry of appropriate complexity for grade 1. • Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. • With prompting and support, read informational texts appropriately complex for grade 1. • Demonstrate understanding of the organization and basic features of print. • Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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Reading (Novel Studies)
Middle School Sample 8th Grade Scope and Sequence

Unit Them	Unit Focus	Reading	Assessment
Growing Up? Duration: 1 month	Students weigh the pros and cons of aging from childhood to adolescence to adulthood	Reading classics and/or contemporary fiction biographies	Essay form: Making personal connections
Heroes, Gods and Monsters Duration: 1 month	Students go back in time to experience heroes and monsters from around the world.	Reading Material-Myths, legends and/or folktales from a wide variety of sources and study supportive informational text, art and music.	Creative Writing: Integration of the arts: create a song, work of art, play or monologue that depicts from your reading.
Embracing Heritage Duration: 1 month	Students dig into the immigration experience that is foundational to the USA.	Reading fictional and informational immigrant stories and analyzing film clips and/or images, students trace the historical forces that led to many to America for many different reasons.	Video/Photos/Interview to present to the class of living people and their journey through life
Overcoming Obstacles Duration: 1 month	Students explore bravery in the face of various challenges such as slavery, shipwrecks or unfair child labor practices.	Examining how people and characters face and overcome obstacles. Conducting interviews with people living and reading various biographies on famous people.	Public Speaking: Write a motivational speech to share with your peers describing ways to overcome obstacles.

Appendix C:

Torrence-Lytle Charter School of Leadership and The Arts Student/Parent Handbook

Our Mission / Educational Program

The mission of Torrence-Lytle Charter is to develop a diverse population of principled leaders who demonstrate character, integrity and confidence through a unique educational program that fuses the arts with academic excellence.

Administrative Information

Age Entry Requirements – Academic School Year

Children may attend Kindergarten if they are five years old on or before August 31 of the present school year. Valid birth certificates are required.

Nondiscrimination

Torrence-Lytle Charter will not discriminate against any student on the basis of ethnicity, national origin, gender or disability, and the school will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry.

Immunization/ Physical Examination Requirements

Kindergarteners must have completed their immunizations and must have a physical examination by the first day of the school year. A health assessment form for the child is available at the school. Those who do not have both the immunizations and examination completed by the thirtieth day of school will be suspended from school until they have been completed unless the child is exempt by North Carolina law.

Medication

School employees are allowed to administer medications prescribed by a doctor upon written request of the student's parent/ guardian and upon the recommendation of the student's primary physician. The medication used at the school must be in its original container with the child's name, dosage information, the drug, and the physician's name printed on it. If school personnel must administer medication, the parent must provide a doctor's signed authorization with the prescribed medicine in its original container. In addition, the student's parent or guardian must provide written directions with the student's name, the name of the medicine, the time and method of administration, the dosage, a summary of possible side effects, and the termination date for administering the medicine (see Medication Authorization below). The Medication Authorization form may also be downloaded from the Torrence-Lytle Charter Website located under the parent section. For safety reasons, the school will not accept telephoned permission.

The school retains the right to reject the request for administration of medicine. The parent/guardian is responsible for supplying and retrieving the medication.

School Day

The school day is from 8:15 am to 3:15 pm. A child must be in attendance one-half of the school day to constitute being present for school. In order to get credit for a full day, 11:45 am is considered the half-day point. **It is very important for your child to be on time every day.** Class instruction begins promptly at 8:15 am. Children who are tardy miss part of the instructional day, and this tardiness has an impact on what is learned. Students are considered tardy after 8:15 am.

Student Attendance

The Compulsory Attendance Law (NC General Statute 115C-378) states that a student under sixteen must attend school regularly while school is in session. The school will report unlawful absences to proper authorities. The parent/guardian shall notify the school of the reason for each known absence of the student in accordance to the policies and procedures of Torrence-Lytle Charter.

When a student misses class or parts of class, he or she does not have the benefit of discussions, demonstrations, experiments, or instruction which has tremendous bearing on learning and grades. Repeated absences defeat the purpose of school and jeopardize the student's progress and chances of promotion. It is the responsibility of the family (parent and child) to make sure the student attends school unless the child must be absent for one of the following reasons:

1. Illness or Injury – when the absence results from illness or injury which prevents the student from being physically able to attend school.
2. Quarantine – when isolation of the student is ordered by the local health officer or by the State Board of Health.
3. Death in the immediate Family – when the absence results from the death of a member of the immediate family of the student.
4. Medical or Dental Appointment – when the absence results from a medical or dental appointment for a student.
5. Court Administrative Proceedings – when the absence results from the attendance of a student at the proceedings of a court or an administrative tribunal if the student is a party to the action or under subpoena as a witness.
6. Religious Observance – if the tenets of a religion to which a student or his/her parents adhere requires or suggests observance of a religious event. The approval of such absence is within the discretion of the Dean of the School, but approval should be granted unless the religious observance or the cumulative effect of religious observance is of such duration as to interfere with the education of the student.
7. Educational Opportunity – when it is demonstrated that the purpose of the absence is to take advantage of a valid educational opportunity such as travel. Approval for such an absence must be granted by the Dean of School or designee prior to the absence.

All other absences are unexcused. After five unexcused absences, the required procedure will be followed:

- A written notification will be sent to the home for parent/legal guardian(s) signature to be placed in the student's permanent file.

After ten (10) unexcused absences, the required procedure will be as followed:

- A meeting designated by the Dean of School will be scheduled to further discuss the unexcused absences. Further action will be conducted as needed at the Dean's discretion.

Absences

Students must have a written excuse from a parent/guardian for any and all absences from school. All student absences are counted as unexcused unless it falls under the Compulsory Attendance Law (NC General Statute 115C-378 see above) or by approval from the Dean of School. The student is responsible for obtaining and completing all class work upon returning to school. The student will receive an incomplete grade if the assignment is not completed within five (5) school days of the student's return to school.

Note: A student must be in attendance for at least half of the school day in order to be counted present for that day.

Extended Absence:

Any school day a student misses at Torrence-Lytle Charter will be designated as an unexcused absence. Please see **Student Attendance** above to make sure you understand the difference between excused and unexcused absences. In either case the missed work needs to be made up within the timeline specified by your child's classroom teacher. Any incomplete assignments will receive the grade of "0".

The teacher will have the make-up work ready for your child **upon his/her return to school**. The same policy is in place for planned and unplanned absences, i.e. **make-up work is not required to be provided prior to a planned absence**. This procedure will ensure that the teachers are able to provide your child with the complete work done during their absence so the student will have a fair chance to catch up on all assignments done during the time missed.

Family Trips

Educational Opportunity – when it is demonstrated that the purpose of the absence is to take advantage of a valid educational opportunity such as travel. Approval for such an absence must be granted by the Dean of School or designee prior to the absence.

Before a student may be excused from school for a family trip, the parent must make written arrangements with the Dean of School/Designee at least three days prior to the trip. Students will be excused for up to 5 days per academic school year for family travel that is considered an educational opportunity. All students who leave school for an extended trip will be coded in the following manner:

- Excused the first five days and all additional absences are unexcused.
- School work will be provided for the student upon his/her return.
- The student is responsible for obtaining and completing all class work upon returning to school.

- Family trips should **NOT** be planned during the End of Grade Testing period.
- All students are required to complete an Educational Assignment issued by the Dean of School. This assignment is due upon the student's immediate return from the trip.

Tardies/Early Check-Out

Torrence-Lytle Charter expects that students will be at school on time. **When students arrive late or leave school early, they miss valuable and irreplaceable instructional time. The interruption also decreases the teaching/learning time of others within the classroom.** North Carolina law states that it is the parent/guardian's responsibility to ensure that a child attends school for the entire day. Late arrivals or early dismissals may be excused if the situation meets one or more of the criteria established in the "Excused Absence" list. All others are unexcused. Five (5) unexcused tardies in a 12-week period will result in one unexcused absence.

Formal Assessments

End of Year Testing is one important factor in determining the progress a child has made during the year. It is imperative that your child be in attendance for the End of Year Testing. Please see the school calendar located on the Torrence-Lytle Charter website for testing dates. These standardized assessments will be administered to all students beginning in grade 3.

Field Trips

Parents are asked to sign a blanket permission slip for all school field trips. You will receive a notice prior to any field trip with dates and times.

Visitors

We welcome visitors to Torrence-Lytle Charter. All visitors to the school must report to the receptionist to be logged and checked using the Raptor V-Soft Visitor Management System. All visitors will be issued a Visitor Badge that must be displayed the entire time they are on campus. Visitors must check out with the receptionist upon departure.

Parent Volunteers

Torrence-Lytle Charter welcomes the commitment and involvement of parents. Parents establish the foundation for educational achievement when they show an interest in their child's education and establish high standards and expectations. Research shows that student performance is likely to improve if parents are meaningfully involved in their child's schooling. We have many opportunities for parents to participate in committee work that improves and enriches our total school program for our students. Torrence-Lytle Charter specifies that families should commit a minimum of 10 service hours per year.

Parents are expected to volunteer, to share their experiences and expertise that fit within the broad goals of the school. Volunteering in classrooms will begin after the classroom teacher has established routines. He/she will inform the parents when volunteering will begin in the individual classrooms. Volunteering in the classroom will count toward your Volunteer Service Hours. In order to be credited for your service hours, it is the responsibility of the parent to ensure your service hours are logged in the Volunteer Service Hours Log Book. The Office Manager will maintain records of all Service Hours.

Lunch

In keeping with the mission of the school of maintaining lifelong healthy eating habits, parents are to provide a healthy bag lunch each day and lunch is eaten in the classrooms or in the cafeteria as appropriate. A delivered lunch program is also available. Details will be posted on the school's website, and in email announcements/flyers sent home with students. Lunch should be sent to school with your child each school day unless he/she has ordered from our lunch program. **Lunches being delivered by parents during the school day are discouraged.** All delivered lunch program items are non-refundable. Soda and tea are not permissible.

Dress Code

Students should attend school in the appropriate school uniform and shoes. Tennis/play shoes are to be worn everyday with no exceptions. Our students will participate in many activities and should come dressed for those experiences. Your classroom teacher may request you to send an extra change of clothes to be kept at school. Please make sure these are clearly marked with your child's name. Uniforms will be developed for the School. On days when uniforms are not required, a strict dress code will be followed.

Before-School / After-School Care

Before and after school care will be offered to accommodate working families schedules.

Parent/Teacher Conference

Conferences may be scheduled on an as needed basis during the teacher's planning time, before or after school.

Communication with Parents

To better serve you, we work to maintain good communication. Torrence-Lytle Charter uses 3 main tools to communicate with our families:

1. Weekly Classroom Newsletters (classroom teacher generated)
2. Torrence-Lytle Charter Website
3. Weekly Email News Flashes.

State Proficiency Guidelines GRADING CODE

A	93-100	Excellent Performance
B	85-92	Very Good Performance
C	77-84	Satisfactory Performance
D	70-76	Needs More Development
F	< 70	Unsatisfactory Performance

Students scoring 76 or below in any of the four (4) core subject areas is eligible to receive remedial intervention during the academic school year. Should a student score 75 or below in Reading and/or Math may be retained in the same grade. If a student with a learning disability is

being considered for retention the Dean of School makes the decision in consultation with the teacher, parents and support staff. If the student is making satisfactory progress toward the achievement of the educational goals set forth by the teacher and support staff, the student can be promoted. If the student is retained, the student's Report Card will include a notation indicating the reason for retention.

Homework

Torrent-Lytle Charter values the time a child has at home with his/her family. The most important homework that every child has is to read at home daily. Every attempt is made to ensure that all additional homework activities are meaningful, purposeful and interactive with parents. We prefer that a child has time to complete homework that reflects his/her best work. If your child is struggling with homework please share this with your child's teacher.

Kindergarten	10-15minutes of homework	10-15 min. Reading time
1st Grade	20 minutes of homework	15-20 min. Reading Time
2nd Grade	30 minutes of homework	20-25 min. Reading Time
3rd Grade	45 minutes of homework	25-30 min. Reading Time
4th Grade	1 hour of homework	25-30 min. Reading Time
5th Grade	1-1 ½ hours of homework	25-30 min. Reading Time

Core Units of Study: Language Arts, Math, Science and Social Studies

The North Carolina Common Core Standards provides the framework for, but does not limit, the curriculum at Torrence-Lytle Charter

Lost/Damage School Materials: It is the responsibility of the parent(s)/legal guardian(s) to provide full replacement cost(s) of any and all lost and/or damaged school materials.

Character

Torrence-Lytle Charter has a strong focus on character education. We believe that students learn about character from their role models, curriculum, through opportunities for service learning activities as well as following basic virtues such as respect, honesty, perseverance, compassion, giving, responsibility, and self-discipline. We strongly believe that these will promote excellence in living as well as learning. During each character trait introduced, each student is required to complete a project related to the unit as designated by the headmistress. For take home projects, the parent's responsibility is to ensure the student has completed the project according to the instructions. This is indicated by your signature on the work that is submitted.

Behavior and Discipline

Torrence-Lytle Charter uses positive discipline. We believe that our first responsibility in regard to student behavior is to create a classroom this is engaging to the students and to provide instruction in a way that allows students to be appropriately challenged. We anticipate that this first step will help to avoid many discipline issues.

General Rules of Conduct

Torrence-Lytle Charter students are expected to be respectful and considerate to other students, Torrence-Lytle Charter staff, and Torrence-Lytle Charter visitors. Torrence-Lytle Charter students also are expected to respect the property of Torrence-Lytle Charter and of other students and staff. No student shall in any way bully or exhibit inappropriate or disrespectful behavior toward other students, staff or any other person. Prohibited bullying can take many forms and can include the following:

- Physical bullying, such as hitting, kicking, pushing, pulling hair, scratching, and tripping
- Verbal bullying, such as teasing, name-calling, starting rumors, taunting and threatening
- Emotional bullying, such as rejecting, excluding, defaming, humiliating, isolating, and ostracizing
- Sexual bullying, such as exhibitionism, propositioning and sexual touching
- discrimination, such as harassment of a person based on race, color or ethnic origin

Discipline

Classroom discipline will emphasize talking out problems and conflict avoidance.

Torrence-Lytle Charter has adopted a student behavior policy that includes parameters for discipline. The policy is not intended to set forth a rigid scale of discipline for students involved in bullying incidents or other inappropriate behavior, because it is not feasible to define all possible circumstances and actions in advance. Discipline is determined on a case-by-case basis, subject to certain parameters. This section will define certain levels of offense to provide general guidance as to the level of discipline that can be expected. For purpose of the student behavior policy, the Dean of School or Designee will determine the level of offense.

• Level One Offense

Level One Offenses are relatively minor incidents of bullying or similar actions, such as open defiance of a teacher's request, intentional or repeated disruption of class, use of inappropriate or obscene language, lying to a teacher or staff member, or an isolated, minor incident of verbal bullying.

The classroom teacher will generally handle discipline for the level ONE offense, and the discipline will generally be determined in the discretion of the teacher.

• Level Two Offense

Level Two Offenses are more significant incidents of bullying or inappropriate behavior, such as physical bullying, sexual bullying, or repeated or severe incidents or verbal or emotional bullying.

Level TWO offenses should be reported to the Dean of School or Designee. Discipline will be determined by the Dean of School or Designee in consultation with the classroom teacher.

Discipline may range from temporary detention (on in-school suspension) to suspension from school for one to three days.

• Level Three Offense

Level Three Offenses are severe incidents or repeated incidents of bullying or inappropriate behavior. Level THREE offenses shall be reported to the Dean of School or Designee. The Dean of School or Designee will determine discipline in consultation with the classroom teacher.

Discipline may range from suspension from school for one day to expulsion.

Torrence-Lytle Charter policies and procedures for discipline of students (including students with disabilities) shall be consistent with state and federal laws and regulations. The Torrence-Lytle Charter student discipline policy sets parameters for addressing inappropriate student behavior. Nothing in the policy is intended to nor does it in any way impose any additional liabilities, requirements or obligations on the school beyond those liabilities, requirements and obligations imposed by applicable law.

Weapons

No student shall knowingly possess, handle, or transmit on school property any weapon as defined by North Carolina law. Violation of this rule results in immediate suspension for at least the remainder of the school year.

Prohibited Substance

The possession, use, sale, exchange, or distribution of any prohibited substance on educational property will not be tolerated. "Prohibited Substances" include, but are not limited to, the following: tobacco products, alcoholic beverages, illegal drugs and controlled substances.

Emergency Procedure

Fire

All teachers are familiar with the evacuation plans in the event of a fire. Routine fire drills are practiced and explained to the students.

Tornado

The school will be equipped with a National Weather Service Radio with an audible alarm, which will help us to monitor threatening weather conditions. The National Weather Service conducts weekly radio tests. In the event a tornado warning is issued during school hours, students and staff will be moved to interior rooms with structural supporting walls.

Earthquake

In the event an earthquake occurs during the school hours, students and staff have been instructed to move quickly under heavy furniture such as desks and tables and hold tightly to the legs of the furniture in order to keep the furniture from moving. This procedure is explained and practiced on a monthly basis.

Nuclear Power Plant Emergency Plan

Torrence-Lytle Charter is within the ten-mile radius of the McGuire Nuclear Station; therefore, we are registered with Duke Power, which provides us with the "Midland Weather Monitor" radio. In the event of an alert, sirens are sounded and local radio stations inform the public of what to do.

Please review the "Emergency Planning Information Summary" issued by Duke Power for McGuire Nuclear Station.

Inclement Weather

The primary concern when inclement weather strikes is the safety of students, parents and staff. In the event of inclement weather, parents are advised to check our website and listen to area television stations (WBTV-3) for information regarding closings.

If no announcement of delay or cancellation of school is heard, you should assume school is scheduled as normal.

In some cases, school may be canceled after students arrive. This will also be announced on the same television station(s) and posted on the web. You need to make arrangements beforehand concerning where your child is to go if school is dismissed. **Make sure your child knows your “Emergency Dismissal Plan” before inclement weather arrives.**

Appendix D:

Federal Documentation of Tax Exempt Status

Torrence-Lytle Charter has not yet applied for tax-exempt status, but will once provisional charter approval is granted.

Appendix E:

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: Torrence-Lytle Charter

2. Full name: Adam Boatsman

Home Address: 15306 Marshfield Court; Huntersville, NC 28078

Business Name and Address: Boatsman Gillmore Wagner, PLLC; 5970 Fairview Road; Charlotte, NC 28210

Telephone No.: 704-552-0553

E-mail address: aboatsman@trustbgw.com

3. Brief educational and employment history.

BS, Arizona State University; Accounting and Information Systems.

Licensed CPA in North Carolina; Founding Partner of Boatsman Gillmore Wagner, PLLC, one of Charlotte's largest public accounting firms.

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

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?

Andrea McKinney has educated all three of my children so I am very familiar with her educational program. I am also an active member of the Lake Norman business community – this community recognizes the need to foster innovation in our public school system. As a leader in the business community, I am doing all that I can to help fulfill on this need – hence my desire to be on this board.

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

An executive director (re head administrator of a school) serves at the pleasure of the board. It is our responsibility to hold the administration accountable for fulfilling on the school's mission and to comply with federal, state, and local laws. We also are responsible for ensuring that the administration is fiscally responsible with the public's money.

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 am an active board member in several charitable and civic organizations, acting as the treasurer for the following prominent organizations:

Lake Norman Chamber of Commerce
Lake Norman Economic Development Corporation
The Ada Jenkins Center

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

In addition to the not for profit board experience above, I am versed in not for profit accounting principles and annual retain a certification in attesting to financial statements for not for profits that receive public funding.

I bring a strong finance background as a CPA and advisor to middle market companies along with deep connections to the local business community and elected officials.

School Mission and Program

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

Our school's mission is that we will create future leaders in our community by focusing on an educational curriculum that is balanced and seamlessly incorporates programming that builds self-confidence with solid knowledge of language and social sciences, science, and math. We will do this by incorporating drama and arts into the everyday world of our core curriculum.

