

# Appendices

- A. Evidence of Educational Need
- B. Proposed Curriculum Outline
- C. Instructional Calendar
- D. Student Handbook (Draft)
- E. Federal Documentation of Tax Exempt Status
- F. Organizational Chart
- G. Charter School Board Member Information Form and Resume
- H. Proposed Bylaws of the Non-Profit Organization
- I. Articles of Incorporation
- J. Copy of Non-Profit Organization Board Policies
- K. Copies of Meeting Minutes
- L. CMO/EMO Contract
- M. Projected Staff
- N. Employment Policies (Draft)
- O. Insurance Quotes
- P. Facility Form
- Q. Copies of Completed Facility Inspections
- R. Revenue Assurances and/or Working Capital Report
- S. IRS Form 990 (if replication or management company)- Optional
- T. Additional Appendices Provided by Applicant (10 page Limit)

# Appendix A:

## Evidence of Educational Need

The board of Matthews Academy has been active in the community, gaining support and showing the need for a charter school in the Matthews, NC area. By December 6th, 2013, Matthews Academy will have already held two community meetings, one on October 24th and another on December 3rd. Below, we have included documentation of the October meeting and the number of sign-ups from that meetings. The December 3rd meeting will happen after this application is submitted. If you need the information obtained from this meeting, it will be available upon request. Matthews Academy has also conducted a community survey sent to parents, teachers, students, elected officials, and even opponents to show that there is a clear need for a charter school in Matthews, NC. The board has included the community survey results with close to 300 respondents in graph form. We have also included words and letters of support from parents, students, teachers, and local business leaders. Finally, the board of Matthews Academy contacted neighboring charter and magnet schools to collect the waiting list numbers for students in grades K-8. We have shown those numbers below.

Charter School Waiting List:

Charter schools within a five mile radius of the proposed school:

Queens Grant Community School: 1,400 students

Socrates Academy: ~600 students

### Quotes from the Community

“  
There is a clear need for a charter school in Matthews, especially with the really long wait lists at other area  
”  
charter schools! -Anthony Rodriguez, Charlotte,NC

“  
I am so excited to have a charter school offering a classical education right in my backyard! I am so happy  
”  
that my kids will have a choice! - Heather Moore, Charlotte, NC

“  
I am ready to help Matthews Academy every step of the way to bring school choice to Matthews!!!  
”  
- Matthews, NC Parent

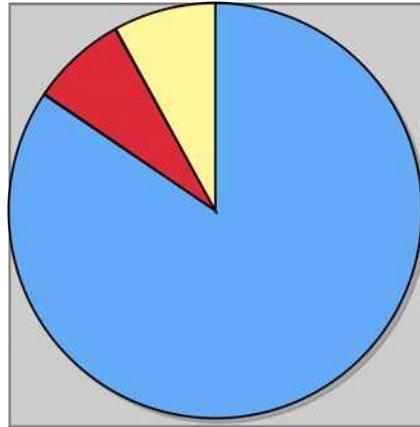
# Appendix A:

## Survey Results: 286 Responses

### Survey Question 1:

Do you believe Matthews, NC is in need of a charter school?

A majority of the respondents that answered “yes,” reside in Matthews, NC or Southern Charlotte.



■ Yes 87.4%

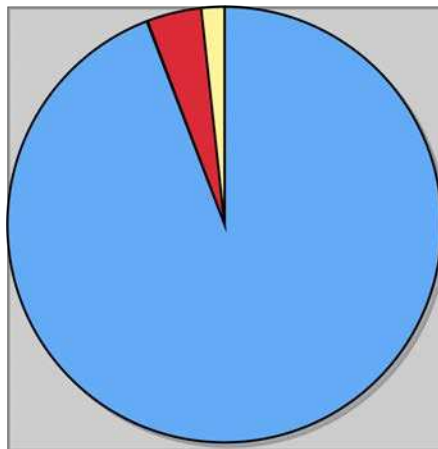
■ No 7.7%

■ Maybe 4.9%

### Survey Question 2:

Do you support charter schools?