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

As stated previously, it will focus on the Common Core, but will do it in a way that incorporates drama and arts into the program itself as it is our belief that this will create students that are well-rounded and self-confident / aware relative to programs that don't take this approach.

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

The community is active and believes in the schools' mission. The school regularly measures itself using objective criteria (e.g. not only test scores, but other things that are measurable like community engagement). Our administration and teaching staff are actively engaged and enrolled in the mission and our delivering.

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

I believe that we can measure success via some of the objective criteria stated above.

Governance

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

We will provide guidance and oversight of our administrative and education staff by helping them to establish measurable criteria that align with the schools' mission and the educational objectives of the State of North Carolina. We will provide an independent and objective oversight role in ensuring that this criteria is met and, when not met, that the administrative and educational has realistic and quantifiable action plans in place to address any gaps in achieving our measurements.

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

My belief is that we will measure our success by not only exceeding educational rubrics but by ensuring we are fiscally sound and fulfilling our mission to reach a diverse population of prospective students.

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

In addition to meeting or exceeding our measurement criteria, if other Charters or public schools are adopting some of our philosophies we will know we have been successful.

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

We will need to provide input into meaningful goals, metrics and action plans for implementing the school's vision and mission and we will need to monitor performance against said metrics and provide re-direction as necessary.

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 will handle the situation pursuant to our by-laws.

*Please include a one page resume with your Information Form

Certification

I, Adam Boatsman, 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 Torrence Lytle Charter School is true and correct in every respect.

A handwritten signature in black ink, appearing to read 'Adam Boatsman', with a long horizontal stroke extending to the right.

Signature:

Date: 2/11/2013

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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: Torrence Lytle School of Leadership and the Arts

2. Full name: Brian Keith Hines

Home Address: 15926 Desota Lane, Huntersville, NC 28078

Business Name and Address: Lenox Land, LLC 9815 J Sam Furr Rd, Ste 259 Huntersville, NC 28078

Telephone No.: 704-507-4877

E-mail address: brian@lenoxland.com

3. Brief educational and employment history.

1994 graduate from Radford University (Virginia) and have been self-employed with my own business since 2000.

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?

Served previously under McKinney Academy's Board of Advisors. Wish to serve because I know the passion and energy that Mrs. McKinney brings to the classroom and I want as many children as possible to experience and learn from her model.

6. What is your understanding of the appropriate role of a public charter school board member?
To implement the vision and mission of the school.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Served as a member of McKinney Academy's Board of Advisors for 5 years.
Member of Radford University COBE (College of Business and Economics) Advisory Council-invited to serve my alma mater and bring my vast Real Estate and Business experience to assist the current students of the Business school to be better equipped as they enter the workplace.
8. Describe the specific knowledge and experience that you would bring to the board.
As a business owner for the past 12 years I have vast expertise in all facets of operating a business. My real estate development experience will become a necessity once charter is granted.

School Mission and Program

5. What is your understanding of the school's mission and guiding beliefs?
chartered with creating and enabling students to reach their full potential to become leaders while at the same time integrating the arts with a strong academic program.
6. What is your understanding of the school's proposed educational program?
to create future leaders in the community while incorporating the Arts into the program
7. What do you believe to be the characteristics of a successful school?
Leadership and the teachers
8. How will you know that the school is succeeding (or not) in its mission?
End of year test results and reputation in the community

Governance

6. Describe the role that the board will play in the school's operation.
We will be the decision makers and the driver of the ship.
7. How will you know if the school is successful at the end of the first year of operation?
Will be the buzz of the community. Where we will be known as the place to be. The community will have rallied behind the movement we are creating and making a lasting impact within the community.

8. How will you know at the end of five years of the schools is successful?
We will have created an environment, very similar to how the private school is viewed, in which both parents and the students love the educational environment and where we can measure progress in children. Not only are we changing children's lives but we are making a noticeable difference in the community around us. New investments will be sprouted around us.
9. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Operate as a business. Acknowledge the challenges that lie ahead and being willing to confront potential issues before they arise. Take a Proactive approach rather than being Reactive.
10. 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 challenge their position and gather data from the situation to later, if not successfully remedied, would recommend their resignation from the Board.

*Please include a one page resume with your Information Form

Certification
I, Brian Hines, 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 Torrence Lytle Charter School is true and correct in every respect.

Brian Hines
Signature

2-28-13
Date

Brian K Hines

Phone: 704-507-4877

Address: 9815 J Sam Furr Rd, ste 259 Huntersville, NC 28078

Email: brian@lenoxland.com

PROFILE SUMMARY

Energetic self-starter with ample experience in facilitating projects and overseeing to successful completion. Over 12 years experience in real estate brokerage and development. Current projects consist of developing for a national retailer in North and South Carolina.

Lenox Land, LLC – Cornelius, NC - President/Owner

October 2000 - Present

Lenox Land, LLC is a diversified regional real estate company active in commercial and residential property brokerage and development.

Development business:

Responsible for identifying the ideal land position, negotiating a long term lease with client, then constructing a quality building all while delivering early and under budget to a multitude of national retailers. Analyze potential sites by incorporating Location and Site Feasibility studies along with performing Gap Analysis to determine retailer needs. Perform Comparative Market and Lease Analysis based on modeling criteria that was created in house. Manage a highly skilled team consisting of a Civil and Environmental Engineer, Surveyor, Banker, Attorney, Contractor and numerous other consultants. My development experiences have helped shape my skills in the areas of project management and conflict resolution.

Brokerage business:

Broker in Charge of company and licensed in both North Carolina and South Carolina. Brokered over 2,000 acres since 2005. Responsible for Asset Disposition for companies such as: Dollar General, Auto Zone, CVS and Food Lion, Simonini Builders, McCar Homes, Orleans Home Builders, Hopper Communities and Lennar Communities. Advise clients on investments by performing Comparative Market and Cost Analysis on all projects.

Dun & Bradstreet - Charlotte, NC

August 1994 to May 2000

Account Consultant

Developed and help implement credit procedures for Credit Managers, VPs of Finance and their staff. Analysis and review of a company's Vendor Supply Chain to give the company a total view of its spending. Helped create and execute marketing strategies according to a company's growth capability. Built run rate usage by focusing on existing accounts (92-account base), new account development and customer education. Territory: North Carolina and South Carolina. Selling audience consisted of primarily VP's and other corporate executives; dependent on company size. Exceeded monthly budget objectives by an average of 12.5%. Provided technical assistance in software setup and maintenance. Conducted monthly training seminars on how to evaluate customer risk. Intensive sales training incorporating SPIN Selling techniques and The New Base for Sales Excellence conducted by The Acclivus Corporation. Trained in Enterprise Resource Planning (ERP), specifically SAP.

Community and Professional Activities:

- Vice Chairman Huntersville Planning Board, June 2002 to July 2009
- Member of McKinney Academy Board of Advisors, Davidson NC
- Steering Committee member - East Huntersville Area Development Plan - 2007
- CCIM (Certified Commercial Investment Manager) Designee
- Deacon- First Baptist Church, Huntersville, NC, August 2006-April 2008
- Radiant Life Fellowship – April 2008 to present – founding Charter member

Education

Radford University, Radford VA

May 1994

Major: Finance

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

Name of charter school on whose Board of Directors you intend to serve: Torrence Lytle Charter School of Leadership and Arts ("TLC")

Full name: Karol Page Mack

Home Address: 16602 Sutters Run Lane, Huntersville, NC 28078

Business Name and Address: Duke Energy Corporation, 550 S. Church St., Charlotte, NC 28202

Telephone No.: 704-382-8165

E-mail address: kpmack@roadrunner.com

Brief educational and employment history.

Education: J.D. – 1986, Duke University

B.A. – 1983, Duke University

Employment: Duke Energy Corporation – Associate General Counsel, 2000-present, 1990-1997

Lincoln National Corporation – 1997-1998

Mecklenburg County Attorney's Office – Associate County Attorney, 1988-1990

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: ☒

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

I was recruited by Andrea McKinney, Headmistress, to serve on the Board. I have been a neighbor of hers for many years and have had children in Charlotte Mecklenburg public schools together with hers for many years. I want to serve on the Board because I am eager to see the school's mission, offering an educational program blending academic excellence with the arts, fulfilled.

What is your understanding of the appropriate role of a public charter school board member? The role of a member of the Board of Directors of a public charter school is to serve as the governing body of the school and to act as a good steward of the public funds which it is entrusted to manage.

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 previously served on the board of directors for Youth Homes in Charlotte (which has merged with Children's Home Society of North Carolina). Youth Homes offered various services to children and their families in need of assistance. Board members were responsible for reviewing and approving the activities of Youth Homes, including the budget of the organization and personnel-related matters. I also served on the Client Security Fund board of the NC State Bar which is responsible for reviewing applications for reimbursement of funds paid to lawyers by clients who alleged they did not receive any legal services for their payments.

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

I am a corporate lawyer who has a general knowledge of corporate/business law and also has experience working with youth and community service organizations.

School Mission and Program

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

The mission of TLC is to blend an educational program focused on academic excellence with an arts program in order to develop students who exhibit both confidence and character. The guiding belief is that children with a strong academic background and who have been exposed to the arts have the potential to become strong leaders in their community.

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

The educational program will focus on the fundamentals of education and also offer an arts program, both performing and visual arts.

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

I believe a successful school combines a staff, a board of directors and parents, all dedicated to the success of the school. That requires open lines of communication between the staff, the school and parents, and a respect among all parties for their respective roles in the successful operation of the school.

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

I will know that the school is succeeding in its mission when its students are performing well in the classroom, its parents are engaged, and there is eagerness in the community to attend the school.

Governance

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

The board will serve as the governing body of the school, responsible for oversight of all aspects of the school from both business and educational perspectives.

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

At the end of the first year of operation, the school should be able to demonstrate that it has operated within its budget for the year and that its students have attained all grade-level academic achievements.

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

At the end of five years, the school should be financially viable and continuing to demonstrate strong academic performance. In addition, the school should have a waiting list that reflects that it has become a school of choice in the community.

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

In order to ensure a successful school, I believe the board members must commit to regular attendance of board meetings, taking an active role in the meetings, and careful review and questioning of matters before the board. The board must be an active, not passive, participant to ensure success.

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 this type of behavior should be addressed in the bylaws of the board, and I would bring the situation before the board for discussion and resolution.

*Please include a one page resume with your Information Form

Certification

I, Karol Page Mack, 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 Torrence Lytle Charter School of Leadership and The Arts is true and correct in every respect.

Signature Karol Page Mack

Date February 25, 2013

Karol Page Mack
16602 Sutters Run Lane
Huntersville, NC 28078

EDUCATION:

1986 **Juris Doctor**
Duke University
1983 **B.A., History**
Duke University

BAR ADMISSIONS:

1991 South Carolina
1986 North Carolina

EMPLOYMENT:

Duke Energy Corporation, Charlotte, NC
Associate General Counsel
2000-present, 1990-1997

Provide legal counsel and guidance to management and staff of Duke Energy on various aspects of operation of its regulated utility business, currently with a focus on real estate matters

Lincoln National Corporation, Fort Wayne, IN
Counsel
1997-1998

Provided legal counsel on regulatory matters to the corporation's reinsurance division

Office of the County Attorney, Charlotte, NC
Associate County Attorney
1988 – 1990

Represented the Mecklenburg County Department of Social Services Child Welfare Division in abuse, neglect and dependency proceedings in juvenile court

Office of the Public Defender, Charlotte, NC
Assistant Public Defender
1986-1988

Represented indigent persons in criminal proceedings in both District and Superior Court and involuntary commitment hearings

PAST BOARD MEMBERSHIPS:

Client Security Fund - North Carolina State Bar
Youth Homes (now merged with Children's Home Society of North Carolina)

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

Name of charter school on whose Board of Directors you intend to serve: Torrence-Lytle Charter School of Leadership and the Arts

Full name: Andrea Darnell McKinney

Home Address: 16103 Greenfarm Road Huntersville, NC 28078

Business Name and Address: McKinney Academy, 412 Armour Street, Davidson, NC 28036

Telephone No.: 704.895.9664

E-mail address: a.mckinney@mckinneyacademy.com

Brief educational and employment history.

Education: Degree in Business Administrations from the University of Central Oklahoma, Edmond, Oklahoma

Employment:

**August 2007 to
Present**

**McKinney Academy, Davidson, NC
Headmistress**

**August 2001 to
May 2011**

**McKinney Care Academy, Davidson, NC
Owner / Teacher**

**August 1998 to
June 2001**

**Blythe Elementary School Huntersville, NC
2nd Grade Classroom Teacher
Literacy Facilitator Grades 3 - 5**

**August 1996 to
June 1998**

**Nathanial Alexander, Charlotte, NC
2/3 Multi-Age Classroom Teacher**

**August 1990 to
June 1996**

**Beulah Payne Elementary School, Inglewood, CA
Classroom Teacher for Kindergarten**

**August 1989 to
June 1990**

**Highland Elementary School, Inglewood, CA
Classroom Teacher for Grades 2 and 6r**

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

No: x Yes: ☐

10. 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 initiated the formation of the founding board for the proposed Torrence-Lytle Charter School.

I wish to serve on the board in order to help build the educational program.

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

The role of the public charter school board member is to actually run and maintain the business and operations of the school.

12. 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 had previous experience running a private elementary school for the past 6 years. In this role it has been my duty to supervise the instructional programs of the school for grades Jr. K – Grade 5.

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

The knowledge and experience I bring to the board is the educational and human resource experience needed for the daily operations of the school. I would be able to gauge, monitor and help develop the curriculum designed to provide the students with a strong academic experience.

School Mission and Program

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

My understanding of the school's mission is to create a diverse population of students that will benefit from an education that fuses a strong academic program with the arts. With the arts playing a major role in the educational program the students will have many opportunities to build skills in public speaking and performance. The mission also states

that the school will create leaders throughout the student body; leaders who demonstrate good character and integrity.

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

The school's program is one that will strive to create students of academic excellence while weaving the arts throughout the curriculum.

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

The characteristic of a successful school is one that makes a positive difference in the lives of the students. Another characteristic of a successful school is one that prepares its students for the future. I am of the strong belief that every educational program should not only provide a strong academic program but also empower the students to be self reliant and confident individual.

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

I will know the school's mission is succeeding when the students that attend the school are walking out the mission, when the mission becomes the pulse of the school which can be felt by those who enter the building. The school is succeeding in its mission when the mission is no longer a printed proposal but alive and breathing in the lives of the student.

Governance

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

The role of the board is to operate the school as a business, making business decisions that are geared to the success and best interest of the school and students alike.

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

A school is deemed successful after the first year when the organization has operated within its budget and met the educational needs of the students.

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

At the end of the 5th year a school is deemed successful when it has met the goals and objectives that have been laid out in the projected plan.

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

To ensure success of the school a charter school must begin with a clear plan and specific assigned duties along with checks and balances.

15. 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?

In the event that I believed one of the board members was acting unethically, a meeting would be called and the unethical behavior would be addressed. With a forum of all the members, present a decision would be made based on our By-Laws whether the board member in question would be allowed to continue serving on the board.

*Please include a one page resume with your Information Form

Certification

I, Andrea McKinney, 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 Torrance-Little Charter School is true and correct in every respect.

Andrea McKinney 2/26/2013

Signature
Date

Andrea McKinney
16103 Greenfarm Road, Huntersville, North Carolina 28078
(H) 704.895.3206 (C) 704.661.0156
a.mckinney@mckinneyacademy.com

Professional Experience

August 2007 to Current

McKinney Academy, Davidson, NC, Headmistress

- Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
- Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, and discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws, board policies and civil regulations.
- Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.
- Establish a professional rapport with students and with staff that have their respect. Display the highest ethical and professional behavior and standards when working with students, parents and school personnel. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same.
- Maintain positive, cooperative and mutually supportive relationships with students, staff and parents.

August 2001 to May 2011

McKinney Care Academy, Davidson, NC, Owner/Teacher

- Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, and discipline systems to ensure a safe and orderly climate. Responsible for building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws, board policies and civil regulations.

August 2001 to Present

McKinney Academy and McKinney Care Academy, Davidson, NC, Headmistress, Owner / Teacher

August 1998 to June 2001

Blythe Elementary School Huntersville, NC, 2nd Grade Classroom Teacher,
Literacy Facilitator Grades 3 - 5

August 1996 to June 1998

Nathanial Alexander, Charlotte, NC, 2/3 Multi-Age Classroom Teacher

August 1988 to June 1996

Inglewood Public School District, Inglewood, CA, Classroom Teacher for Grades Kindergarten, 2 and 6

Awards and Honors

1998 Ben Craig and Harris Teacher of the Year, Blythe Elementary School, Huntersville, NC

1995 Teacher of the Year, Beulah Payne Elementary, Inglewood, CA

Education

Bachelors in Business Administration

University of Central Oklahoma

Edmond, Oklahoma – May 1984

Appendix E:

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: Torrence-Lytle Charter

2. Full name: Darrin L. Rankin

Home Address: 901 Tiger Lane, Charlotte NC 28262

Business Name and Address: RANKIN INSURANCE GROUP 16112 Old Statesville Rd, Huntersville NC 28078

Telephone No.: 704.661.4428

E-mail address: drankin@rankininsurancegroup.com

3. Brief educational and employment history.

RANKIN INSURANCE GROUP-Oct 2001 thru Present (Insurance Agent), Bryan & Associates Real Estate June 2006 thru Present, MBA-Syracuse University, BS-Edinboro University of PA

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?

Learned of Opportunity through Network of Colleagues. I would like to serve on the Board to provide more students with the opportunity to learn more about the Arts and gain leadership skills which will prepare them for life.

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

Serve as a Policy Maker, Advisor and Resource to School Leaders.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Experience in running for elected school board position, have school age children.
8. Describe the specific knowledge and experience that you would bring to the board.
Knowledge regarding the local School Board's systems, policies, etc.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Produce well rounded students by employing innovative learning techniques, emphasizing the arts, global engagement.
2. What is your understanding of the school's proposed educational program?
Emphasis on the Arts, emphasis on leadership, communication, global engagement.
3. What do you believe to be the characteristics of a successful school?
Work Ethic, Communication, Honesty, Dedication, Vision,
4. How will you know that the school is succeeding (or not) in its mission?
Success will be defined in student achievement, academic success. Failure will be gauged in the same manner.

Governance

1. Describe the role that the board will play in the school's operation.
Provide Supervision, guidance, governance, direction, oversight to the Director of the Charter School.
2. How will you know if the school is successful at the end of the first year of operation?
Academic Success, Enthusiasm surrounding the school, Financial indicators, Enrollment Numbers.
3. How will you know at the end of five years of the schools is successful?
Academic Success, Enthusiasm, Financial indicators, enrollment
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Monitor Financial discipline, Academic vigor, marketing, provide resources, and governance
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?
Speak in private with that board member(s), and discuss with other board members to develop a course of action/solution.

*Please include a one page resume with your Information Form

Certification

I, DARRIN L. RANKIN, 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 TORRENCE-LYtle Charter School is true and correct in every respect.

Signature



2-11-13

Date

DARRIN L. RANKIN

901 Tiger Lane
Charlotte NC, 28262
704-661-4428
drankin@rankininsurancegroup.com

CORE COMPETENCIES

Business Strategy, Tactical Excellence, Innovative Management, Marketing Management

EDUCATION

Syracuse University, Syracuse, New York.

Masters Business Administration-Innovative Management concentration.

Edinboro University of Pennsylvania, Edinboro, Pennsylvania.

Bachelor of Science, Business Administration.

WORK EXPERIENCE

President & Founder, October 2001-Present.

Rankin Insurance Group, Charlotte NC.

- Developed a new independent insurance agency into a \$1.5 million award winning agency with 2000+ clients.
- Skilled in developing and securing funding for business upon inception.
- Create marketing pieces and new business development strategy.
- Create and implement SWAT Analysis for insurance market in which we operate.
- Create and track sales goals in terms of premium volume and application count.
- Create and maintain a profitable insurance agency for the carriers that we represent.
- Provide peace of mind and quality customer service for clients we insure.
- Develop rewarding relationships with major corporate carriers we represent such as , Erie Insurance, Zurich, The Hartford, Farmers Ins and many more.
- Promote the agency and develop referral opportunities through Marketing and Sales strategies.
- Grew business payroll from self employment to a staff of 4 employees.
- Develop and provide employee training and development.
- Created Internship opportunities for UNCC college students.

District Sales Manager, March 1996-August 2001.

Erie Insurance Group, Syracuse, NY.

- Developed a new territory, recruiting 21 agents career to date.
- Developed a territory generating over \$10.4 million in total written premium.
- Served as a consultant for marketing, agency management, profitability and related matters.
- Performed risk management and underwriting services for proposed businesses.
- Trained new agents on policy language coverage's and forms in all lines of business.

Hardlines Manager, February 1994-February 1996.

Hills Department Stores, Inc., Pittsburgh, PA.

- Managed the Hardlines area of a \$10.7 million store.
- Provided leadership to effectively merchandise goods while experiencing a 13% sales increase.
- Interviewed, hired, trained, evaluated, and terminated associates.

PROFESSIONAL DESIGNATIONS AND AWARDS

Certified Insurance Counselor (CIC), Associates in Insurance (AIS), Certified Professional Insurance Agent (CPIA). 2004 Branch P&C Award, 2005 District P&C Award, 2007 Branch P&C Award, 2004-2006 Founders Award-Erie Insurance Group, REALTOR.

Charter School Board Member Information Form

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Background

1. Name of charter school on whose Board of Directors you intend to serve: Torrence Lytle Charter (TLC), Huntersville

2. Full name: Donna J. Thompson

Home Address: 7168 Bovine Ln. Harrisburg, NC 28075

Business Name and Address: Hickory Grove Christian School, Charlotte, NC

Telephone No.: 704-491-7085

E-mail address: dthompson240@hotmail.com

3. Brief educational and employment history.

I have a Bachelor's in Elementary Education from Carson Newman College in Jefferson City, TN, and a Masters in Special Education from the University of North Carolina Charlotte. I have 21 years experience in grades K-6.

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

No: ☐ Yes: ☒

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

I was recruited by Andrea McKinney, another board member, who was also my administrator for 4yrs. I'm excited to be a part of this board for Torrence Lytle. I believe in the mission to reach a diverse population and develop leaders who demonstrate character, integrity and confidence through the arts and high standards for academic excellence.

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

I believe that the role of a Charter School board member will be to uphold the Charter School's mission and vision, to set policy for the Charter School, to ensure effective organizational planning and to ensure financial stability of the Charter School.

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

I have 21 years teaching experience in both public and private education. I have taught in both regular and special education classrooms grades K-6. I ran my own business (Young Chefs Academy) where I was responsible for, teaching individual classes, managing employees and taking care of administrative duties.

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

I bring to the board 21 years experience in the classroom along with educational training in best practices and whole brain teaching. I also have experience in private business. I believe the combination will be beneficial in the educational development of Torrence Lytle Charter School.

School Mission and Program

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

That Torrence Lytle Charter School will reach students from a wide range of backgrounds and create an environment that is supportive and challenging, which fosters the educational growth of the whole child through a unique educational program that integrates the arts across curriculum to create deeper meaning for students.

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

It is my understanding that the school's proposed educational program will use an intergrated arts approach to learning. This method of learning is a hands on, process oriented approach to understanding and reinforcing new concepts.

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

One characteristic of a successful school would be that all students become proficient in reading, writing, math, science, and social studies making progress each year in preparation to meet or exceed standardized test scores. Outside evaluations another characteristics for success are that students are taking responsibility for their learning

and enjoy going to school. A successful school provides a safe environment, where students and teachers are respected, intellectually challenged and socially involved.

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

If Torrence Lytle Charter School is succeeding, test scores will meet or exceed North Carolina's Standards as tested on the end of grade test, and the school's ability to attract students of all racial and ethnic diversity. The school's mission is evident in the classrooms and hallways as teachers create an educational environment where the arts are integrated into the lessons taught daily.

Governance

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

The governing board will have the responsibility for the operation and management of the school, including but not limited to the development of curriculum, the development of staff and student policies, staffing and financial operations. All actions and decisions would be done to better serve the students of Torrence Lytle since this is the primary reason for the school's existence.

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

Success will be measured by whether the mission of the school was upheld, the financial stability of the school and the academic performance of the student body.

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

At the end of five years success is measured by the mission being the heartbeat of the school, student enrollment has grown according to plan, student academic performance has increased and the arts have expanded the learning opportunities for all students.

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

The board should require annual reports that consists of the educational progress of students in the school; the financial condition of the school, accomplishments of the mission and any specialized focus of the charter; best practices employed by the school that contribute significantly to the academic success of students; and the racial and ethnic composition of the student body, and the efforts taken to increase the racial and ethnic diversity of the student body.

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 feel that it's important for the board to create an atmosphere in which controversial issues or different opinions can be presented fairly and in which the dignity of each individual is maintained and kept confidential. If a situation in which one or more members were acting unethically, it should be brought before the entire board and the appropriate actions are taken in such a manner that the best interest of the entire school is advanced.

*Please include a one page resume with your Information Form

Certification

I, Donna J. Thompson, 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 Torrence Lytle Charter School is true and correct in every respect.

Signature Donna J. Thompson

Date: 2/11/13

Donna J. Thompson

7168 Bovine Ln.

Harrisburg, NC 28075

704-491-7085

dthompson240@hotmail.com

Education

- ☐ Masters, Special Education: University North Carolina Charlotte, Charlotte, NC
- ☐ Bachelors, Elementary Education: Carson Newman College, Jefferson City, TN
- ☐ Associate in Science: Montreat Anderson College, Montreat, NC

Certifications

North Carolina—Elementary Education, Middle Grades Language Arts, Learning Disabled

Florida - Elementary Education

Positions Held**McKinney Academy— 4yrs.**

412 Armour St. Davidson, NC

- ☐ Currently teaching kindergarten
- ☐ Head committee for elementary yearbook
- ☐ Assist in the writing of 504 plans for students with special needs
- ☐ Tutor students after school
- ☐ Lead after school enrichment workshop
- ☐ Nominated for Harris Teeter Teacher of Excellence

Young Chefs Academy - 2 1/2 yrs.

4455 Hwy 49 Suite 320, Harrisburg, NC

- ☐ Taught students ages 4-17 food and nutrition with culinary skills
- ☐ Co –owner
- ☐ Handled administrative responsibilities

Hickory Grove Baptist Christian School 10yrs

6050 Hickory Grove Rd. Charlotte, NC

- ☐ Taught 3rd grade, 2nd grade and kindergarten
- ☐ Responsible for weekly grade level goal sheets
- ☐ Organized grade level field trips
- ☐ Worked on elementary yearbook

Northside Christian Academy - 5 yrs.

333 Jeremiah Blvd. Charlotte, NC

- ☐ Taught students with special learning needs grades K5 –6
- ☐ Designed and implemented individual lessons for students
- ☐ Tested and identified students for gifted classes
- ☐ Designed and taught enrichment classes for students in gifted program

Appendix E:

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

14. Name of charter school on whose Board of Directors you intend to serve: Torrence-Lytle Charter School of Leadership and The Arts

15. Full name: Richard P. Willis Jr.

Home Address: 7736 Horseshoe Creek Dr., Huntersville, NC 28078

Business Name and Address: American Tire Distributors, 12200 Herbert Wayne Ct. Suite 150, Huntersville, NC 28078

Telephone No.: 704/280-9502

E-mail address: rwillis@atd-us.com

16. Brief educational and employment history.

Education: Bachelor of Science/Business Administration, Old Dominion Univ., Norfolk, VA

Employment:	2011-Pres	Enterprise Infrastructure Manager American Tire Distributors, Huntersville, NC
	2009-2011	Project Manager American Tire Distributors, Huntersville, NC
	2001-2009	Senior IT Consultant Keane, Inc (Philip Morris USA, Concord, NC)
	1998-2001	Network Administrator Graphic Packaging Corp., Charlotte, NC
	1996-1998	Product Support Specialist Info Systems of NC, Inc., Charlotte, NC

17. 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: ☒

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

I was asked to join the Board by Andrea McKinney. My children attended McKinney Academy and McKinney Care Academy, and I have volunteered in several capacities at McKinney Academy. I have seen first-hand the results of the McKinney Method and how it can help children achieve their potential. I believe that in the days of end-of-grade tests and “No Child Left Behind” that arts and humanities have been removed from school curriculum, but that these are critical to develop students who are well-rounded thinkers, with creativity to balance analytics. I believe that Charter Schools can foster creativity and innovation in reaching children in ways that explore beyond testing. I am also disturbed to see that some Charter Schools operate as private schools for the privileged upper-middle class, funded by public education funds. I believe we have an obligation to ensure those funds are spent to reach all students in creative ways. THIS school and THIS teaching program can deliver that promise.

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

A Board member for a Charter school should provide oversight – the Board cannot manage the day-to-day operations of the school, but instead must create a model of governance, set operational boundaries, then hire the appropriate staff to execute against the Mission of the school. The Board’s primary responsibility is to continually strive toward achieving the Mission, measuring achievement toward this goal, and supervising the Lead Administrator in pursuing the goals.

20. 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 as a Board Member for my Homeowner’s Association for 6 years, as Secretary, Vice-President and Director. This introduced me to the roles of non-profit governance, on a smaller scale. I have also volunteered extensively in my children’s elementary and middle schools, and am familiar with the daily operations and challenges of a school.

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

I am a technology professional and an experienced project manager. My specific experience in deploying technology solutions will bring technical expertise to the design and build-out of the school. My experience managing technology vendor relations and negotiating IT contracts should help to provide some governance in this area and will help to accurately predict and control costs. In addition, my knowledge of project management methodologies will help in creating project plans as we move forward into the planning and deployments phases of school operations.

School Mission and Program

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

The school's mission is to help create students that are academically trained, but also trained as leaders, who are ready to go out into their community and make a difference. The educational program emphasizes that all children can learn, and that by integrating arts into the academic curriculum – not just in an art class, but in every class – we can reach every student in a way that gives them a deeper understanding.

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

The educational program will focus on integrating the arts into every classroom, managing the classroom environment to foster better learning, and modeling character traits that we wish the students to learn.

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

A successful school will show meaningful improvement in student achievement over time, one that serves a truly diverse community, and one that teaches children knowledge beyond just what is required for end-of-grade tests. A school should also be a safe and happy place that creates a community for the students, parents, teachers and surrounding neighborhoods. A successful school will also operate within its approved budget guidelines, and will have a high staff retention rate.

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

The school should be assessed each year to ensure we are creating a diverse student body, that academics are improving each year, and that our students and the school are serving the community.

Governance

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

As stated above, the Board will provide guidance and direction to the Lead Administrator. The Board will not be managing daily operations.

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

After the first year, we will assess the entire year's operation and the performance of the Lead Administrator. We will review student achievement, enrollment for the first year and second year, and the diversity of the student body. If the school enrollment is growing, the school is operating within budget, teachers are being retained, and student achievement is rising, then the school should be deemed a success.

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

Within five years, we will reach our goal of building out a Middle school to accompany the Elementary school. The renovation of the Torrence-Lytle building will be complete, and the school will be an integrated component of the local community. Student diversity should reflect the many groups that make up Mecklenburg County. Enrollment

should be stable at this point, with a waiting list of students for Kindergarten each year. The students should show continual growth in achievement scores, and we should have a low-rate of teacher turnover. These factors would indicate success.

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

We should set goals for the Lead Administrator each year designed to continue striving toward these goals. We need to continually assess the performance of the Lead Administrator in reaching these goals. Each year the Board should conduct an assessment against the Mission itself to ensure the goals are aligned.

20. 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?

The ByLaws of the non-profit Board have a strictly defined procedure for handling potential conflicts of interest, and a defined whistleblower policy. I would bring the concerns to the party involved, while at the same time notifying the Compliance Officer and/or the Chairman of the Board. The issue may be ignorance rather than a purposeful breach of ethics, but all Board members have a duty to guard against impropriety and unethical behavior.

*Please include a one page resume with your Information Form

Certification

I, _____, 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 _____ Charter School is true and correct in every respect.

Signature

Date

Richard P. Willis, Jr.
7736 Horseshoe Creek Dr.
Huntersville, NC 28078

SUMMARY

An experienced technology manager with over 20 years progressive experience in supply chain systems, delivering information technology to enhance business operations and efficiency.

EXPERIENCE

American Tire Distributors, Huntersville, NC	Enterprise Infrastructure Manager Mar 11 – Present
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- Responsible for all computing for a \$3.5B enterprise from data center to desktops to mobile devices, enabling business solutions for B2B and B2C ecommerce.
- Develop and implement disaster recovery and business continuity strategies.
- Managing technology implementation projects. Tactical management of three teams of technologists.
- Develop strategies for managing technology stacks and vendor relationships.

American Tire Distributors, Huntersville, NC	Project Manager Dec 09 – Mar 11
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- Project management and financial analysis role with the nation's largest independent tire wholesaler.
- Managing technology implementation projects. Developing project estimating and costing expertise in the business.
- Managing payables and expenditure for \$22M budget area. Negotiating terms and settlements with vendors.

Keane Inc. (Philip Morris, Concord, NC)	Senior IT Consultant Jan 01 – Aug 09
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- Long-term service-delivery consulting role in a \$70 billion, Fortune 20 consumer products manufacturer, representing a \$1 billion global technology services firm.
- Lead support team in all aspects of maintaining and improving Windows-based control systems in a large-scale manufacturing facility.
- Managed implementation projects in the production environment.

EDUCATION

Bachelor of Science / Business Administration, Old Dominion University

May 1995

Appendix F:

BYLAWS OF TORRENCE-LYTLE CHARTER NON-PROFIT CORPORATION

A Nonprofit Corporation

ARTICLE I – OFFICES

1.1. Name. The name of the corporation shall be Torrence-Lytle Charter School of Leadership and The Arts (herein after the “Corporation”).

1.2. Principal Office. The principal office for the transaction of the business of the Corporation is fixed and located at **7736 Horseshoe Creek Dr., Huntersville, NC 28078**. The Board of Directors (herein after the “Board”) is hereby granted full power and authority to change the said principal office from one location to another.

1.3. Other Offices. Branch or subordinate offices may at any time be established by the Board at any place or places where the Corporation is qualified to do business. The Corporation may have offices at such other places, whether within or outside the State of North Carolina, as the Board may from time to time determine, or as the affairs of the Corporation may require.

ARTICLE II – PURPOSES

2.1. General Purpose. It is expressly declared that the Corporation exists only for the promotion of the common good and general welfare of the students and staff of Torrence-Lytle and the Corporation has not been formed for pecuniary profit or financial gain, and no part of the assets or net earnings, income or profit of the Corporation shall inure to or be distributed to the benefit of any donor, Director, officer, employee or private individual, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of charitable or educational purposes as set forth herein.

2.2. Purposes. The Corporation is a Nonprofit corporation. The specific purpose of the Corporation is:

2.2.1. To effectively assist the students in achieving academic success through programs services and activities, including but not limited to Education.

2.2.2. To provide direction and oversight and coordinate obtaining resources from local, state, federal funds, donations, fundraisers and grants.

2.2.3. To engage in any and all lawful activities incident to the foregoing purposes except as addressed in Section 2.3 herein.

2.3. Limitations.

2.3.1. The Corporation shall not, to any substantial degree, participate in or intervene in any political campaign on behalf of or in opposition to any candidate for public office.

2.3.2. The property, assets, profits, and net income of the Corporation are dedicated irrevocably to the purposes set forth in Section 2.2 above.

2.3.3. Notwithstanding any other provisions of these Bylaws, the Corporation shall not carry on any activities not permitted to be carried on by a corporation exempt from federal income tax

under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (herein after the “Code”).

ARTICLE III – MEMBERSHIP

3.1. Members. The Corporation shall have no members.

ARTICLE IV – BOARD OF DIRECTORS

4.1. Powers. Subject to the limitations of the Articles of Incorporation, the Bylaws, and the North Carolina Nonprofit Corporation Act and subject to the duties of Directors as prescribed by the Bylaws, all corporate powers shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be controlled by, the Board. The Board shall have the power to select, supervise and evaluate the Lead Administrator, and to fix reasonable compensation therefore, to authorize and empower officers or agents to enter into contracts and other commitments on behalf of the Corporation, and to appoint and delegate responsibilities and authority to committees, officers and agents. Specific powers of the Board include but are not limited to:

4.1.1. In coordination with the Lead Administrator and staff, develop a strategic plan containing short and long range goals and performance objectives of the corporation.

4.1.2. The review and approval of the Corporation’s budget to ensure that it is consistent with a sound financial plan to achieve the purpose and objectives of the Corporation.

4.1.3. The selection and tenure of all officers of the Corporation.

4.2. Number; Term; Qualifications. The number of Directors shall be no fewer than five (5) and no more than eight (8). The number of persons constituting the initial Board shall be five (5). The initial Board shall consist of those persons named in the Charter Application.

4.2.1. At each annual meeting of the Corporation, the Chairman shall instruct the Directors to submit a list of nominees for (a) the positions of Director and (b) the offices of Chairman, Vice Chairman and Secretary of the Board. A Director wishing to nominate a person to serve on the Board may do so by notifying the Chairman at least seven (7) days in advance of the meeting at which election of Directors is to take place and verifying to the Chairman that such person has agreed to serve if elected. Those persons whose names are properly included in such nominations and who receive the highest number of votes shall be deemed to have been elected. If any Director so demands, election of Directors shall be by ballot.

4.2.2. The initial Director elected as Chairman of the Board shall serve as a Director for three (3) years; one-half (1/2) of the remaining initial Directors shall serve as such for a period of three (3) years; and one-half (1/2) of the remaining initial Directors shall serve as such for a period of two (2) years. After such terms have expired, the successors of the several Directors shall serve as such for terms of three (3) years. However, as the number of Directors to be elected is increased or decreased from time to time, the terms of the newly added Directors or the terms of the Directors remaining after a reduction in number of Directors to be elected may be modified as determined necessary by Board to accomplish the rotation off of the Board each year. Directors must be residents of the State of North Carolina. Any Director may be reelected to subsequent terms but shall abstain from the vote for his/her own election. However, the Chairman shall only be allowed to hold office for two (2) consecutive terms, but may regain the position after a minimum 1 (one) year reprieve. Each Director shall hold office until his death, resignation or removal or until his successor shall have been elected and qualified.

4.3. Vacancies. Vacancies in the Board of Directors may be filled by a majority of the remaining Directors then in office, though less than a quorum.

4.4. Place of Meeting. All meetings of the Board should be held in the State of North Carolina. The preferred place shall be the location of the school, or prior to opening, at the location of the Corporation, which has been designated by resolution of the Board or by the written notice of the Chairman. All regular business meetings shall be open to the public, however the Board reserves the right to close the session in the case of discussing personnel matters.

4.5. Organization Meetings. Immediately following the annual or special meeting where Directors have been elected, the Directors shall hold a regular meeting for the purpose of organizing the Board, electing officers, and transacting such business as may come before the meeting. Pending such organization meeting, all officers and Directors of the Corporation shall hold over, except any Director who ceases to qualify as a Director. Unless otherwise decided by the Board, the annual organization meeting shall be held in the month of August of each year.

4.6. Other Regular Meetings. Other regular meetings of the Board shall be held monthly, as may be specified and noticed by the Board or by the Chairman of the Corporation. If circumstances prevent a monthly meeting, then the following month's meeting must be held.

4.7. Special Meetings. Special meetings of the Board for any purpose or purposes may be called at any time by the Chairman, the Secretary or by any two (2) of the Directors.