A majority of the respondents that answered “yes,” reside in Matthews, NC, Southern Charlotte, and Stallings, NC



■ Yes 94.1%

■ No 4.2%

■ Maybe 1.7%

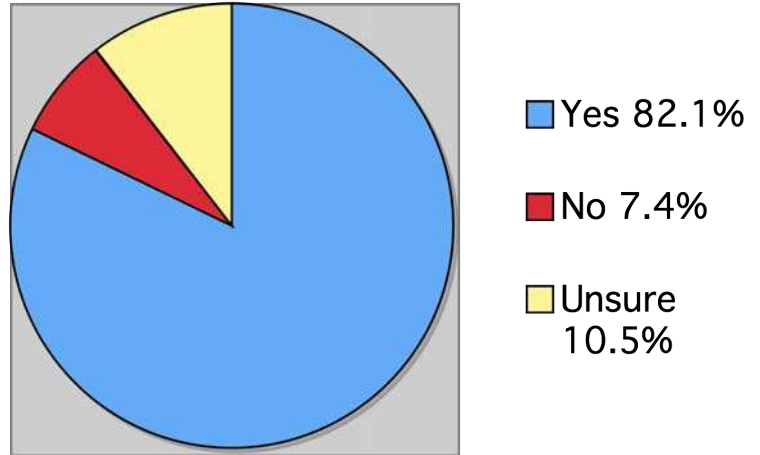
# Appendix A:

## Survey Results: 286 Responses

### Survey Question 3:

Do you support a classical or back-to-basics (Core Knowledge) education?

Over 82% of respondents support the curriculum with 10.5% unsure. A small 7.4% said that they did not support the Core Knowledge curriculum.



### Survey Question 4:

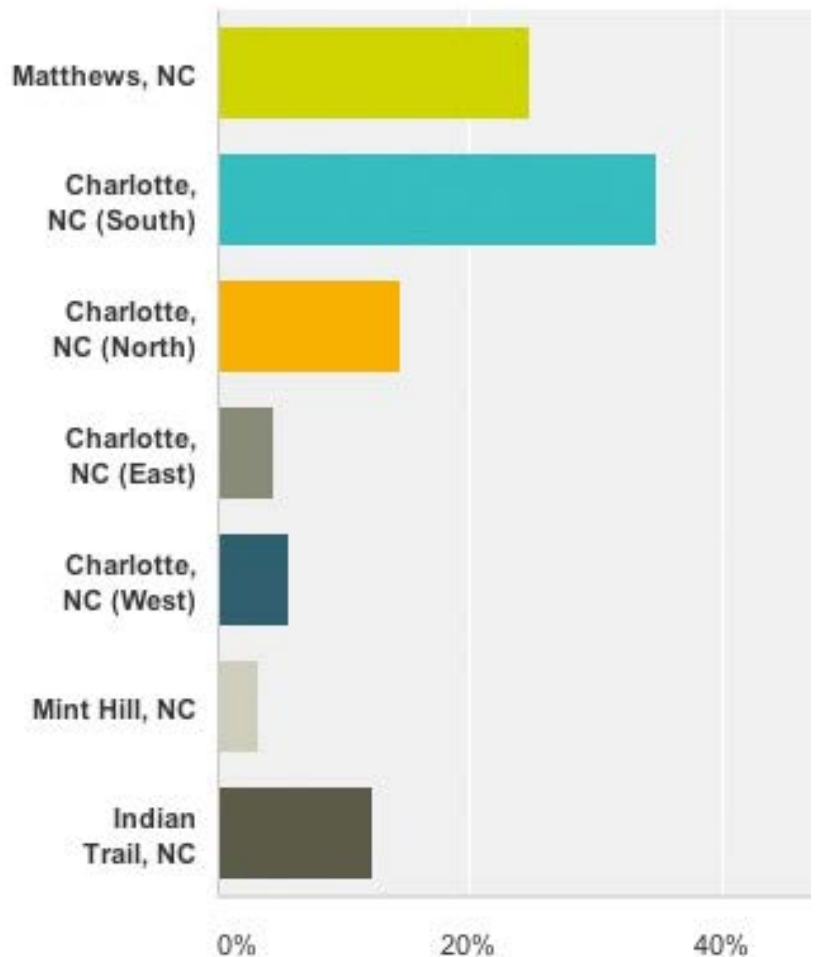
Where do you currently reside?

A majority of the respondents live in either South Charlotte or Matthews, NC.

Respondents also had the chance to enter a location that was not included in the survey. They were not calculated into the results. Popular answers submitted were Stallings, NC and Monroe, NC.