4.8. Notice of Meetings; Attendance. Except as otherwise provided herein, notice of the time and place of each meeting of the Board of Directors not fixed by an express provision of the Bylaws or by a standing Resolution of the Board shall be given to each Director not less than seven (7) days before the date of the meeting if given personally or by telephone, and not less than seven (7) days before the date of the meeting if given by first-class mail. Notice of meetings should be advertised to the public on the Corporation's website not less than seven (7) days before the date of the meeting. Meetings will also be advertised to the public via email distribution. All regular business meetings will be open to the public; however the Board reserves the right to close the session in the case of discussing personnel matters.

4.9. Consent to Meetings. The transactions of the Board at any meeting however called and noticed or wherever held, shall be as valid as though done at a meeting duly held after call and notice if a quorum be present and if either before or after the meeting each Director not present (i) signs a written waiver of notice, or (ii) signs a consent to the holding of such meeting, or (iii) approves the minutes thereof. Each Director who attends the meeting without protesting, prior thereto or at its commencement shall be deemed conclusively to have consented to the holding of the meeting and to have waived the lack of notice to such Director. All such waivers, consents or approvals shall be filed with the corporate records and made a part of the minutes of the meeting.

4.10. Quorum; Majority Actions. Unless otherwise provided herein, a majority of the

Directors in office shall be necessary to constitute a quorum for the transaction of business, except to adjourn as hereinafter provided in Section 4.11. Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board unless a greater number be required by law, or by the Articles of Incorporation, or by these Bylaws.

4.11. Adjournment. A majority of the Directors present, whether or not a quorum is present, may adjourn any Directors' meeting to meet again at another time or place. In the event a meeting of the Board is adjourned for more than twenty-four (24) hours, notice of any adjournment to another time or place shall be given prior to the time set for the rescheduled meeting to the Directors who were not present at the time of the adjournment.

4.12. Fees and Compensation. No Directors and Officers shall receive any compensation for their services, other than reimbursement for expenses as may be fixed or determined by resolution of the Board of Directors; however any such compensation shall be reasonable and shall be comparable to that compensation paid by unaffiliated entities for a like position. Nothing herein shall be considered to preclude any Director from serving the Corporation in any other capacity, including as an officer, agent, employee, consultant or otherwise, and receiving reasonable compensation therefore. Notwithstanding the foregoing, the compensation of any employee performing services as a Director or officer, of a committee shall be limited to expense reimbursement only; any such reimbursement shall be required to be approved by the Board or a committee thereof. Nothing herein shall be construed as prohibiting the Board of the Corporation or the Corporation itself from hiring officers or other individuals who are members of the Board or the staff of the Corporation to perform professional services or other extraordinary services for which they may be professionally or personally suited. The retention of an officer or any member of the Board or of the staff in such person's professional capacity or for the performance of services outside the normal responsibilities of such person with regard to the Corporation shall occur only upon the approval of a majority of the disinterested members of the Board at a regularly scheduled meeting or at a special meeting called for that purpose.

4.13. Indemnity for Litigation. The Corporation hereby agrees to exercise the power to indemnify any person who was or is a party or is threatened to be made a party to any proceeding by reason of the fact that such person is or was a Director or officer of The Corporation, to the full extent allowed under the provisions of Chapter 55A of North Carolina Nonprofit Corporation Act relating to the power of a corporation to indemnify any such person. The amount of such indemnity shall be so much as the Board determines and finds to be reasonable, or, if required by said Section 7237, the amount of such indemnity shall be so much as the court determines.

4.14. Standard of Conduct. Pursuant to Chapter 55A of the North Carolina Nonprofit Corporation Act, a Director shall perform the duties of a Director, including duties as a Director or Officer of any committee of the Board upon which the Director may serve, in good faith, in a manner such Director believes to be in the best interests of The Corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial

data, in each case prepared or presented by:

4.14.1. One or more officers or employees of this corporation whom the Director believes to be reliable and competent in the matters presented;

4.14.2. Legal counsel, independent accountants or other professionals as to matters which the Director believes to be within such person's professional or expert competence; or

4.14.3. A committee of the Board upon which the Director does not serve, as to matters within the committee's designated authority, which committee the Director believes to merit confidence. Provided, that in any such case, the Director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

4.15. Self-Dealing Transactions. As used in this section, a "self-dealing contract" is any contract or transaction (i) between the Corporation and one or more of its Directors, or between the Corporation and any corporation, firm or association in which one or more of the Directors has a material financial interest, or (ii) between the Corporation and a corporation, firm or association of which one or more of its Directors are Directors of the Corporation (collectively, "Interested Director(s)"). Pursuant to Chapter 55A of the North Carolina Nonprofit Corporation Act, no self-dealing contract shall be void or voidable because such Interested Director(s) or corporation, firm or association are parties or because such Interested Director(s) are present at the meeting of the Board or committee which authorizes, approves or ratifies the self-dealing contract, if:

4.15.1. Board or Committee Approval. All material facts are fully disclosed to or otherwise known by the Board or committee and the Board or committee authorizes, approves, or ratifies the self-dealing contract in good faith (without counting the vote of the Interested Director(s)), and, in the case of a self-dealing contract described above, the Board or committee resolves and finds that the contract is just and reasonable at the time it is authorized, approved or ratified; or

4.15.2. Just and Reasonable Contract. The person asserting the validity of the self-dealing contract sustains the burden of proving that the contract was just and reasonable as to the corporation at the time it was authorized, approved or ratified. Interested Director(s) may be counted in determining the presence of a quorum at a meeting of the Board or a committee thereof which authorizes, approves or ratifies a contract or transaction as provided in this Section 4.15.

4.16. Resignation and Removal.

4.16.1. Resignation. Any Director may resign at any time by giving written notice to the Board, to the Chairman or to the Secretary of the Corporation.

4.16.2. Removal for Cause. The Board may declare vacant the office of a Director who has been declared of unsound mind by a final order of court, or convicted of a felony, or, in case the Corporation is holding assets in charitable trust, been found by a final order or judgment to have breached any duty arising as a result of Chapter 55A of the Nonprofit Corporation Act. In addition, the Board may declare vacant the office of a Director who has failed to attend three (3) consecutive regularly scheduled Board meetings.

4.17. Non-liability. No Director, nor such Director's employer, shall be personally liable for the debts, liabilities, or obligations of the Corporation.

4.18. Limitations of Fiduciary Duties. To the fullest extent permitted by applicable law, Directors shall not be liable for the breach of any fiduciary duties to the corporation or any of its Directors or Officers. If at any time in the future applicable law is amended to provide for further limitations on liability of Directors, these Bylaws shall be deemed to be amended to provide for such level of further limitation on liability.

ARTICLE V – OFFICERS

5.1. Officers. The principal officers of the Corporation shall be a Chairman, Vice Chairman, Secretary, Treasurer, Director and such other officers as the Board may appoint. One person may hold two offices.

5.2. Election. The officers of the Corporation, except such officers as may be appointed in accordance with the provisions of Section 5.3 or Section 5.4, shall be elected annually by the Board in accordance with this Section 5, and each officer shall hold his or her office until he or she shall resign or shall be removed or his or her successor shall be elected and qualified.

5.3. Removal and Resignation.

5.3.1. Removal. Any officer may be removed, either with or without cause, by the Board at any regular or special meeting thereof, or, except in the case of an officer chosen by the Board, by any officer upon whom such power of removal may be conferred by the Board (subject, in each case, to the rights, if any, of an officer under any contract of employment).

5.3.2. Resignation. Any officer may resign at any time by giving written notice to the Board, or to any officer of the Corporation. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Such resignation shall not prejudice the rights of the corporation under any contract to which the officer is a party.

5.4. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in the Bylaws for regular appointments to such office.

5.5. Chairman. Subject to the control of the Board and consistent with established mission, goals and objectives, the Chairman shall supervise the day-to-day affairs of the Corporation which are under the direct control of the Lead Administrator. The Chairman shall have such other powers and duties as may be designated from time to time by the Board. The Chairman's term shall be limited to two (2) consecutive years.

5.6. Vice Chairman. The Vice Chairman shall perform all of the duties of the Chairman in the event of the absence, death, incapacity, removal or resignation of the Chairman and in so acting shall have all of the powers of the Chairman. The Vice Chairman shall have such other powers and duties as may be designated from time to time by the Board. There shall be no limit on the number of Vice Chairmen that may be appointed by the Board.

5.7. Secretary. The Secretary shall keep a full and complete record of the proceedings of the Board, shall keep the seal of the Corporation, if any, and affix it to such papers and instruments as may be required in the regular course of business, shall make service of such notices as may

be necessary or proper, shall supervise the keeping of the records of the Corporation, and shall deliver the Annual Statement required by Section 11.4 to the Directors. The Secretary shall have such other powers and duties as may be designated from time to time by the Board.

5.8. Treasurer. The Treasurer shall oversee the financial and accounting matters of the Corporation with respect to the receipt and deposit of funds. The Treasurer shall have such other powers and duties as may be designated from time to time by the Board.

5.9. Director. The Director shall advise and support the Board, Chairman, Vice Chairman(s), Secretary, and any Committees of the corporation in the work of the Corporation.

ARTICLE VI – COMMITTEES

6.1. Appointment of Committees. The Board may appoint such committees as the Board from time to time deems necessary or appropriate to conduct the business and further the objectives of the Corporation. The appointment by the Board of any other committee having the authority of the Board shall be by resolution adopted by a majority of Directors then in office. Any committee having authority of the Board shall consist of two (2) or more Directors, and shall not include any person who is not a Director.

6.2. Powers and Authority of Committees. The Board may delegate to any committee having the authority of the Board, any of the powers and authority of the Board in the management of the business and affairs of the Corporation, except the following:

6.2.1. The approval of any action for which the North Carolina Nonprofit Corporation Act also requires the approval of Directors of a corporation.

6.2.2. The filling of vacancies on the Board or in any committee which has the authority of the Board.

6.2.3 The amendment or repeal of Bylaws or the adoption of new Bylaws.

6.2.3. The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable.

6.2.4. The appointment of committees of the Board or the Directors thereof.

6.2.5. The expenditure of corporate funds to support a nominee for Director after there are more people nominated for Director than can be elected.

6.2.6. The liquidation of the corporation.

6.3. Executive Committee. The Board may, at its discretion, appoint an Executive Committee to assist in the management of the business and affairs of the Corporation. Such Executive committee shall have all the powers of the Board except those listed in Section 6.2.

6.4. Working Committees.

6.4.1. Establishment. The Board may establish Working Committees, which shall have responsibility for carrying out specific projects on behalf of the corporation. Such Working Committees shall be given specific statements of purpose including what the committee is responsible for achieving and to whom the committee is responsible, by the Board. The Board shall appoint the Chairman of any such Working Committees created. All actions taken by the Board pursuant to this Section 6.4.1 shall be taken only upon the affirmative vote of a simple majority of the total number of Directors on the Board.

6.4.2. **Adoption of Materials.** The Working Committees shall create materials, which may include without limitation marketing research, promotional materials, and logos. After creating such materials, the Working Committees shall submit the materials to the Board for approval. Any such materials created by such Working Committees are subject to approval by a simple majority of the total number of Directors on the Board before they shall be accepted as official materials of the corporation.

6.4.3. **General.** Committees shall be open to all Directors, pursuant to any policies and procedures established by the Board. Working Committees may also be referred to as “Working Groups”.

6.5. Rules Governing Committees. The Board may adopt rules and regulations governing the procedures of committees and the conduct of committee meetings to the extent that such resolutions are not inconsistent with these Bylaws. The Board, pursuant to a resolution, may delegate this authority to adopt rules and regulations to the committees.

ARTICLE VII – CONFLICTS OF INTEREST

7.1. Good Faith. Directors and Officers of the Corporation shall exercise good faith in all transactions touching upon their duties to the Corporation and its property. In their dealings with and on behalf of the Corporation, Directors and Officers are held to a strict rule of honest dealing.

7.2. Required Disclosures by Directors and Officers. Each Director and Officer, before taking their position, shall disclose to the Chairman businesses or other organizations of which he is an Officer, Director, Shareholder, Member, Owner, or Employee, or for which he acts as an agent and with the Corporation has or might reasonably in the future enter into a relationship or a transaction in which the Director or Officer would have conflicting interests.

7.3. Conflict Involving Directors. If any matter should come before the Board or any of its committees in such a way to give rise to a conflict of interest, the affected Director shall make known to the Board the potential conflict and shall answer any questions that might be asked of the affected Director. The Board shall determine whether or not a conflict exists. If the Board determines that a conflict does exist, the affected Director shall be excluded from voting. Any Director may raise an issue as to whether or not another Director has a conflict of interest with respect to any matter coming before the Board. In such case, the Board shall decide whether or not a conflict exists. If the Board determines that a conflict does exist, the affected Director shall be excluded from voting. The affected Director shall be counted in determining the quorum for the meeting except as provided herein. If the material facts of a transaction and the Director’s interest were disclosed or known to the Board or a committee of the Board and the Board or committee authorized, approved or ratified the transaction, a quorum is present if a majority of the Directors who have no direct or indirect interest in the transaction voted to authorize, approve, or ratify the transaction. A majority of votes, whether or not present, that are entitled to be cast in a vote on a transaction where the material facts of the transaction and the Director’s interest were disclosed or known to the members of the Board entitled to vote constitutes a quorum; the members entitled to vote on such a transaction shall include all Directors except (i) those Directors with a direct or indirect interest in the transaction and (ii) those Directors who have a material financial interest in another entity or are the general partners of another entity

which is a party to the transaction. The minutes of the meeting shall reflect the existence of the conflict, the abstention from voting, and the quorum situation. Any Director may raise an issue as to whether another Director's circumstances or situation – renders said Director's service on the Board in conflict with the best interests of the Corporation. In any such case, the Board shall determine if such a conflict exists, and what action, if any, should be taken.

7.4. Conflict Involving Officer. If any matter should come before any Officer in such a way as to give rise to a conflict of interest, the affected Officer shall make it known to the Board the potential conflict and shall answer any questions that might be asked of said Officer. The Board shall determine whether or not a conflict exists. If the Board determines that a conflict does exist, the Board shall take action to remove the conflict, including, where necessary, the transfer of responsibilities to another officer or to an employee of the Corporation.

7.5. Disqualified Director. The foregoing section shall not be construed as preventing a Director from briefly stating his position to the Board concerning this manner in which he has a possible conflict of interest or from answering pertinent questions of other Directors concerning the matter because his knowledge may be of assistance to the Board.

7.6. Notice to New Directors and Officers. The Chairman of the Board shall advise each new Director and Officer of this conflict of interest policy promptly after the new Director or Officer assumes the duties of this office.

ARTICLE VIII – WHISTLEBLOWER POLICY

8.1. General. The Corporation shall require Directors, Officers and Employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. Employees and Representatives of the Corporation must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations.

8.2. Reporting Responsibility. It shall be the responsibility of all Directors, Officers and Employees to report ethics violations or suspected violations in accordance with this Whistleblower Policy.

8.3. No Retaliation. No Director, Officer or employee who in good faith reports an ethics violation shall suffer harassment, retaliation, or adverse employment consequence. An Officer, Director, or Employee who retaliates against someone who has reported a violation in good faith shall be subject to discipline up to and including termination of employment or removal from office. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the Corporation prior to seeking resolution outside the Corporation.

8.4. Reporting Violations. The Corporation shall have an open door policy and suggest that Directors, Officers and Employees share their questions, concerns, suggestions or complaints with someone who can address an area of concern. However, if an employee is not comfortable speaking with their supervisor or is not satisfied with the supervisor's response, the employee shall be encouraged to speak with someone in the management whom they are comfortable in approaching. Supervisors and managers shall be required to report suspected ethics violations to the Corporation's Compliance Officer, who has specific and exclusive responsibility to

investigate all reported violations. For suspected fraud, or when an employee is not satisfied or uncomfortable with following the Corporation's open door policy, individuals shall contact the Corporation's Compliance Officer directly.

8.5. Compliance Officer. The Corporation's Compliance Officer shall be responsible for investigating and resolving all reported complaints and allegations concerning violations and at the Compliance Officer's discretion, shall advise the Chairman. The Compliance Officer shall have direct access to the audit committee of the Board and is required to report to the audit committee at least annually on compliance activity.

8.6. Accounting and Auditing Matters. The audit committee of the Board shall address all reported concerns or complaints regarding corporate accounting practices, internal controls, or auditing. The Compliance Officer shall immediately notify the audit committee of any such complaint and work with the committee until the matter is resolved.

8.7. Acting in Good Faith. Anyone filing a complaint concerning a violation or suspected violation must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. Any violations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

8.8. Confidentiality. Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations shall be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

8.9. Handling of Reported Violations. The Compliance Officer shall notify the sender and acknowledge receipt of the reported violation or suspected violations within five (5) business days. All reports shall be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

ARTICLE IX – MANAGEMENT AND FINANCES

9.1. Funds. The Board shall establish such funds as the Board in their discretion shall consider desirable to further the purposes of the Corporation. The Board may adopt such rules and policies governing the establishment and maintenance of such funds as the Board may determine, subject to the provisions of the Articles of Incorporation and the Bylaws of the Corporation.

9.2. Administration. The Board shall manage and administer in all respects the properties and funds of the Corporation in accordance with the terms of the Articles of Incorporation creating the Corporation, the provisions of the Bylaws, and all applicable laws, obtaining and securing for such purposed such assistance, office space, force, equipment, and supplies and other aids and facilities, upon such terms as the Directors may deem necessary from time to time.

9.3. Investments. The Board shall hold, use, manage, administer, and, at their discretion, dispose of the properties of the Corporation, and shall collect incomes, revenues and profits arising there from. The funds of the Corporation arising through the receipt and collection of incomes,

revenues and profits, sale of properties or otherwise, shall be invested in such properties and investments as may be determined by the Board from time to time to be fit investments for assets of the Corporation, and in the making of any investment, the Board shall not be limited to such investments as may be legal investments for fiduciaries under any present or future statute, decision, or rule of law, but the Board shall have absolute discretion in the determination of what properties constitute a suitable investment for any assets of the Corporation, subject to N.C. Gen. Stat. §55A-1-50.

9.4. Rejection of Gifts. Any person, firm, partnership, company or corporation shall have the privilege of making grants to the Corporation at any time by way of gift, devise, bequest, condition, or otherwise, and such additions shall be received, used and disposed of by the Board in accordance with the terms of the Articles of Incorporation creating the Corporation and any other conditions of the gift; provided, however, that the Board shall have the power to reject any donation, grant, bequest, or devise which in the opinion of the Board is inconsistent with the charitable purposes for which the Corporation was formed.

9.5. Other Powers. The Board shall have and may exercise any and all other powers which are necessary or desirable in order to manage and administer the Corporation and the properties and funds thereof and carry out and perform in all respects the charitable purposes of the Corporation according to the Directors intent thereof.

ARTICLE X – MANAGEMENT AND FINANCES

10.1. Contracts. The Board may authorize any Officer(s) or Agent(s) to enter into any contract or execute and deliver any instrument on behalf of the Corporation, and such authority may be general or confined to specific instances.

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

10.3. Checks and Drafts. All checks, drafts or other orders for the payment of money issued in the name of the Corporation shall be signed by such Officer(s) or Agent(s) of the Corporation and in such manner as shall be determined by resolution of the Board.

10.4. Deposits. All funds of the Corporation not otherwise employed shall be deposited to the credit of the Corporation in such depositories as the Board shall direct.

ARTICLE XI – MISCELLANEOUS

11.1. Fiscal Year. The fiscal year of the Corporation shall end on the last day of June of each year.

11.2. Inspection of Corporate Records. The books of account and minutes of the proceedings of the Board, and of any committees of the Board, shall be open to inspection at the principal office of the Corporation and shall be made available for public inspection in accordance with the laws of the State of North Carolina. Such inspection may be made in person or by an agent or attorney, and shall include the right to make photocopies and extracts.

11.3. Representation of Shares of Other Corporations. Any officer of the Corporation is authorized to vote, represent and exercise on behalf of the Corporation all rights incident to any and all shares of any other corporation or corporations standing in the name of the Corporation. The authority herein granted to said officers may be exercised by such officers in person or by other persons authorized to do so by proxy duly executed by such officers.

11.4. Annual Statement of Certain Transactions and Indemnifications. Pursuant to the North Carolina Nonprofit Corporation Act, the Board shall cause an annual statement of certain transactions and indemnifications to be delivered to the Board not later than one hundred twenty (120) days after the close of the fiscal year. If the Corporation issues an annual report, this requirement shall be satisfied by including the required information, as set forth below, in said annual report. Such annual statement shall describe:

11.4.1. The amount and circumstances of any loans, guarantees, indemnifications or advances aggregating more than Ten Thousand Dollars (\$10,000) paid during the fiscal year of the Corporation to any officer or Director of the Corporation; provided, that no such report need be made in the case of any loan, guarantee, indemnification or advance approved by the Directors; and

11.4.2. Any “covered transaction” (defined below) during the previous fiscal year of the Corporation involving (1) more than Fifty Thousand Dollars (\$50,000) or, (2) which was one of a number of “covered transactions” in which the same “interested person” (defined below) had a direct or indirect material financial interest, and which transactions in the aggregate involved more than Fifty Thousand Dollars (\$50,000). The statement shall describe the names of any “interested persons” involved in such covered transactions, including such “interested person’s” relationship to the transaction, and, where practicable, the amount of such interest; provided, that in the case of a transaction with a partnership of which the interested person is only a partner, only the interest of the partnership need be stated. For the purposes of this Section, a “covered transaction” is a transaction in which the Corporation, or its parent or subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

11.4.2.1. Any Director or officer of the Corporation, or its parent or subsidiary; or

11.4.2.2. Any holder of more than ten percent (10%) of the voting power of the Corporation, or of its parent or subsidiary.

For purposes of this Section, any person described in either subparagraph (11.4.2.1) or (11.4.2.2) above is an “interested person.”

11.5. Public Inspection and Disclosure. The corporation shall have available for public inspection at its principal office a copy of its three (3) most recent annual exempt organization information returns and a copy of its application for recognition of exemption and determination letter. In addition, in the event that the corporation provides services or information to the public for a fee, and such services or information are available from the federal government free of charge or for a nominal cost, such availability shall be conspicuously disclosed in an easily recognizable format in any solicitation or offer by the corporation.

11.6. Political Activities. The corporation shall not make any political expenditure or lobbying expenditure which will result in the loss of, or otherwise adversely affect, its status as a tax-exempt organization under the Internal Revenue Code of 1986, as amended.

11.7. Form of Written Ballots. Ballots submitted in facsimile or electronic form shall be considered acceptable substitutes for printed ballots for all purposes.

11.8. Insurance for Corporate Agents. Except to the extent limited by applicable law, the Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation (including a Director, officer, employee or other agent of the corporation) against liabilities asserted against or incurred by the agent in such capacity or rising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the Articles of Incorporation, these Bylaws or provisions of law.

ARTICLE XII – EFFECTIVE DATE AND AMENDMENTS

12.1. Effective Date. These Bylaws shall become effective immediately upon their adoption. Amendments to these Bylaws shall become effective immediately upon their adoption unless the Board of the Corporation in adopting them provide that they are to become effective at a later date.

12.2. Articles and Bylaw Amendments The Board shall be provided at least seven (7) days written notice of any meeting at which any proposed amendment of the Articles Of Incorporation or Bylaws will be voted upon.

12.3. Dissolution. The Corporation may be dissolved upon the vote of a four-fifths (4/5) majority of the total number of Directors on the Board.

12.4 Disposition of Assets. Upon dissolution of the Corporation or upon the nonrenewal of the charter, all net assets of the Corporation purchased with public funds shall be deemed the property of the local school administrative unit in which the Corporation is located.

Appendix G:
Articles Of Incorporation

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 corporation is: Torrence-Lytle Charter School of Leadership and The Arts
2. ☒ (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The street address and county of the initial registered office of the corporation is:
Number and Street 7736 Horseshoe Creek Drive
City, State, Zip Code Huntersville, NC 28078 County Mecklenburg
4. The mailing address *if different from the street address* of the initial registered office is:

5. The name of the initial registered agent is:
Richard Willis
6. The name and address of each incorporator is as follows: _____
Andrea D. McKinney, 16103 Greenfarm Road, Huntersville, NC 28078
Richard Willis, 7736 Horseshoe Creek Drive, Huntersville, NC 28078
7. (Check either a or b below.)
a. ☐ The corporation will have members.
b. ☒ The corporation will not have members.
8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
9. Any other provisions which the corporation elects to include are attached.
10. The street address and county of the principal office of the corporation is:
Number and Street 7736 Horseshoe Creek Drive
City, State, Zip Code Huntersville, NC 28078 County Mecklenburg
11. The mailing address *if different from the street address* of the principal office is:

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

This is the 27th day of February, 20 13.

Torrence-Lytle Charter School of Leadership and The Arts

Andrea D. McKinney
Signature of Incorporator

Andrea D. McKinney

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.

Revised January 2000

Form N-01

CORPORATIONS DIVISION

P. O. BOX 29622

RALEIGH, NC 27626-0622

Addendum to Articles of Incorporation for Torrence-Lytle School of Leadership and The Arts

Article 8: Provision regarding the distribution of the corporation's assets upon dissolution:

Upon dissolution of the Corporation or upon nonrenewal of the charter, all net assets of the Corporation purchased with public funds shall be deemed the property of the school administrative unit in which the Corporation is located. Any sale or other disposal of said assets or assets purchased with non-public funds shall be directed pursuant to North Carolina General Statutes.

Appendix H:

Board Policies

The Torrence-Lytle Charter Board has not yet adopted any Board Policies, however a Board Policy document will be commission by the Chairman, once provisional charter approval is granted.

Appendix I:
Meeting Minutes

Board of Directors Meeting Minutes



Formerly named: Huntersville Colored School
(Only high school for African-Americans in northern Mecklenburg County)

Opened: 1937 – 1966

Principal:
Isaac T. Graham

Meeting Date: Monday, December 3, 2012
Rankin Insurance Office
Huntersville, NC

**Meeting Brought to
Order:** 6:35pm

Members Present: Rich Willis, Darrin Rankin, Adam Boatsman, Iris Rouleau, Brian Hines,
Andrea McKinney (Howard McDonald was unable to attend)

Notes Taken By: Andrea McKinney

Purpose of the Meeting

Introduce and lay the foundation to work toward preparing the charter application to be submitted March 1, 2013

Agenda Items:

- Vision of the proposed charter school was shared by Andrea McKinney
- Name of the proposed charter school: Torrence-Lytle School of Leadership and Performing Arts

- Discuss the desire for one more board member – possible candidates: someone from the Arts and Science Council or an attorney – it was decided to keep “feelers out” for such a person
- Rich Willis presented information from the Charter School Training Session held November 30, 2012
- Lead Contact person for the Charter was selected: Rich Willis
- Create our timeline to prepare – for the next meeting think about the office you may want to fill
- Date of December 4, 2012 was set to view the Torrence-Lytle High School Building
- Next meeting is scheduled: Tuesday, December 18, 2012 @ 6:30pm . . . location: Rankin Insurance Building

Board of Directors Meeting Minutes

Meeting Date: Tuesday, December 18, 2012
Rankin Insurance Office
Huntersville, NC

Meeting Brought to Order: 6:35pm

Members Present: Rich Willis, Darrin Rankin, and Andrea McKinney

Notes Taken By: Andrea McKinney

- Voting of the Board Officers – did not have enough members present to move forward on this date . . . we will plan to make this happen on our next scheduled meeting day.
- Letter of Intent (LOI) – due January 4, 2013 – Rich Willis is completing the form and will submit on behalf of TLC Board. We will only be completing the required portion of the letter and not the “optional” portion.
- Proposed name for the school:
Torrence Lytle Charter
School of Leadership and Performing Arts
- Andrea to email Brian Hines regarding opening numbers for the school.
- Mission Statement – each member to provide input. Email your idea(s) to Rich Willis with TLC in the Subject area
- Tag all emails as TLC as the subject and respond to the person sending the email
- Divide and conquer – a few of the sections from the Charter Application have been allocated according to strengths and expertise (please see page 2 of these minutes)
- Election of officers to take place at our next meeting.
- Next meeting is scheduled: Tuesday, January 8, 2013 @7:00am – 8:30am
Location: Rankin Insurance Building



Torrence Lytle Charter*
School of Leadership and Performing Arts

(Proposed Name for School)

The Charter Application has many components that will need to be addressed. Below are a few of the proposed assignments . . .

<u>Section of Charter</u>	<u>Assignment</u>
Mission Statement	All members
501 (c) (3)	Adam Boatsman
Finance McDonald	Adam Boatsman & Howard
Educational Plan Special Education Breakfast/Lunch Program	Iris Rouleau & Andrea McKinney
Business Plan	Darrin Rankin, Herman McKinney, Adam Boatsman and Howard McDonald
Facilities	Brian Hines
Governance/By-Laws	Rich Willis
Speaker for the Board	Darrin Rankin
Writer/Proofreader/Total Package Of Application	Rich Willis

Torrence Lytle Charter*
School of Leadership and Performing Arts

(Proposed Name for School)

Board of Directors Meeting Minutes

Meeting Date: Tuesday, January 8, 2013

Rankin Insurance Office

Huntersville, NC

Meeting Brought to

Order: 7:16am

Members Present: Rich Willis, Darrin Rankin, Adam Boatsman and Andrea McKinney

Notes Taken By: Andrea McKinney

Discussion was made regarding the webinar session that took place Monday, January 7, 2013.

It was suggested that everyone register to listen in on the next session which will take place, Friday, January 11, 2013 –(see email from Rich Willis for details and how to register)

Letter of Intent (LOI) – has been received in Raleigh . . . our submission makes a total of 161 LOI's received for Charter School openings for August of 2014. See attached for Letter of Intent submissions (all 161)

TLC has solidified the Mission Statement . . . see below:

The mission of Torrence-Lytle Charter is to develop a diverse population of principled leaders who demonstrate character, integrity and confidence through a unique educational program that fuses the arts with academic excellence.

Divide and conquer –The following are the sections that have been assigned. It was stated that our assigned section will be presented at our next board meeting*.

Section of Charter Assignment

Marketing All members of the Board

Educational Plan

Special Education Iris & Andrea

Business Plan Adam, Darrin & Herman

Facilities/Building Plan Brian Hines

Governance/By-Laws Rich & Adam

Officers will be voted on once we have solidified our board members . . . we are continuing to reach out to a few more people with the goal to have these people on board by January 29th.

Briefly discussed the facility contingency plan possibly being the old Phoenix Montessori School location.

Be prepared to submit a 1 page resume which will be a part of the charter application

*Next meeting is scheduled: Tuesday, January 29,2013 @7:00am – 8:30am

Location: Rankin Insurance Building

Meeting Adjourned: 8:25am

Torrence Lytle Charter (TLC)
School of Leadership and Performing Arts



Torrence Lytle Charter (TLC)
School of Leadership and Performing Arts

The mission of Torrence-Lytle Charter is to develop a diverse population of principled leaders who demonstrate character, integrity and confidence through a unique educational program that fuses the arts with academic excellence.

Board of Directors Meeting Minutes

- Meeting Date:** Tuesday, January 29, 2013
Rankin Insurance Office
Huntersville, NC
- Meeting Brought to Order:** 7:16am
- Members Present:** Rich Willis, Darrin Rankin, Brian Hines, Thomas Mack Karol Mack and Andrea McKinney
- Notes Taken By:** Andrea McKinney
- Discussion was made regarding the Torrence-Lytle building/property - Brian is moving forward with a proposal. We propose to use the present Phoenix Montessori building as a Plan B
 - Be prepared to submit a resume along with the Charter Resume at the next meeting (see below for the next meeting date)
 - Divide and conquer –The following are the sections that have been assigned. It was stated that our assigned section will be presented at our next board meeting*.

Section of Charter

Section I. Application Contact Information
Section II. Mission and Purposes
Section III. Education Plan

Section IV. Governance, Operations and Capacity
Brian

Assignment

Rich / Andrea
Darren / Andrea / Donna
Donna / Andrea

Rich / Carol / Adam /

Organizational Structure of Private NPO	Rich / Carol / Adam
Proposed Management Organization (EMO/CMO)	Rich
Private School Conversions	Rich
Charter School Replication	Rich
Projected Staff	Darren / Andrea / Donna
Enrollment and Marketing	Darren / Adam
Staffing Plans, Hiring, and Management	Donna / Carol / Andrea
Staff Evaluation and Professional Development	Donna / Carol / Andrea
Parent and Community Involvement	ALL
Admissions Policy	Andrea / Donna
Projected Student Enrollment (Table)	Rich / Andrea
Transportation Plan	ALL
School Lunch Plan	Andrea / Donna
Civil Liability and Insurance	Darren / Brian
Health and Safety Requirements	Rich
Facility	Brian
Section V. Financial Plan	Adam / Darren / Herman /
Thomas	
Section VI. LEA Impact Statement	Darren / Rich / Andrea
Section VII. Signature Page	ALL
Section VIII. Appendices	ALL, as applicable

- *Next meeting is scheduled: Thursday, February 7, 2013 @ 6:00pm
Location: The McKinney Home
16103 Greenfarm Road
Huntersville, NC
704.661.0156
- Meeting Adjourned: 8:14am



Torrence Lytle Charter (TLC)
School of Leadership and Performing Arts

The mission of Torrence-Lytle Charter is to develop a diverse population of principled leaders who demonstrate character, integrity and confidence through a unique educational program that fuses the arts with academic excellence.

Board of Directors Meeting Minutes

Meeting Date: Thursday, February 7, 2013
16103 Greenfarm Road
Huntersville, NC

Meeting Brought to Order: 6:07pm

Members Present: Rich Willis, Karol Mack, Donna Thompson, Herman McKinney and Andrea McKinney

Notes Taken By: Andrea McKinney

- Brian called in to give an update about the Torrence-Lytle building. We continue to move forward with Phoenix Montessori building the contingency plan. Brian will send over financial numbers.
- The school calendar was discussed . . . presently Mrs. Thompson is making the final tweaks.
- TLC School Hours of Operation: 8:15am – 3:15pm
There will be Early Drop provided to the family (this is different from Before School Care)
- TLC will submit the Charter Application electronically
- Slight name change:
Torrence-Lytle
School of Leadership and the Arts
(the word “Performing” was taken out)
- **Submission of Appendix E:** Charter School Board Member Information Form along with your personal 1 page resume – **Due Date: Midnight, Sunday, February 10th**

- ***Next meeting is scheduled:** Wednesday, February 13, 2013 @ 6:00pm
Location: TBD
- Meeting Adjourned: 7:54pm

Divide and conquer –The following are the sections that have been assigned. It was stated that our assigned section will be presented at our next board meeting*.

Section of Charter

Assignment

Section I. Application Contact Information

Rich / Andrea

Section II. Mission and Purposes

Darren / Andrea / Donna

Section III. Education Plan

Donna / Andrea

Section IV. Governance, Operations and Capacity
Brian

Rich / Carol / Adam /

Organizational Structure of Private NPO

Rich / Carol / Adam

Proposed Management Organization (EMO/CMO)

Rich

Private School Conversions

Rich

Charter School Replication

Rich

Projected Staff

Darren / Andrea / Donna

Enrollment and Marketing

Darren / Adam

Staffing Plans, Hiring, and Management

Donna / Carol / Andrea

Staff Evaluation and Professional Development

Donna / Carol / Andrea

Parent and Community Involvement

ALL

Admissions Policy

Andrea / Donna

Projected Student Enrollment (Table)

Rich / Andrea

Transportation Plan

ALL

School Lunch Plan

Andrea / Donna

Civil Liability and Insurance
Health and Safety Requirements
Facility

Darren / Brian
Rich
Brian

Section V. Financial Plan
Thomas
Section VI. LEA Impact Statement
Section VII. Signature Page
Section VIII. Appendices

Adam / Darren / Herman /
Darren / Rich / Andrea
ALL
ALL, as applicable

Torrence Lytle Charter (TLC)
School of Leadership and Performing Arts

The mission of Torrence-Lytle Charter is to develop a diverse population of principled leaders who demonstrate character, integrity and confidence through a unique educational program that fuses the arts with academic excellence.

Board of Directors Meeting Minutes

Meeting Date: Saturday, February 23, 2013
412 Armour Street
Davidson, NC

Meeting Brought to Order: 3:14pm

Members Present: Rich Willis, Karol Mack, and Andrea McKinney

Notes Taken By: Andrea McKinney

The focus of our meeting was the Governance and Staffing Questions

- Meeting Adjourned: 8:55pm
- Next Meeting Date: Tuesday, February 25, 2013



Torrence Lytle Charter (TLC)
School of Leadership and Performing Arts

The mission of Torrence-Lytle Charter is to develop a diverse population of principled leaders who demonstrate character, integrity and confidence through a unique educational program that fuses the arts with academic excellence.

Board of Directors Meeting Minutes

Meeting Date: Tuesday, February 25, 2013
412 Armour Street
Davidson, NC

Meeting Brought to Order: 7:10pm

Members Present: Rich Willis, Darrin Rankin, Karol Mack, Adam Boatsman, Donna Thompson and Andrea McKinney

Notes Taken By: Andrea McKinney

- We reviewed the completed parts of the charter application for clarity and substance.
- Budget Items . . . Adam Boatsman took the lead on the budget items and, we, as a Board went through the budget to make certain each line item was addressed.
- The Board read through the By-Laws. Karole took the lead on the By-Laws
- Officers were nominated and voted on as follows:
Rich Willis was nominated for Chairman, Adam second the motion
Donna Thomas nominated Brian Hines for Vice Chairman, Rich second the motion
Rich Willis nominated Andrea McKinney for Secretary, Darrin second the motion
Treasurer was not voted on at this meeting

Torrence-Lytle Charter's officers:

Chairman of the Board	Rich Willis
Vice Chairman	Brian Hines
Secretary	Andrea McKinney

- Discussed the submission date of the Charter Application – it was decided that Andrea McKinney will had deliver the application on March 1, 2013. The Application be submitted on line as well as Fed-Exed.
- Meeting Adjourned: 9:55pm
- Next Meeting Date: TBD

Appendix J:

CMO/EMO Relationships

This is Not Applicable, as Torrence-Lytle Charter will not be utilizing a CMO/EMO.

Appendix K:
PROJECTED STAFF

Charter School Staff	Number of Positions (Note Part-Time positions as .5)				
Position Title	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Lead Administrator	1	1	1	1	1
Assistant Administrator	0	2	3	3	3
Finance Officer	0	1	1	1	1
Core Content Teachers	8	16	21	33	37
Para Educators	7	12	13	23	25
EC teacher	1	2	3	3	3
Related services teacher	1	2	2	2	2
Contracted Personnel	1	2	3	3	3
Visual Arts Teachers	.5	.5	.5	1	1
Music teacher	.5	.5	.5	1	1
Dance teacher	.5	.5	.5	1	1
Drama teacher	.5	.5	.5	1	1
PE teacher	.5	.5	.5	1	1
Spanish teacher	.5	.5	.5	1	1
Transportation staff	1	1	2	3	3
Total positions	26	43	54	77	84

***Applicants may amend this table or create their own to disseminate their projected staff needs.**

Appendix L:
Proposed Employee Handbook

Torrence-Lytle Charter
School of Leadership and The Arts

Proposed; To Be Fully Evaluated Before Implementation

WELCOME AND INTRODUCTION

Torrence-Lytle Charter School of Leadership and The Arts welcomes you as a new employee of the Charter program. We are confident you will find your work with us to be most satisfying and that you will contribute greatly to the success of the implementation of the school's mission, which is to develop a diverse population of principled leaders who demonstrate character, integrity and confidence through a unique educational program that fuses The Arts with academic excellence.

The purpose and intent of this handbook is to assist you in becoming familiar with Torrence-Lytle Charter and the many principles which guide our workday and interactions with students, the community and co-workers. This handbook serves as a driving force of the most important policies, rules and regulations that guide your work as a Torrence-Lytle Charter employee. We hope this handbook provides you with an understanding of the policies and regulations that are in effect to assist you during your employment with Torrence-Lytle Charter. You are encouraged to consult with the Board of Directors or designee/Dean of School or designee and/or the Human Resources Department as questions arise.