Results:

- Matthews, NC- 24.72%
- Charlotte, NC (South)- 34.83%
- Charlotte, NC (North)- 14.61%
- Charlotte, NC (East)- 4.49%
- Charlotte, NC (West)- 5.62%
- Mint Hill, NC- 3.37%
- Indian Trail, NC- 12.36%



# Appendix A:

## Matthews Academy's First Community Meeting October 24, 2013

### **MATTHEWS ACADEMY** A PROPOSED CHARTER SCHOOL

**COMMUNITY INTEREST  
MEETING  
OCT. 24TH  
6:30PM - 8:00PM**

**AT THE WOMAN'S CLUB  
208 S. TRADE ST.  
MATTHEWS, NC 28105**



**JOIN US TO LEARN MORE ABOUT  
CHARTER SCHOOLS!**

**BRING YOUR FRIENDS!**

Matthews Academy's first community meeting saw more than 30 people interested in learning about and volunteering for Matthews Academy. The board explained the proposed curriculum and strong character development component.

After the first community meeting, the board took resumes from community members interested in serving on the board. From that meeting, the board reviewed the resumes and happily added Ashley Cioppa and John Burkart to the team.

To the left is a flyer that board members and volunteers handed out and posted online to get a good attendance number.

Below: Pictures from our first community meeting at the Women's Club in Matthews back on October, 24th 2013.



# Appendix B:

## Proposed Curriculum Outlines (First Five Years)

B.0- Elementary Grades: K-5 Curriculum Outline

B.1- Middle School Grades 6-8 Curriculum Outline

B.2- Kindergarten Outline

B.3- Scope and Sequence Kindergarten Language Arts

B.8- 7th Grade Outline

B.9- Scope and Sequence 7th Grade Music

# Core Knowledge at a Glance

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

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Language Arts/English	<ol style="list-style-type: none"> <li>I. Writing, Grammar, and Usage</li> <li>II. Poetry</li> <li>III. Fiction</li> <li>IV. Speeches</li> <li>V. Sayings and Phrases</li> </ol>	<ol style="list-style-type: none"> <li>I. Writing, Grammar, and Usage</li> <li>II. Poetry</li> <li>III. Fiction and Drama</li> <li>IV. Speeches</li> <li>V. Sayings and Phrases</li> </ol>	<ol style="list-style-type: none"> <li>I. Writing, Grammar, and Usage</li> <li>II. Poetry</li> <li>III. Fiction and Drama</li> <li>IV. Sayings and Phrases</li> </ol>	<ol style="list-style-type: none"> <li>I. Writing, Grammar, and Usage</li> <li>II. Poetry</li> <li>III. Fiction, Nonfiction, and Drama</li> <li>IV. Foreign Phrases Commonly Used in English</li> </ol>	<ol style="list-style-type: none"> <li>I. Writing, Grammar, and Usage</li> <li>II. Poetry</li> <li>III. Fiction, Nonfiction, and Drama</li> <li>IV. Foreign Phrases Commonly Used in English</li> </ol>
History and Geography	<p>World:</p> <ol style="list-style-type: none"> <li>I. World Geography (Spatial Sense; Mountains)</li> <li>II. Europe in Middle Ages</li> <li>III. The Spread of Islam and the "Holy Wars"</li> <li>IV. Early and Medieval African Kingdoms</li> <li>V. China: Dynasties and Conquerors</li> </ol> <p>American</p> <ol style="list-style-type: none"> <li>I. The American Revolution</li> <li>II. Making a Constitutional Government</li> <li>III. Early Presidents and Politics</li> <li>IV. Reformers</li> <li>V. Symbols and Figures</li> </ol>	<p>World:</p> <ol style="list-style-type: none"> <li>I. World Geography (Spatial Sense; Lakes)</li> <li>II. Early American Civilizations, and the Clash of Cultures</li> <li>III. European Exploration, Trade, and the Renaissance and the Reformation</li> <li>IV. The Renaissance and the Reformation</li> <li>V. England from the Golden Age to the Glorious Revolution</li> <li>VI. Russia: Early Growth and Expansion</li> <li>VII. Feudal Japan</li> </ol> <p>American</p> <ol style="list-style-type: none"> <li>I. Westward Expansion</li> <li>II. The Civil War: Causes, Conflicts, Consequences</li> <li>III. Native Americans: Cultures and Conflicts</li> <li>IV. U.S. Geography</li> </ol>	<p>World:</p> <ol style="list-style-type: none"> <li>I. World Geography (Spatial Sense; Deserts)</li> <li>II. Lasting Ideas from Ancient Civilizations</li> <li>III. The Enlightenment</li> <li>IV. The French Revolution</li> <li>V. Romanticism</li> <li>VI. Industrialism, Capitalism, and Socialism</li> <li>VII. Latin American Independence Movements</li> </ol> <p>American</p> <ol style="list-style-type: none"> <li>I. Immigration, Industrialization, and Urbanization</li> <li>II. Reform</li> </ol>	<ol style="list-style-type: none"> <li>I. America Becomes a World Power</li> <li>II. World War I: "The Great War," 1914–1918</li> <li>III. Russian Revolution</li> <li>IV. America from the Twenties to the New Deal</li> <li>V. World War II</li> <li>VI. Geography of United States</li> </ol>	<ol style="list-style-type: none"> <li>I. The Decline of European Colonialism</li> <li>II. The Cold War</li> <li>III. The Civil Rights Movement</li> <li>IV. The Vietnam War and the Rise of Social Activism</li> <li>V. The Middle East and Oil Politics</li> <li>VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges</li> <li>VII. Civics: The Constitution—Principles and Structure of American Democracy</li> <li>VIII. Geography of Canada and Mexico</li> </ol>
Visual Arts	<ol style="list-style-type: none"> <li>I. Art of the Middle Ages in Europe</li> <li>II. Islamic Art and Architecture</li> <li>III. Art of Africa</li> <li>IV. Art of China</li> <li>V. Art of a New Nation: The United States</li> </ol>	<ol style="list-style-type: none"> <li>I. Art of the Renaissance</li> <li>II. American Art: Nineteenth-Century United States</li> <li>III. Art of Japan</li> </ol>	<ol style="list-style-type: none"> <li>I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realistic)</li> </ol>	<ol style="list-style-type: none"> <li>I. Art History: Period and Schools (Impressionism; Post-Impressionism; Expressionism and Abstraction; Modern American Painting)</li> </ol>	<ol style="list-style-type: none"> <li>I. Art History: Periods and Schools (Painting Since World War II; Photography; 20th-Century Sculpture)</li> <li>II. Architecture Since the Industrial Revolution</li> </ol>
Music	<ol style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Listening and Understanding (Orchestra; Vocal Ranges; Composers)</li> <li>III. Songs</li> </ol>	<ol style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Listening and Understanding (Composers; Connections)</li> <li>III. American Musical Traditions (Spirituals)</li> <li>IV. Songs</li> </ol>	<ol style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann)</li> </ol>	<ol style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Classical Music: Romantics and Nationalists (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky)</li> <li>III. American Musical Traditions (Blues and Jazz)</li> </ol>	<ol style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Non-Western Music</li> <li>III. Classical Music: Nationalists and Moderns</li> <li>IV. Vocal Music (Opera; American Musical Theater)</li> </ol>
Mathematics	<ol style="list-style-type: none"> <li>I. Numbers and Number Sense</li> <li>II. Fractions and Decimals</li> <li>III. Money</li> <li>IV. Computation</li> <li>V. Measurement</li> <li>VI. Geometry</li> </ol>	<ol style="list-style-type: none"> <li>I. Numbers and Number Sense</li> <li>II. Ratio and Percent</li> <li>III. Fractions and Decimals</li> <li>IV. Computation</li> <li>V. Measurement</li> <li>VI. Geometry</li> <li>VII. Probability and Statistics</li> <li>VIII. Pre-Algebra</li> </ol>	<ol style="list-style-type: none"> <li>I. Numbers and Number Sense</li> <li>II. Ratio, Percent, and Proportion</li> <li>III. Computation</li> <li>IV. Measurement</li> <li>V. Geometry</li> <li>VI. Probability and Statistics</li> <li>VII. Pre-Algebra</li> </ol>	<ol style="list-style-type: none"> <li>I. Pre-Algebra (Properties of the Real Numbers; Polynomial Arithmetic; Equivalent Equations and Inequalities; Integer Exponents)</li> <li>II. Geometry (Three-Dimensional Objects; Angle Pairs; Triangles; Measurement)</li> <li>III. Probability and Statistics</li> </ol>	<ol style="list-style-type: none"> <li>I. Algebra (Properties of the Real Numbers; Relations, Functions, and Graphs; Linear Equations and Functions; Arithmetic of Rational Expression; Quadratic Equations and Functions)</li> <li>II. Geometry (Analytic Geometry; Introduction to Trigonometry; Triangles and proofs)</li> </ol>
Science	<ol style="list-style-type: none"> <li>I. Human Body (Circulatory and Respiratory Systems)</li> <li>II. Chemistry: Basic Terms and Concepts</li> <li>III. Electricity</li> <li>IV. Geology: The Earth and Its Changes</li> <li>V. Meteorology</li> <li>VI. Science Biographies</li> </ol>	<ol style="list-style-type: none"> <li>I. Classifying Living Things</li> <li>II. Cells: Structures and Processes</li> <li>III. Plant Structures and Processes</li> <li>IV. Life Cycles and Reproduction</li> <li>V. Human Body (Endocrine and Reproductive Systems)</li> <li>VI. Chemistry: Matter and Change</li> <li>VII. Science Biographies</li> </ol>	<ol style="list-style-type: none"> <li>I. Plate Tectonics</li> <li>II. Oceans</li> <li>III. Astronomy: Gravity, Stars, and Galaxies</li> <li>IV. Energy, Heat, and Energy Transfer</li> <li>V. The Human Body: Lymphatic and Immune Systems</li> <li>VI. Science Biographies</li> </ol>	<ol style="list-style-type: none"> <li>I. Atomic Structure</li> <li>II. Chemical Bonds and Reactions</li> <li>III. Cell Division and Genetics</li> <li>IV. History of the Earth and Life Forms</li> <li>V. Evolution</li> <li>VI. Science Biographies</li> </ol>	<ol style="list-style-type: none"> <li>I. Physics</li> <li>II. Electricity and Magnetism</li> <li>III. Electromagnetic Radiation and Light</li> <li>IV. Sound Waves</li> <li>V. Chemistry of Food and Respiration</li> <li>VI. Science Biographies</li> </ol>
B.1					