Richard Willis

Torrence-Lytle Charter is committed to complying with all applicable employment laws and regulations. This commitment applies to all persons involved in the operations of the Torrence-Lytle Charter, including supervisors and co-workers.

The basis for our employment practices, policies and regulations are contained in such documents as Federal statutes, each Charter document, Employee Agreement, Charter Procedure Manual, Employee Manual, and sound personnel practice. It cannot be over emphasized that the references in this handbook are, of necessity, simply summaries and are not intended to represent the full text of the provisions.

Federal Statutes

Federal civil rights statutes of particular importance include Title VII of the Civil Rights Act of 1964 (Title VII) and the Americans With Disabilities Act of 1990. Torrence-Lytle Charter is an equal opportunity employer and makes employment decisions on the basis of merit. Our policies and practices prohibit discrimination based on race, color, creed, sex, religion, marital status, age, national origin or ancestry, physical or mental disability, medical condition, sexual orientation, or any other consideration made unlawful by federal, state or local laws.

Torrence-Lytle Charter is committed to providing equal employment opportunities. This commitment applies to all persons involved in the operations of the Torrence-Lytle Charter and prohibits unlawful discrimination by any employee, including supervisors and coworkers.

Employee Agreement/ Board Policies

Individual employee agreements, the Board of Directors, and Charter Administrative Regulations generally provide direction on how educational activities are accomplished. Each provides the Torrence-Lytle Charter with information on rules, regulations, and procedures for the daily operation of our work.

Changes in Policy

Torrence-Lytle Charter's responsibility is to provide the highest quality services to our employees, students, parents, and community. Because of this, many changes occur due to the needs of our school community, changes in laws that govern our services and/or operational focus. Therefore, we expressly reserve the right to change any of our policies, including those covered here, at any time. We will make every effort to notify you of the changes by posting them or distributing to the staff. Changes will be effective on dates determined by the Board action. If you have any questions about Board policy, rules, or regulations, please contact the Board of Directors or designee/Dean of School or designee and/or the Human Resources Department.

II. Employment Status

Equal Opportunity Employment

The policy of the Torrence-Lytle Charter shall be to select employees as needed on the basis of merit, training, and experience. There shall be no discrimination against any applicant or employee because of race, color, creed, sex, religion, medical status, age, national origin or ancestry, physical or mental disability, medical condition, sexual orientation, except when it is necessary to meet a bona fide occupational qualification requirement. Torrence-Lytle Charter shall take all necessary actions to comply with the letter and the spirit of state and federal laws prohibiting discrimination in employment.

The intent of this policy is to reaffirm Torrence-Lytle Charter's commitment to equal employment opportunity and to assist in the refinement and implementation of policy by ensuring that all recruitment, hiring, training, promotion, and personnel management practices are structured and administered in a manner which furthers equal employment opportunity principles and overcomes the effects of past discrimination in our society. Torrence-Lytle Charter recognizes that equality of employment opportunity is a requirement of federal and state law.

It is the position of Torrence-Lytle Charter to uphold the letter and spirit of federal and state laws, regulations, guidelines and Executive Orders pertaining to human rights and equal opportunity.

Employment Responsibilities

Each position represents a service that is important in carrying on the program of public education in the Torrence- Lytle Charter. The community expects much from its public employees in return for adequate salaries and responsible conditions of employment.

The first responsibility of any employee is to do well in the position assigned. Torrence-Lytle Charter believes that since employees are working in an educational environment and many are working closely with students, they should conduct themselves in a manner that will serve as a good example to youth and uphold the school's mission.

Torrence-Lytle Charter functions best when there is a spirit of cooperation among all employees and when the employees have confidence in, and respect for, the rights and responsibilities of others.

Each employee should seek to learn as much as possible about all the programs of Torrence-Lytle Charter for they will be called upon

frequently to answer questions about the school and to interpret programs to the community.

Promotion Opportunities

Torrence-Lytle Charter encourages all employees to take advantage of promotional opportunities at the School. You should carefully study the qualifications for the class of positions in which you are interested and take all necessary steps to fulfill the qualifications.

Employment Requirements

It is a legal requirement that all employees of Torrence-Lytle Charter provide evidence that he or she is free of active tuberculosis prior to employment and later determined times thereafter. The Human Resources Department will assist you with this process. As a condition of employment, you will be required to be fingerprinted and subjected to a background check. You will not be able to begin work until the fingerprint clearance and background check is received by the Human Resources Department. All information received by the health, fingerprint and background check will remain confidential in accordance with the law.

Personnel Records

A confidential history of your employment, is maintained in your Torrence-Lytle Charter personnel file. The file consists of such documents as employment application(s), education transcripts, appointment information, performance reviews, deficiency notices, etc. Your personnel records are "permanent records" and, during your employment, are maintained in the Human Resources Department. Such records will be kept on file following termination of employment.

Any files used for disciplinary action which are kept by an employee's supervisor are prohibited from containing any material which is not in the Human Resources Department personnel file.

Notice of Derogatory Material Intended for Inclusion in Personnel File

A copy of any written material of a derogatory nature is provided to the employee with a notice that such material will be included in his/her personnel file. A copy of the documentation will be placed in your personnel file. You have ten (10) work days from receipt of this document to make any signed written comments you wish. The employee will be given an opportunity to review the material and submit a written response to the material which will be attached and made a part of the permanent record at the time of personnel filing.

Inspection of Personnel File

You may examine and/or obtain copies of any material from your personnel file. Pre-arrangements to inspect your personnel file must be made with the Lead Administrator, Human Resources Department and/or designee. Copies of materials in your personnel file may be made at your expense.

No performance review materials of any employee shall be placed in any personnel file without an opportunity for discussion between the employee and the evaluator. Any negative evaluation shall include recommendations for improvements. The employee shall have the right to review and respond to any derogatory evaluation.

Performance Reviews

Any employee may receive a performance review by the immediate supervisor at any time when deemed to be in the interest of the program. A regular personnel performance review will be conducted a minimum but not limited to at least once a year.

Standards of Conduct

Groups of people who are working together for any purpose require certain guidelines pertaining to their conduct and relationships. Accordingly, our employees must be aware of their responsibilities to the mission of Torrence-Lytle Charter, its programs, community and to co-workers.

We strive to take a constructive approach to disciplinary matters to ensure that actions which would interfere with operations or an employee's job are not continued.

Violations of our standards will result in one of the following forms of corrective action: oral warning, written warning, suspension, or discharge. In arriving at a decision for proper action, the following will be considered:

- ☐ ☐ The seriousness of the infraction
- ☐ ☐ The past record of the employee
- ☐ ☐ The circumstances surrounding the matter

Conflict of Interest

Engaging in any employment, activity, or enterprise for compensation which is inconsistent, incompatible, in conflict with, or inimical to one's duties as a Torrence-Lytle Charter Director, agent, or employee or with the duties, functions or responsibilities of one's appointing power or the agency by which one is employed is strictly prohibited. Such officers, agents, or employee shall not perform any work, service or counsel for compensation outside of one's Charter employment where any part of one's efforts will be subject to approval by any other officers, employees, board or commission of Torrence-Lytle Charter unless otherwise approved in the manner prescribed by Board of Directors.

Sexual Harassment

It is the policy of the Torrence-Lytle Charter School Board of Directors to provide an education, employment, and business environment free of unwelcome sexual advances or visual, verbal, or physical conduct of a sexual nature constituting sexual harassment as defined and prohibited by state and federal statutes.

It shall be a violation of this policy for anyone authorized to recommend or take personnel or educational actions affecting an employee or student,

or who is otherwise authorized to transact business or perform other acts or services on behalf of the Torrence-Lytle Charter, to engage in sexual harassment as defined by the Torrence-Lytle Charter School Board of Directors. If you feel you have been sexually harassed, you need to report it immediately to the Lead Administrator or a member of the Board of Directors.

Change in Status

You are responsible for notifying the Human Resources Department of changes in name, address, and telephone number, and changes in family status (births, marriage, death, divorce, legal separation, etc.), as income tax status and group insurance may be affected by these changes. This responsibility includes employees on a lay off status and leaves of absence.

III. Job Assignment

You will be provided a copy of the class specification upon being initially employed and when any subsequent and significant changes occur, i.e., modification of job or reclassification of your position. The Lead Administrator, Human Resources Department and/or designee will thoroughly discuss specific duties and responsibilities. You are encouraged to be free with questions about areas of uncertainty, regardless of how insignificant you may believe them.

Assignment Information

Following is a listing of information you will receive upon initial hire or reassignment. Should you not receive any part of this information, it is your responsibility to contact the Lead Administrator, Human Resources Department and/or designee for the information.

a. Job Description

b. Salary Schedule - Your appointment form will indicate the Salary Schedule, for your position, your Salary Range, and the Salary Step at which you are placed. Please refer to the "Salary and Payday" section of the handbook for further details.

c. Assigned Time - Your appointment form will specify the number of hours per day and days per week you are required to work in your job assignment.

Some positions may state a variable, at responding to the nature of the specific position.

d. Work Shift - This information will be provided by the Lead Administrator, Human Resources Department and/or designee.

e. Work Site - The specific location of work will be the Torrence-Lytle Charter location.

Work Week Schedule

Most employees will be assigned to the standard work week, Monday through Friday, throughout the school year, as determined by the yearly school calendar, exclusive of authorized holidays and non-work days. Occasionally an employee may be assigned a nontraditional work week to meet the needs of our school community. The Lead Administrator, Human Resources Department and/or designee will discuss your workweek schedule with you in more detail.

Meal and Rest Breaks

If practicable, full time employees are allowed a meal period of not less than thirty (30) minutes or more than one (1) hour, which is generally in the middle of your work shift. The meal or lunch break is your time during which you may leave your work site. Should your assigned time be six (6) hours or less, a meal break is optional. Any deviations must be approved by the Board of Directors / Lead Administrator/Dean of School or designee. Rest breaks of no more than fifteen (15) minutes are your option, but should be as near the midway point of your work shift as practicable. The school administration may designate the location at which you may take your rest break. Rest breaks are at the Dean of School's time discretion and may be interrupted according to operational needs.

Travel Reimbursement

Employees performing authorized travel involving the use of their own vehicle shall be reimbursed for mileage at the allowable IRS mileage reimbursement rate. Travel includes attendance at workshops, seminars, conventions, conferences or other meetings of interest to the Charter Program(s) which have been approved by the Board of Directors and/or designee. Additionally, assistance with student transportation may be a requirement of some Torrence-Lytle Charter positions, if applicable.

IV. Salary and Payday

We strive to pay salaries that are competitive with those in our community and industry, recognizing individual efforts and contribution to organization success. The Board Directors and/ or designee are present to assist you and you are encouraged to contact them regarding more in-depth information or questions.

The following is a summary of particularly important salary data and is not intended to be all inclusive. Please review and ask questions as necessary.

Overtime ~

Certain positions are exempt from overtime provisions. To be overtime exempt, the duties and responsibilities of a position must meet certain criteria and be designated the Board of Directors or designee. Work load demands may occasionally require that you work overtime. Overtime is described as working time ordered and authorized by the Board of Directors or designee in excess of a forty (40) hour work week. Overtime will be compensated at one and one-half (1/ 2) times your regular rate of pay. Overtime must be authorized in advance by the Board of Directors.

Payroll Deductions ~

Various payroll deductions are made each payday to comply with federal and state laws pertaining to taxes and insurance. Deductions will be made for the following:

- ☐ Federal and State Income Tax Withholding
- ☐ Other Items Designated by the Employee

Deductions shall be made from each month's salary in accordance with Income Tax and FICA (Social Security, Medicare, OASDI) shall be deducted as provided by law.

Other deductions will be made in accordance with the law when authorized by the employee. Employees may request that salary deductions be made for those purposes authorized by the law and Board policy.

At the end of each calendar year, you will be supplied with your Wage and Tax Statement (W-2) form. This statement summarizes your income and deductions for the year. If you have any questions regarding these deductions, please contact the Lead Administrator or designee.

Payday

All employees are required to complete the designated time card system and submit to his/her supervisor for approval.

Payday all employees will be the last school day of each month and the employees will be paid. For other types of employees, payday is on or before the _____ of the month immediately following the month in which the work occurred.

Electronic Bank Deposit

Employees authorize paychecks to be electronically deposited by the authorized designated payroll unit automatically. Your monthly pay will be deposited into the financial institution(s) of your choosing. You will need to make such an arrangement with the Lead Administrator and/or the designee in our Business Department.

Holidays, Vacations, and Leaves ~ as you review the section on leaves, please also review the standard form which must be completed before any leave can be authorized. It contains a listing and summary of the various leaves available. In completing the leave request form, it is important that you carefully describe the reason(s) for the request to assist us in accurately classifying the leave, prior to leave date request (See School Calendar).

Holidays ~the following paid holidays are provided to Torrence-Lytle Charter employees, if allowed on assigned salary schedule, who are in a regular paid status prior to the holiday:

New Year's Day, Martin Luther King Day, Spring Break Vacation, Memorial Day (if applicable in accordance to school calendar), July 4th (applicable to year round employees), Labor Day, Thanksgiving Holiday, Winter Break

If the holiday falls on a Saturday, the preceding Friday is deemed the holiday. If the holiday falls on Sunday, the following Monday is deemed to be the holiday. Also, you will be eligible for payment for Memorial Day if you are in a paid status in the week proceeding Memorial Day.

Torrence-Lytle Charter School employees, in regular paid status, prior to a holiday are paid for eight (8) legal holidays (see above) and four personal days (see below), a total of twelve days. Floating holidays/Personal Days may be used, subject to approval, in accordance with the academic quarters:

Personal Day 1st Quarter – August-October
Personal Day 2nd Quarter– October-January
Personal Day 3rd Quarter – January-March

Personal Day 4th Quarter – March-May/June

In order to qualify for a paid holiday, you must be in a good personnel status during any portion of the working day immediately preceding or succeeding the personal day. The Board of Directors of Torrence-Lytle Charter certifies the work calendar for all employees.

Sick leave is earned at the rate of one (1) work day for each full month of work for a maximum number of 10 days. Unused sick leave will not accrue from one year to another.

When absent due to illness or injury, you are expected to notify the Lead Administrator or designee as soon as possible. You may be required to provide verification of illness or injury when absence exceeds five (5) days. Torrence-Lytle Charter has the right to require satisfactory proof of injury or illness at any time when there is reasonable cause to suspect an abuse of sick leave. If your doctor has issued a form stating you must be off from work, you must obtain a release form prior to returning to work.

Should an injury or illness result in you exhausting your vacation and sick leaves, you will be placed on "differential sick leave." If such promised wages are deemed necessary, the employee's leave status will result in the receiving the difference between the employee salary and that of the substitute employee. The maximum length of differential sick leave is ten (10) days, after which you have the option of using the optional disability insurance in accordance with its stated laws.

Bereavement Leave

Up to three (3) days of paid bereavement leave will be provided upon the death or critical illness where death appears imminent of any member of your immediate family, i.e., mother, father, grandmother, grandfather, grandchild of the employee or of the employee's spouse, spouse, son (includes adopted or foster child currently living in the home), current son-in-law, daughter (includes adopted or foster child currently living in the home), current daughter-in-law, brother, current brother-in-law, sister, current sister-in-law, current mother-in-law, current father-in-law of the employee, or any relative living in your immediate household. Such leave may be extended by the Lead Administrator in hardship cases. You are expected to immediately advise Lead Administrator or designee the need for this leave provision.

Civic Duty Leave

If an employee is summoned for Jury Duty and/or Civic Duty Leave the employee will be provided for the period of jury service. You will receive full pay during such service, but you must file the subpoena or court certification with Torrence-Lytle Charter and assign the jury service fee to Torrence-Lytle Charter. You are expected to submit a request for such leave to the Lead Administrator or designee immediately after receiving the jury summons and to attach a copy of the summons to the leave request form for your personnel file.

Military Leave

Such leave is provided pursuant to Federal and State laws. You are expected to request this leave from Lead Administrator and provide an attached copy of your "orders" to the leave request form for your personnel file.

Personal Leave (Leave of Absence without Pay)

Upon your request, personal leave may be granted for a period up to one (1) year. If approved, during such leave you are considered to be in continuous employment, but do not earn sick leave or vacation.

Please note that any contributions provided by Torrence-Lytle Charter to your insurance premium costs are discontinued during this type of leave. You may continue insurance coverage by paying the entire premium cost as if specified by the contracted insurance company. Necessary arrangements must be made with the Lead Administrator in conjunction with Human Resources prior to the start of your unpaid leave.

Pregnancy Disability Leave

Pregnancy Disability leave covers the temporary disability resulting from pregnancy. Circumstances may cause the period of absence to vary, but must be verified by your physician. Please contact the Human Resources Department to review the specific details of this leave and any effects this leave may have on your benefits.

A male employee may utilize up to three (3) days of his sick leave to care for his wife during child birth. Employees may utilize up to two (2) days of their sick leave for completing the legal requirements for adopting a child.

Family Care and Medical Leave

An employee shall be entitled to family care and medical leave as set forth by the Federal and North Carolina state laws.

For leave allowed under this provision, other than for instances when employee illness leave may be utilized, an employee shall substitute any of the employee's accrued vacation leave, other accrued time off and any other paid or unpaid time off except illness leave. The Torrence-Lytle Charter Board of Directors may recover the premium paid for maintaining group health plan coverage for the employee for the duration of any leave granted, if both of the following conditions occur:

1) The employee fails to return from leave after the period of leave to which the employee is entitled has expired

2) The employee's failure to return from leave is for a reason other than the continuation, recurrence or onset of a serious health condition that entitles the employee to leave or other circumstances beyond the control of the employee.

During a period of leave granted under this provision, no employee shall be required, or otherwise permitted, to use sick leave in connection with the birth, adoption or foster care of a child or to care for a child, parent, or spouse with a serious health condition without agreement by the Lead Administrator.

Reinstatement After Leave

Upon returning to work following an authorized leave, you will be reinstated to your same, equivalent, or comparable position unless stipulated to the contrary in writing. It is imperative that you and the Lead Administrator or designee understand clearly the circumstances of your return, including the scheduled return date or you may otherwise be subject to a reassignment.

Employee Insurance Benefits

The Torrence-Lytle Charter School strives to provide a competitive package of employee benefit programs for its eligible employees.

Complete and official details of insurance and payroll plans are contained in new employee materials at the beginning of each school year by the Lead Administrator and or the Human Resources Department. The descriptions in this handbook are only brief summaries for your general information.

YOU MUST COMPLETE AN ENROLLMENT FORM FOR YOURSELF AND ELIGIBLE DEPENDENTS WITHIN 31 DAYS OF ELIGIBILITY OR YOU MAY NOT BE ABLE TO ENROLL AT A LATER TIME.

The following information pertains to designated positions as specified by the Torrence-Lytle Charter Board of Directors.

Medical Insurance

Torrence-Lytle Charter will provide the employee with plan and enrollment information at the beginning of each school year. Employee and eligible dependents must enroll to be covered by the time period specified by the chosen insurance company (ies) in order to be covered. **Enrollment is not automatic.** Benefits are not offered for all employees. Please refer to the Torrence-Lytle Charter Board of Directors/ Lead Administrator for benefits designations.

Life Insurance

The Charter Program will offer employee-paid life insurance plan for employees. This optional employee-paid dependent coverage is available as well. The Human Resources Department will provide you with plan and enrollment information at the beginning of each school year in conjunction with payroll deductions. Employee and eligible dependent must enroll to be covered. **Enrollment is not automatic.** Benefits are offered to designated employees as specified by the Torrence-Lytle Charter Board of Directors.

Long Term Disability Insurance

Long Term Disability Insurance is an optional plan that will be offered to designated employees as specified by the Torrence-Lytle Charter Board of Directors. This elective insurance enrollment period will be offered 1x per year (the beginning of the school year).