# Kindergarten Outline

### Language Arts

- I. Listening and Speaking
  - A. Classroom Discussion
  - B. Presentation of Ideas and Information
  - C. Comprehension and Discussion of Read-Alouds—All Texts
  - D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry
  - E. Comprehension and Discussion of Read-Alouds—Nonfiction and Informational Text
- II. Reading
  - A. Print Awareness
  - B. Phonological and Phonemic Awareness
  - C. Phonics: Decoding and Encoding
  - D. Oral Reading and Fluency
  - E. Reading Comprehension—All Texts
- III. Writing
- IV. Language Conventions
  - A. Handwriting and Spelling
  - B. Parts of Speech and Sentence Structure
  - C. Capitalization and Punctuation
- V. Poetry
  - A. Mother Goose and Other Traditional Poems
  - B. Other Poems, Old and New
- VI. Fiction
  - A. Stories
  - B. Aesop’s Fables
  - C. American Folk Heroes and Tall Tales
  - D. Literary Terms
- VII. Sayings and Phrases

### History and Geography

#### World:

- I. Geography: Spatial Sense
- II. An Overview of the Seven Continents

#### American:

- I. Geography
- II. Native American Peoples, Past and Present

- III. Early Exploration and Settlement
  - A. The Voyage of Columbus in 1492
  - B. The Pilgrims
  - C. July 4, “Independence Day”
- IV. Presidents, Past and Present
- V. Symbols and Figures

### Visual Arts

- I. Elements of Art
  - A. Color
  - B. Line
- II. Sculpture
- III. Looking at and Talking about Works of Art

### Music

- I. Elements of Music
- II. Listening and Understanding
- III. Songs

### Mathematics

- I. Patterns and Classification
- II. Numbers and Number Sense
- III. Money
- IV. Computation
- V. Measurement
- VI. Geometry

### Science

- I. Plants and Plant Growth
- II. Animals and Their Needs
- III. The Human Body
- IV. Introduction to Magnetism
- V. Seasons and Weather
- VI. Taking Care of the Earth
- VII. Science Biographies

*The Listening & Learning strand of the Core Knowledge Language Arts program is designed to help students build the background knowledge and vocabulary critical to listening and reading comprehension. Through introducing, presenting, and discussing read-alouds in each domain, teachers build students' listening and reading comprehension and oral language skills. For a Unit-by-Unit Alignment of Listening & Learning objectives to the Common Core State Standards, please visit <http://www.engageny.org/resource/kindergarten-english-language-arts>.*