Each eligible employee's premiums will be automatically deducted from the employee paycheck. The Human Resources Department will supply the employee with information on the Long Term Disability plan and will assist with paperwork should you need to use the plan.

COBRA

If an employee or an employee's dependent's status changes and they are no longer eligible to stay on the plan, they will have the option of continuing their health benefits for a period of time by paying the entire premium.

Unemployment Insurance

Torrence-Lytle Charter will pay for unemployment insurance and will provide the employee with certain financial benefits if they become unemployed due to no fault of your own.

401K Retirement Plans

The cost of participation in 401K Retirement plans will be shared between the employee and the Charter Program and participation is optional. The Human Resources Department will supply the employee with information on the 401K Retirement plan and will assist with paperwork should the employee elect to participate in the program.

Health and Safety

It is the goal and responsibility of Torrence-Lytle Charter is to provide a safe and healthy environment for our employees, students, and the surrounding community. It is the responsibility of each employee to assure his/her own personal safety and to develop a concern for safety for all who work around him/her.

Infectious Diseases/Blood borne Pathogens/Universal Precautions

Universal precautions shall be observed to prevent the spread of all infectious diseases and shall be used regardless of whether blood borne pathogens are known to be present.

Blood borne pathogens are small organisms that are contained in blood and body fluids that can cause serious diseases such as Human Immunodeficiency Syndrome (HIV) and Hepatitis B Virus (HBV). Torrence-Lytle Charter will establish a written Blood borne Pathogen (BBP) Exposure Control Plan as part of our Safety Program. The Blood Borne Plan will list those positions identified as having the potential for occupational exposure to blood or other potentially infectious materials and may be at risk of acquiring the Hepatitis B virus. Employees identified in the Plan will asked to have the Hepatitis B vaccination administered. The Blood Borne Pathogen Exposure Control Plan will be available in the Human Resources Department. Employees will be notified by the Human Resources Department at the time they are hired if they are in the Exposure Control Plan.

Emergencies (IN CASE OF EMERGENCY DIAL 911)

Safe Schools Plan

Each building site will have a Safe School Plan that will contain important information regarding the safety of employees and students. Facility will become familiar with the process and procedures outlined in this Plan.

Monthly Site Inspection Reports

Each employee will have the responsibility to report any unsafe conditions at their building site to their immediate supervisor or the Custodian. The Custodian will monitor these reports to assure a safe work environment and report to the Lead Administrator his/her findings.

Student Incident Report

When a student is injured the employee will see that:

1. The student's immediate needs are attended to
2. The Lead Administrator and Parent(s) must always be notified
3. A detailed accident report must be completed and forwarded to the Lead Administrator and/or the Dean of Students.
4. The Lead Administrator must be notified of ANY serious accidents both in orally and written and the detailed written report provided must be completed within 24 hours of the incident.
5. The Lead Administrator will ensure all proper procedures are followed in accordance to the Torrence-Lytle Charter Board of Director's direction.

Safety Equipment

In some positions, employees are required to wear or utilize specific safety equipment. Failure to comply with these safety requirements may result in disciplinary action.

Workers Compensation

Employee Job Related Injury or Illness

The Torrence-Lytle Charter program will be insured for Worker's Compensation through school's insurance provider. If an employee is injured or become ill as a result of the job, they may be entitled to Worker's Compensation benefits and must immediately report the injury or illness to Lead Administrator and/or designee. The employee will be given information on Worker's Compensation by the Lead Administrator and/or Human Resources Department. If they employee sustains an injury while at work, the Human Resources Department will assist the employee throughout the process.

Return to Work

If the employee is off work because of a worker's compensation injury or illness, Torrence-Lytle Charter will require the employee's physician's release in writing prior to your return to work. A physician's release may also be required when returning to work, after five (5) or more consecutive days, from sick leave or other medically related absence.

Structured Early Return to Work Program

When an employee has a work-related injury, the main goal of the Lead Administrator on behalf of the Board of Directors is to enable that employee to return to work as quickly as possible. If the employee has a work-related injury, we will work very closely with employee, the treating physician, program, and worker's compensation carrier to return the employee to a temporary modified assignment until the employee is released to return to the employee's regular assignment.

Instructional Services

Child Abuse Reporting Requirements

In accordance with North Carolina General Statutes requires any mandated reporter, medical practitioner, or employee of a child protective service who has knowledge of or observes a child in his/her professional capacity or within the scope of his/her employment who he/she knows or reasonably suspects has been the victim of child abuse or neglect to report the known or suspected instance of child abuse or neglect to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

A “Mandated Reporter” includes but is not limited to teachers; instructional para educators; administrators and administrative employees.

Complaint Procedures

Under normal conditions, if you have a job-related problem, question or complaint, the employee should discuss it first with the individuals involved, and/or the employee’s immediate supervisor. The simplest, quickest and most satisfactory solution will often be reached at this level. If a conflict resolution is still needed, the next procedural level would be to address with the Lead Administrator or designee. This will serve as the manual for the necessary steps regarding Complaint Procedures.

Nepotism

It is the policy of Torrence-Lytle Charter to prohibit employment of relatives where there is an adverse impact on supervision, safety, security, morale, or involves potential conflicts of interest. Relationships are defined by blood or marriage - husband, wife, father, mother, son, daughter, brother, sister, half-brother, half-sister, grandparent, grandchild, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, father-in-law, mother-in-law, daughter-in-law, son-in-law, brother-in-law, sister-in-law, uncle, aunt, nephew, niece, or first cousin. If a Torrence-Lytle Charter employee marries and there is an adverse impact on supervision, safety, security, or morale, or if a reasonably foreseeable conflict of interest exists, the Board of Directors and/or the Lead Administrator shall make reasonable efforts to reassign or transfer one of the employees. However, if no accommodation can be arranged, one of the employees must resign. The choice of which will resign is to be made by the individual employees.

Drug, Alcohol and Tobacco Free Workplace

The Torrence-Lytle Board of Directors shall provide and make a good faith effort to maintain a drug free work place. This handbook serves to advise each employee that the unlawful manufacture, dispensing, distribution, possession or use of a controlled substance is strictly prohibited in the work place and could be terms for immediate termination.

Attendance Standards

Punctuality and regular attendance are essential to the proper operation of any business. This also helps the employee to establish a good working reputation and add to your opportunity for advancement.

If the employee is unable to report for work for any reason, if the employee arrives late, or must leave early, the employee need to notify the Lead Administrator and/or designee immediately.

Causes for Disciplinary Action

The purpose of this handbook would be defeated if an attempt was made to list and describe every possible way the standards of good conduct could be violated. The following listing, however, does indicate certain infractions which will result in unpaid suspension, demotion, reduction in salary step or position class, or dismissal:

Abandonment of position. An employee is deemed to have abandoned his/her position when he/she fails to report for duty on three (3) successive work days and he/she is not authorized to be absent.

XII. Termination of Employment

Terminations of employment can be considered as either voluntary, (i.e., resignation and retirement), or involuntary, (i.e., dismissal and layoff). A brief summary of resignation and retirement is presented here regarding layoff, termination, or dismissal.

The following are examples of behavior that may result in disciplinary action, up to and including termination of employment. This list is not all-inclusive and will serve as a guideline. Disciplinary matters will be handled on a case-by-case basis.

- Incompetency, inefficiency, insubordination, inattention to or dereliction of duty, discourteous treatment of the public or of fellow employees, or other willful failure of good conduct tending to injure the public service, or any willful and persistent violation of the provisions of the rules, regulations, or procedures adopted by the Torrence-Lytle Charter and/or the Board of Directors.
- Dishonesty, drunkenness, immoral conduct, or the illegal use of drugs.
- Conviction of a serious crime by a court of law; failure to disclose material facts regarding criminal records, and other false or misleading information on application forms or examination and employment records concerning material matters.
- Frequent absence or tardiness.
- Illness leaves when habitually taken for trivial indispositions.
- Failure to report for review of criminal records or for health examination after due notice.

Resignation

A Torrence-Lytle Charter employee who wishes to resign from his/her position is expected to submit a letter of resignation indicating the title of the position from which resigning, the effective date, and the reason(s) for the resignation. The letter should be submitted to the Lead Administrator, or designee.

Due to the nature of the school assignments, it is expected that employees will give a 30- day resignation date. Every effort will be made to find a replacement within 30 days, however, should the employee resign from a certificated position during the school year, the employee will not be released from their assignment until a suitable replacement can be found. As with employees who are laid off, insurance benefits may be continued for a limited period at an individual's expense. The Human Resources Department should be consulted immediately.

Maintaining the Handbook

Changes in the Torrence-Lytle Charter's Employee Agreements and Procedures Manual Policy will be provided to the employee for the purpose of updating this handbook.

The Human Resources Department will be available to answer any questions for the employees.

Thank you,
Richard Willis

Appendix M:

Insurance Quotes

RANKIN INSURANCE GROUP INC

16112 Old Statesville Rd Huntersville NC 28078

(704) 896-9393 Office/(704) 896-9394 Fax

www.RankinInsuranceGroup.com

INSURANCE QUOTE

Torrence-Lytle Charter School
Huntersville NC 28078

RISK-Charter School

Line of Business

Commercial Auto Insurance

Limit of Liability \$1,000,000 CSL

12month estimate premium \$4568.08

Possible Insurance Carrier Auto Owners Insurance Company

*****Premium figures provided are only an estimate. Rates will depend on actual data at the time of quote, as well as actual rates at that period in time.*****



North Carolina-South Carolina-Georgia-Virginia-Pennsylvania-Maryland-Ohio-Tennessee

RANKIN INSURANCE GROUP INC
16112 Old Statesville Rd Huntersville NC 28078
(704) 896-9393 Office/(704) 896-9394 Fax
www.RankinInsuranceGroup.com

INSURANCE QUOTE

Torrence-Lytle Charter School
Huntersville NC 28078

RISK-Charter School

Line of Business
Property Insurance

Business Personal Property \$225,000
Tenants Betterments & Improvements

12month estimate premium \$3800

Possible Insurance Carrier Auto Owners Insurance Company

******Premium figures provided are only an estimate. Rates will depend on actual data at the time of quote, as well as actual rates at that period in time.******



North Carolina-South Carolina-Georgia-Virginia-Pennsylvania-Maryland-Ohio-Tennessee

RANKIN INSURANCE GROUP INC
16112 Old Statesville Rd Huntersville NC 28078
(704) 896-9393 Office/(704) 896-9394 Fax
www.RankinInsuranceGroup.com

INSURANCE QUOTE

Torrence-Lytle Charter School
Huntersville NC 28078

RISK-Charter School

Line of Business
Commercial Auto Insurance

Limit of Liability \$1,000,000 CSL

12month estimate premium \$4568.08

Possible Insurance Carrier Auto Owners Insurance Company

******Premium figures provided are only an estimate. Rates will depend on actual data at the time of quote, as well as actual rates at that period in time.******



North Carolina-South Carolina-Georgia-Virginia-Pennsylvania-Maryland-Ohio-Tennessee

RANKIN INSURANCE GROUP INC
16112 Old Statesville Rd Huntersville NC 28078
(704) 896-9393 Office/(704) 896-9394 Fax
www.RankinInsuranceGroup.com

INSURANCE QUOTE

Torrence-Lytle Charter School
Huntersville NC 28078

RISK-Charter School

Line of Business
Bond

Bond Amount \$250,000/\$250,000

12month estimate premium \$1500

Possible Insurance Carrier CNA Surety

*****Premium figures provided are only an estimate. Rates will depend on actual data at the time of quote, as well as actual rates at that period in time.*****



North Carolina-South Carolina-Georgia-Virginia-Pennsylvania-Maryland-Ohio-Tennessee

RANKIN INSURANCE GROUP INC
16112 Old Statesville Rd Huntersville NC 28078
(704) 896-9393 Office/(704) 896-9394 Fax
www.RankinInsuranceGroup.com

INSURANCE QUOTE

Torrence-Lytle Charter School
Huntersville NC 28078

RISK-Charter School

Line of Business
Workers Compensation

Liability Limits \$1,000,000/\$1,000,000/\$1,000,000

12month estimate premium \$15,968

Possible Insurance Carrier North Carolina Rate Bureau

*****Premium figures provided are only an estimate. Rates will depend on actual data at the time of quote, as well as actual rates at that period in time.*****



North Carolina-South Carolina-Georgia-Virginia-Pennsylvania-Maryland-Ohio-Tennessee

RANKIN INSURANCE GROUP INC
16112 Old Statesville Rd Huntersville NC 28078
(704) 896-9393 Office/(704) 896-9394 Fax
www.RankinInsuranceGroup.com

INSURANCE QUOTE

Torrence-Lytle Charter School
Huntersville NC 28078

RISK-Charter School

Line of Business
Health Insurance/Life Insurance/Dental Insurance


12month estimate premium \$58,176
Based on 12 FT employees at \$404/month insurance cost.

Possible Insurance Carrier Aetna, United Healthcare

******Premium figures provided are only an estimate. Rates will depend on actual data at the time of quote, as well as actual rates at that period in time.******



North Carolina-South Carolina-Georgia-Virginia-Pennsylvania-Maryland-Ohio-Tennessee

Applicant	Class Codes	Experience Modification	Coverages	Premium
 <div style="text-align: right;">NCRB • NCRF • NCIGA</div>				
Workers Compensation Assigned Risk Premium Calculator				
Premium Calculation				
The premium calculated is based upon the information that you have provided and is subject to verification by the NCRB.				
Class Code	Payroll	Total # Employees	AR Rate	Premium Message
8869	\$731,888		2.06	\$15,077
Total Manual Premium: \$15,077 Increased Limits of Employer Liability Factor(0.028): \$422 Balance to Increased Limits of Employer Liability: \$0 Total Subject Premium: \$15,499 Experience Modification (1.00): \$0 Total Modified Premium: \$15,499 ARAP Surcharge (0): \$0 Charge for Non-ratable Element: \$0 Balance to Minimum Premium at Standard Limits: \$0 Total Standard Premium: \$15,499 Expense Constant: \$250 Terrorism Charge: \$146 Catastrophe (Other Than Certified Acts of Terrorism) Charge: \$73 Estimated Annual Premium: \$15,968 Required Deposit Premium: \$7,984 Loss Sensitive Rating Plan Deposit Premium: \$0 Total Required Deposit Premium: \$7,984				



15-0173-00 Rankin Insurance Group Inc
Name: Torrence-Lytle Charter

Proposal ID: TORRENCE-LYTLECHARTER
Company: Auto-Owners

Effective: 03/01/2013
Term: 03/01/2013 - 03/01/2014

Policy Items Drivers Coverages Discounts Underwriting Summary Final Sale

Errors Summary Change Coverage Options Other Program Proposals

Upon submission, this policy will suspend to an underwriter for the following reason(s) that may result in a premium change:

- IRPM credit or debit has been applied/modified. Your state may require a breakdown of credits/debits, please review.
- 2013 Intl has been deleted. Please verify the vehicle use of the remaining vehicles.
- 2013 Intl has been deleted. Please verify the vehicle use of the remaining vehicles.
- Policy has miscellaneous stat codes and/or special equipment description ID(s).
- Policy has miscellaneous policy level coverages(s).

Premium Details

The estimated annual premium is \$4,568.08.*

* Quick proposals provide an estimated premium only. Premiums estimated through our Quick Proposal option cannot be represented as a firm price to your clients. Please utilize our Qualified or New Business proposal options to obtain firm pricing.

- All reports have not been ordered. Order remaining reports (charge may apply).

Potential Discounts

- Potential savings with the Paid In Full Discount is \$456.80.
• (The Paid In Full discount is not available for Agency Bill business).
- Cumulative Multi-Policy Discount Utilized: 0% Maximum: 16%
- Special Rating Plan

Additional Notes

- Premium is based only on provided information.
- Acceptability of all proposed applicants is subject to approval by our Underwriting Department.
- Current company is Auto-Owners Insurance Company - Standard.

Billing Plans

Company Bill Option	Minimum Deposit	No. of Remaining Payments	Remaining Payments Amount	Service Fee Per Payment	Total Amount Per Payment
FULL PAY	\$4,111.28	0	\$0.00	\$0.00	\$0.00
MONTHLY	\$388.29	11	\$379.98	\$5.00	\$384.98
QUARTERLY	\$1,827.23	3	\$913.62	\$5.00	\$918.62
SEMI-ANNUAL	\$2,204.04	1	\$1,284.04	\$5.00	\$2,289.04
THREE PAY	\$1,522.54	2	\$1,522.77	\$5.00	\$1,527.77

Delays in issuing policies may result in larger payment amounts spread over fewer installments. Combining multiple policies into one billing account may result in fewer Service Fees.
Your "Total Amount per Payment" may vary due to the unique situations affecting your account.

Policy Information

Edit

Policy Information

Named Insured: TORRENCE-LYTLE CHARTER
Proposal Date: 02 / 26 / 2013
Term Effective: 03 / 01 / 2013 to 03 / 01 / 2014
Business State: North Carolina
Company: Auto-Owners Insurance Company
Program: Standard
Entity: Corporation
Commercial Business Score: No Score

Premium Adjustments

IRPM Debit: 40.0%
Merit Rating: 0%

Edit

Liability Coverages

Combined Single Limits : \$1,000,000 each occurrence
Uninsured and Underinsured Motorists : \$1,000,000 each person/ \$1,000,000 each occurrence
Uninsured Motorists Property Damage : \$1,000,000 each occurrence, \$100 Deductible
Medical Payments : \$2,000 each person

Excluded Terrorism : No

[Edit](#) Symbols

Bodily Injury/Property Damage : 7,8,9
 Uninsured and Underinsured Motorists : 7
 Medical Payments : 7
 Comprehensive / OTC : 7,8
 Collision : 7,8
 Towing and Labor : 7
 Rental Reimbursement : 7

Drivers

	Name	Birth Date	License Number	Driver Status	MVR Status
Edit	RANKIN, DARRIN	11 / 25 / 1971	NC	Driver	Not Licensed

A driver age factor of 1.02 has been applied to this proposal. The driver age factor is based on the following ages of the driver(s) provided: 41. As the number of drivers is less than the number of vehicles an unassigned driver factor(s) has been used in the calculation of the driver age factor. Please review the drivers list to verify all the driver(s) have been added to the policy.

Policy Coverage Information

		Term Premium
* Edit	Uninsured and Underinsured Motorists	\$270.14
* Edit	Hired Automobile	\$72.19
* Edit	Employer's Non-Ownership Liability	\$60.00

Items

	Item	Term Premium
* Edit	0001 2012 FORD ECONO E350 SPER DUTY Unit: 01	\$2,056.48
* Edit	0002 2013 FORD ECONO E350 SPER DUTY Unit: 02	\$2,107.27

Premium

Total Policy Premium: \$4,568.08
Paid in Full Discount: -456.80
Total Premium if Paid in Full: \$4,111.28 (Due on Submission)

[Printable Documents](#) [Transaction Detail](#) [Convert to a New Business Proposal](#) [Start a New Proposal](#) [Exit](#)

Contact us: 1-800-346-0346 x1850
 Live Online Support: [1](#) [Terms of Use and Privacy Policy](#)
 The information gathered will be used for the sole purpose of providing an insurance rate proposal. Rates are subject to change based on company rate schedules and/or changes to any of the required rating information.

Appendix N:

Facility

If the applicant has identified a specific desired location please fill out the information below

Name of the facility (if known): Torrence-Lytle School

Address: 302 Holbrooks Road

City/State/Zip: Huntersville, NC 28078

Ownership: ☐ Fee Simple or ☒ Lease

If the facility is to be leased, provide the following information:

(a) Term of the Lease: 5 years

(b) Type of Lease: Rental with conversion to purchase

(c) Rent: \$ _____ per month (provide evidences within the appendices)

(d) Approximate student per square foot

Name of Landlord: Hines Real Estate Group, LLC

Address: 9815 J Sam Furr Rd, Ste 259

City/State/Zip: Huntersville, NC 28078

Phone: 704-507-4877

Fax: 704-765-4193

Describe how the renovations and maintenance will be provided for the facility. What is the funding source of these renovations? Private developer will obtain mix of lender and investor funding for renovation and upfit of the Historic property

O): Include Documented inspections for the following this page in the appendices (Appendix

(a) Fire: will be renovated and inspected prior to occupancy

(b) Safety: will be renovated and inspected prior to occupancy

(c) Handicapped accessibility? will be renovated and inspected prior to occupancy

Appendix O:

Facility Inspections

This is Not Applicable, as the facility planned for Torrence-Lytle Charter will be renovated and inspected prior to occupancy.

Appendix P:

Revenue Assurances

This is Not Applicable, as we have not secured revenue assurances at this time.

Appendix Q:

IRS Form 990

This is Not Applicable, as Torrence-Lytle Charter is not a conversion.

Appendix R:
The Torrence-Lytle School



Charlotte-Mecklenburg Historic Landmarks Commission

February 25, 2013

Brian Hines
LenoxLand
9815 J. Sam Furr Rd.
Ste. 259
Huntersville, N.C. 28078

Dear Brian:

This is to confirm that the Charlotte-Mecklenburg Historic Landmarks Commission endorses most enthusiastically the placement of a school in the former Torrence-Lytle School in Huntersville, N.C. In addition to the obvious pedagogical advantages that would ensue from its placement there, your undertaking would assure the preservation of a highly endangered historic site, which is listed in the National Register of Historic Places and has been designated as a Historic Landmark by the Town of Huntersville. Originally known as the Huntersville Colored School, Torrence-Lytle served for four decades as the only high school for African American students who lived in northern Mecklenburg County. The original building was designed by Louis Asbury, an architect of local and regional note.

I believe that the preservation of this significant cultural resource will be most problematic if your project does not move forward. We look forward to the prospect of working with you to make this most worthy undertaking.

Sincerely,


Dr. Dan L. Morrill
Consulting Director

Cc: Louis Asbury, HLC Chair

26 February '13

To whom it may concern:

Recently, I was informed of an initiative to start a Torrence-Lytle Charter school in Huntersville. I was educated in Charlotte Mecklenburg Schools and graduated from the University of North Carolina at Chapel Hill. For several years, I have observed the educational system of Mecklenburg County transition. Sometimes the school system has struggled to meet the needs of all children. Torrence-Lytle's mission to develop a *diverse population* of principled leaders who demonstrate character, integrity and confidence through a unique educational program that fuses the arts with academic excellence, is exactly what the community needs. I am familiar with many of the individuals proposing the charter school. My son has attended McKinney Care and McKinney Academy since Pre-K. He has a genuine love for learning that has been nurtured and developed for the past five years. (Currently, a 4th Grader at McKinney Academy) I get excited when I think of how more children will benefit from a similar program if given the opportunity!

Currently, I work in media as a Radio personality and a Television Reporter. In addition, I have a 501c3 which offers GED classes in partnership with Central Piedmont Community College. Because of my community involvement; I have a great awareness of the need for Torrence-Lytle Charter. In addition, I have a great concern for a community that I love. Education is the foundation for success and education prepares our children; our future. Please consider approving Torrence-Lytle Charter School. Our community will benefit greatly!

Tonya Rivers
Power 98 Radio Personality
WBTV Traffic Reporter
704-493-4955



Edith R. Summers
PO Box 827
19504 Smithville Lane
Cornelius, NC 28031

February 25, 2013

I am writing in support of the proposed charter school, Torrence-Lytle Charter. I am a life, long resident of Cornelius, which means that I have seen a lot of growth and changes in North Mecklenburg. Torrence-Lytle is where I received my education, Class of 1954. For more than fifty years, Torrence-Lytle's Class of 1954 has remained active in the community and continues to sponsor many community events. After many years of unsuccessful projects at Torrence-Lytle; I am thrilled to hear of a worthwhile project that will honor the rich heritage of education as well as benefit our children. The fact that a Charter school in Huntersville will serve a diverse population and continue to build our community is outstanding. All children deserve the best in education. Please join me and support Torrence-Lytle Charter. Our community will be better and stronger with the addition. Feel free to contact me at 704.892-8210 if additional information is needed.



Edith R. Summers
Torrence-Lytle
'Class of 1954'

Research Report for The Torrence-Lytle School

Historical Overview

The history of Charlotte-Mecklenburg public schools began in the 1880's. Though the Federal Freedmen's Bureau had set up schools for newly-freed slaves at the end of the Civil War, there was little support for education from local or State governments prior to the 1880's. In 1882 the City of Charlotte established its first graded schools, one for white children and another for black.^[1] In the 1890's Mecklenburg County began to buy land for county schools for white and for black children. All buildings were locally funded, with the county school board paying for teacher salaries and supplies such as wood out of local tax revenues, which left serious disparities between the quality of education in wealthier communities and poorer rural ones.

Most efforts to improve public education for blacks in North Carolina, as well as the rest of the South, were initiated by Northern philanthropists. In response to the lack of public funds for the education of black children, Julius Rosenwald, the president of Sears-Roebuck, established the Julius Rosenwald Fund. At the time of its founding, in 1917, there was not a single standard eight-grade rural public school or a public high school that provided even two years of instruction for black children.^[2] Most black children only attended school three months out of the year, to enable them to aid in planting and harvesting crops.

While the Rosenwald Fund allowed for the development of elementary education for Mecklenburg County's black children, there was no opportunity for high school education for rural blacks in their own communities. African-American children who completed elementary school in the first three decades of the 19th Century and who desired advanced schooling were sent to boarding schools, if their families were able to afford it.

Though the North Carolina Legislature passed legislation in 1913 that enabled counties to issue bonds to build high schools for African American children, it was not until 1923 that the City of Charlotte opened its first high school for African American children, Second Ward High School. Some rural families sent their children to live with relatives in the City so their children could attend there. In 1936 the County approved the construction of four rural high schools for black children: Pineville Colored High School, Plato Price High School (West Mecklenburg County), J.H. Gunn High School (East Mecklenburg County), and the Huntersville Colored School.^[3]

Huntersville Colored School, later Torrence-Lytle High School, opened in 1937. At that time it was a "union school" housing grades 1-11. It had seven rooms that housed three elementary school teachers, two high school teachers, principal Isaac T. Graham and 181 pupils.^[4] From its opening in 1937 to its closing in 1966 Isaac T. Graham was the school's principal. Torrence-Lytle was the only high school for African-Americans in northern Mecklenburg County.



Torrence-Lytle High School

Torrence-Lytle is located in the south end of Huntersville, in an area historically known as Pottstown. Pottstown is named for Ortho Potts, a brick mason and prominent member of the community. Most of the other men in the community were employed as tenant farmers or janitors, yard men, and kitchen help at the Mecklenburg Sanitarium, which opened across the railroad tracks from the community in 1926. Black women from Pottstown also worked at the Sanitarium or traveled to white communities to perform domestic work.^[5]

Times were often difficult in Pottstown. Pottstown resident B.J. Caldwell, an alumnus and member of the Torrence-Lytle class of 1964, recalls that her father was forced to use newspapers to cover the large cracks in her family's home. She recounts a recurring joke that someone could stand on the railroad tracks and read the newspaper through the holes in the walls. But she says that her family was better off than some. While she carried her lunch to Torrence-Lytle in a fresh brown paper bag, others had to reuse the same bag all week. When the original one-story brick Huntersville Colored School was erected it was surrounded by the Potts's farm, Huntersville A.M.E. Church, and a few frame houses. Ms. Caldwell's, whose family moved into one of those houses, relays that these were the first homes owned by the former slaves and sharecroppers who had previously rented their homes.^[6]

In the fall of 1952 the school expanded its physical space with the addition of a cafeteria and eight additional classrooms.^[7] In 1953 the name of the school was changed from Huntersville Colored School to Torrence-Lytle High School. The name change honored two men who had been important in establishing the Huntersville Colored School, Isaiah Dale "Ike" Torrence and Franklin Lytle.

Franklin Lytle was born a slave, on a farm owned by Rutledge Withers. Little is known of Lytle's life from his childhood until the 1890's. But he later became a prominent and influential farmer, and married Lois Alexander, a schoolteacher. Lytle was able to send all five of his and his wife's children through college, paying for their sons' tuition at Biddle University (now Johnson C. Smith) and daughters' at Barber-Scotia with farm produce.^[8] Though not formerly educated himself, Lytle became a proponent of African American education in Huntersville. He was an integral part of the establishment of Lytle's Grove Colored School, a Rosenwald school, and helped to acquire the land for Torrence-Lytle.

Not much is known of Isaiah Torrence's early or personal life. He worked as a farm agent, and is purported to have been a music teacher and coach. What is known, from the public record, is that Torrence was a staunch advocate for the education of black children in north Mecklenburg County. In July 1935 Torrence appeared before the Board of County Commissioners of Mecklenburg meeting. The meeting was a public hearing to gather constituent views on a proposal by the Board to issue Public Works Administration bonds,

from The Federal Emergency Administration of Public Works (P.W.A.), to enhance public education in Mecklenburg County, by improving and expanding school buildings. The Board hoped that such expansion would ensure every student access to six months of schooling, as required by the North Carolina Constitution. The County schools requested \$242,000 for this purpose. The minutes from that meeting read, “Ike Torrence, negro citizen and taxpayer, asked for schools in the county for children who had passed the seventh grade and wanted to go to high school.”^[9] Apparently Torrence was a savvy lobbyist and appeared before the Board again in September 1935. This time Torrence brought a group of African American residents of Huntersville and a gift to the Board of farm produce.^[10] In July 1936, when the Board met to appropriate the P.W.A. funds, \$35,300 was dedicated to “the construction of a New School building and auditorium in Huntersville Township.”^[11] A little over a year later Huntersville Colored School, later Torrence-Lytle High School, opened its doors.



Torrence-Lytle 6th Grade Class, Late 1950's

Photo: Public Library of Charlotte-Mecklenburg

In 1957 twelve new classrooms, a science laboratory, a home economics department, a gymnasium and an agricultural building were added to the school. In 1966 when the school closed there were 964 students, 45 teachers, a librarian, a guidance counselor, an assistant principal and five custodians. In 1965 some high school students were re-assigned to North Mecklenburg High School. In 1966 the school was closed, and all of the students were sent to racially integrated schools^[12]. Graham was sent to be an assistant principal at North Mecklenburg High School, a move many found unjust considering Mr. Graham's long tenure as a full principal.^[13]

Long tenures were not unusual at Torrence-Lytle. According to B.J. Caldwell, Esther H. Johnson, the school librarian, came to the school in 1938 shortly after its opening, and stayed until the school closed in 1966. Caldwell worked as an assistant to Johnson after her graduation in 1964. She remembers Johnson as the consummate professional. Though she approached all things with “love, care and tenderness,” Johnson was demanding and taught her staff and students to “do things right the first time.” Caldwell credits her own ease in finding a job after the closing of Torrence-Lytle with the lessons that Johnson taught her.^[14]

Caldwell further recounts that parents were very involved with the education of their children. Going to P.T.A. meetings was difficult for most parents who worked long hours, but students knew that their parents cared about their progress and behavior at school. If a student was having a problem at school, teachers would visit the parents in their home. If a teacher came to your house, Ms. Caldwell explained, “then there was big trouble.”

The closing of the school in 1966 was difficult for the community. Caldwell recounts that the school had been the “center of the universe” for African Americans in Northern Mecklenburg. Caldwell believes that the community fragmented with the termination of classes. Torrence Lytle had been the nucleus of the neighborhood, and it was now gone.^[15] Because of the prevailing system of racial segregation “there were no McDonald’s where you could go and hang out,” Caldwell explains. Instead there were “sock hops” in the school gym every Friday. Football games and Basketball games were also big social events. David Beatty, who attended Torrence-Lytle from 1961 to 1965, recounts that games were taken seriously and that school rivalry could at time be extreme. Beatty recounts that it was not uncommon for the football team to lie on the floor of the bus going to games so that they would not be hit by rocks and bottles thrown at the bus from opposing school students.^[16] Torrence-Lytle’s homecoming games were held at Davidson College in the 1960’s and were accompanied by a parade.



Torrence-Lytle band in the late-1950’s
Photo: Public Library of Charlotte-Mecklenburg County



Photo: 1965 Torrence-Lytle yearbook.

When Torrence-Lytle closed its doors as a school it became an alternative learning center. Students, counselors and teachers lived on campus. Subsequently, the Torrence-Lytle gym has been used as a Recreation center for the community. The rest of the campus is currently used as a storage facility for Mecklenburg County and the Town of Huntersville.

^[1] Thomas Hanchett, “Rosenwald School Survey,” Charlotte Mecklenburg Historic Landmarks Commission.

^[2] Ibid.

^[3] Ibid.

^[4] Betty Jane “B.J.”Caldwell, “A History of Torrence-Lytle High School” by

^[5] “Small Towns of Mecklenburg County”, Charlotte Mecklenburg Historic Landmarks Commission

- [6] Interview with B.J. Caldwell, December 8, 2004.
[7] Ibid.
[8] Stewart Gray and Paula Stathakis, "Survey and Research Report of the Frank Lytle House (2003)," Charlotte Mecklenburg Historic Landmarks Commission.
[9] Minutes, Board of Commissioners for the County of Mecklenburg, July 10, 1935.
[10] Minutes, Board of Commissioners for the County of Mecklenburg, September 3, 1935.
[11] Minutes, Board of Commissioners for the County of Mecklenburg, July 8, 1936.
[12] Caldwell, ""A History of Torrence-Lytle School"
[13] B.J. Caldwell interview.
[14] Ibid.
[15] Ibid.
[16] David Beatty interview with Mihir Desai , Davidson Reminiscence Project, 2003.

Architectural Description



The Torrence-Lytle High School opened in the fall of 1937 as the Huntersville Colored High School. In 1953 and again in 1957, the school was greatly expanded. In 1965, some students were reassigned to North Mecklenburg High School, and in 1966 the school was closed when all of the students were reassigned to racially integrated schools. Despite some notable structural deterioration in some sections of the large masonry building, the original one-story, hipped-roofed 1937 section of the school exhibits a high degree of integrity. Along with the Davidson Colored School in the nearby town of Davidson, the Torrence-Lytle School is significant in Mecklenburg County as a substantial surviving African American school building from the first half of the 20th century. Flat-roofed, two-story Modernist wings are attached to the north and south elevations of the hipped-roofed 1937 building by stair tower/hyphens. The style of the Modernist wings contrast markedly with the traditional architecture of the older one-story building, but the distinctive Modernist features of the wings, combined with their high degree of integrity give these additions significance.

The original 1937 one-story brick school building faces west onto Central Avenue in Huntersville, one block east of the Norfolk Southern Railroad line that runs north-and-south through the town from Charlotte to Statesville. In 1937 this area, known as Pottstown, consisted of the new hipped-roof masonry school building, Ortho Potts' farm, and a few

frame houses concentrated around the Holbrook Road intersections with Central Avenue and Church Street, and the Huntersville A.M.E. Church.

The 1937 school building features a rear-facing T-plan, with a very wide façade and a short rear wing, which houses an auditorium. The bricks walls are laid in 5:1 common bond, with a corbelled water course that continues around the building. The school building features a steeply pitched modified hip roof, with small gables housing louvered vents located at the ends of the ridgelines. The school's main entrance is centered between the four sets of tall windows that have been covered with plywood. Each set of windows includes triple nine-over-nine double-hung sash windows, with the ganged windows bordered on each side by a single nine-over-nine window. The openings have brick sills and a soldier course representing the lintel. However, the facade is not symmetrical. The northernmost section of the facade features a large, simple brick panel laid in running bond, highlighted by a border composed of soldier courses and cast stone corner blocks.



Facade Detail

Note the small gable at the ridgeline of the otherwise hipped roof.



Detail of Altered Entrance

Note the brick and block-work behind the deteriorating metal paneling.

While the exterior of the building has retained a high degree of integrity, the front entrance has been greatly altered. A gabled porch shelters the entrance, supported by ca. 1957 cast concrete posts. The original doors have been replaced with metal doors and direct-glazed transoms. Decorative brick and block-work surrounding the doorway has been encased with painted metal panels.

The relatively narrow north and south elevations are partially obscured by the two-story brick hyphens, which connect to the 1937 building's original side entrances. The north elevation features paired nine-over-nine windows to the west of the hyphen, and a bricked-in

opening to the east of the hyphen. The south elevation features a simple brick panel laid in running bond, highlighted by a border composed of soldier courses and cast stone corner blocks.



Rear view of the 1937 building from the northeast



Rear southernmost section of the 1937 building.



Rear wing houses the auditorium.

The rear elevation features a substantial hipped-roofed wing that also features a gabled vent at the ridgeline. Unlike the rest of the building, the rear wing incorporates tall brick piers, that indicate the use of roof trusses needed to span the relatively wide auditorium. The piers form pilasters that divide the wing into three bays. On both the north and south elevations the bays closest to the principal section of the building contain paired nine-over-nine windows. The middle bays contain triple windows, and the easternmost bays each contain a single door and a narrow four-over-four window. The wing's east (rear) elevation is also divided into three sections by exposed piers, but is otherwise blank. The ridge of the hip roof over the auditorium is slightly lower than the building's main ridgeline. The grade slopes away from the rear of the school building.



Central Hallway



Classroom



Classroom Windows



Auditorium

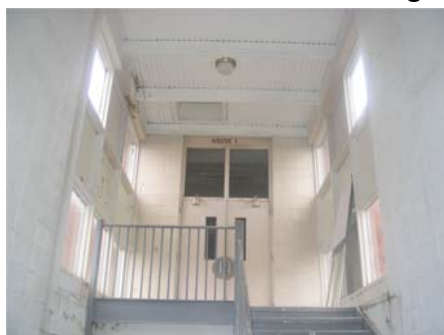
The interior of the 1937 building is in poor condition, but it has retained sufficient integrity to contribute to the significance of the building. The most notable feature of the building's interior is a wide hallway that runs the length of the building. While some changes have been made to the original floor plan, it appears that the original plan included three classrooms and a library to the west of the central hallway, and three classrooms and the auditorium to the east of the hallway. Classrooms feature some original woodwork such as baseboards, blackboard surrounds, and interior transoms with three-light sash. The interior walls are plastered, and the solid masonry construction of the building is visible where some of the plaster has deteriorated. At least one wythe of terra-cotta block was laid in the exterior walls, allowing for a textured surface that would accept plaster. Original 4" pine floors are exposed in some areas. Linoleum tile has covered the floor in several of the rooms. The frame-work of the massive "stick-built" hipped roof is visible in one of the classrooms where the ceiling has been removed. The auditorium features a raised stage, accessed by short enclosed stair on each side of the stage. Two small dressing rooms open onto the rear of the stage.



West Elevation of North Wing



East (rear) Elevation of South Wing



Masonry Hyphens Attach Old and New Sections



Second Story Classroom in South Wing

The two flat-roofed wings to the north and south of the 1937 building feature exposed concrete frames, filled with curtain walls of glass block, metal framed windows, and masonite or cast panels. The end walls are brick veneered block. The wings feature concrete floors, with the second floor supported by cast concrete beams. On the second floor, narrow cast beams support corrugated steel roof pans. The classrooms are divided by partial-height masonry walls, topped with corrugated translucent fiberglass panels. The interior doorways are topped with operable louvered-vent transoms. The hallway walls are tiled. While the condition of the wings has been affected by neglect, with some areas of water damage, the degree of integrity is very high. It appears that the original floor plans of the wings has not been altered, and original features such as doors, door hardware, lights, and fixtures have survived.

The two flat-roofed wings, aside from their significance as well preserved examples of Modernist architecture, offer an important contrast to the traditional early 20th century architecture of the original 1937 building. Built only twenty years apart, there are almost no building material, building techniques, or design features common between the older and newer buildings. The buildings are all excellent examples of school buildings for their time, and they dramatically illustrated the great changes that took place in Mecklenburg County architecture in the middle decades of the 20th century.