### **Domain 1: Nursery Rhymes and Fables (12–16 days)**

**Lesson 1A:** Roses Are Red

**Lesson 1B:** Ring Around the Rosie

**Lesson 2A:** Rain, Rain, Go Away

**Lesson 2B:** It's Raining, It's Pouring

**Lesson 3A:** Jack Be Nimble

**Lesson 3B:** Little Jack Horner

**Lesson 4A:** Jack and Jill

**Lesson 4B:** Little Miss Muffet

**Lesson 5A:** This Little Pig Went to Market

**Lesson 5B:** One, Two, Buckle My Shoe

**Lesson 6A:** Star Light, Star Bright

**Lesson 6B:** Twinkle, Twinkle, Little Star

**Pausing Point**

**Lesson 7A:** Hickory, Dickory, Dock

**Lesson 7B:** Diddle, Diddle, Dumpling

**Lesson 8A:** Little Bo Peep

**Lesson 8B:** Little Boy Blue

**Lesson 9A:** Baa, Baa, Black Sheep

**Lesson 9B:** Humpty Dumpty

**Lesson 10:** The Lion and the Mouse

**Lesson 11:** The Dog and His Reflection

**Lesson 12:** The Hare and the Tortoise

**Domain Review**

**Domain Assessment**

**Culminating Activities**

### **Domain 2: The Five Senses (8–12 days)**

**Lesson 1:** My Senses Are Amazing

**Lesson 2:** The Sense of Sight

**Lesson 3:** The Sense of Hearing

**Lesson 4:** The Sense of Smell

**Lesson 5:** The Sense of Taste

**Lesson 6:** The Sense of Touch

**Pausing Point**

**Lesson 7:** Ray Charles

**Lesson 8:** Helen Keller

**Domain Review**

**Domain Assessment**

**Culminating Activities**



**Domain 3: Stories (10–14 days)**

**Lesson 1:** Chicken Little

**Lesson 2:** The Three Little Pigs

**Lesson 3:** The Three Billy Goats Gruff

**Lesson 4:** The Wolf and the Seven Little Kids

**Lesson 5:** The Bremen Town Musicians

**Pausing Point**

**Lesson 6:** Momotaro, Peach Boy

**Lesson 7:** The Story of Jumping Mouse, Part I

**Lesson 8:** The Story of Jumping Mouse, Part II

**Lesson 9:** Goldilocks and the Three Bears

**Lesson 10:** Tug-of-War

**Domain Review**

**Domain Assessment**

**Culminating Activities**

**Domain 4: Plants (11–15 days)**

**Lesson 1:** Introduction to Plants

**Lesson 2:** Plant Parts

**Lesson 3:** The Life Cycle of a Plant

**Lesson 4:** The Gigantic Turnip

**Pausing Point**

**Lesson 5:** Polly the Honeybee's Flower Tour

**Lesson 6:** The Fruits of Polly's Labor

**Lesson 7:** Johnny Appleseed

**Lesson 8:** Deciduous Trees

**Lesson 9:** Evergreen Trees

**Lesson 10:** Plants and People

**Lesson 11:** George Washington Carver

**Domain Review**

**Domain Assessment**

**Culminating Activities**

**Domain 5: Farms (9–13 days)**

**Lesson 1:** Old MacDonald Has a Farm

**Lesson 2:** With a Moo, Moo Here

**Lesson 3:** And a Cluck, Cluck There

**Lesson 4:** Here an Oink, There an Oink

**Lesson 5:** Everywhere a Baa, Baa

**Pausing Point**

**Lesson 6:** All Kinds of Crops

**Lesson 7:** The Little Red Hen

**Lesson 8:** The Seasons of Farming

**Lesson 9:** From Farm to Market

**Domain Review**

**Domain Assessment**

**Culminating Activities**



**Domain 6: Native Americans (8–12 days)**

**Lesson 1:** Introduction to Native Americans

**Lesson 2:** The Lakota Sioux and the Buffalo

**Lesson 3:** Where's Winona?

**Lesson 4:** Little Bear Goes Hunting

**Pausing Point**

**Lesson 5:** Bear, Gull, and Crow

**Lesson 6:** The Lenape, The People of the Seasons

**Lesson 7:** A Native American Alphabet

**Lesson 8:** Native Americans Today

**Domain Review**

**Domain Assessment**

**Culminating Activities**

**Domain 7: Kings and Queens (8–12 days)**

**Lesson 1:** What Are Kings and Queens?

**Lesson 2:** The Royal Family

**Lesson 3:** King Midas and the Golden Touch

**Lesson 4:** Old King Cole

**Lesson 5:** Sing a Song of Sixpence

**Pausing Point**

**Lesson 6:** The Princess and the Pea

**Lesson 7:** Cinderella

**Lesson 8:** Snow White and the Seven Dwarfs

**Domain Review**

**Domain Assessment**

**Culminating Activities**

**Domain 8: Seasons and Weather (8–12 days)**

**Lesson 1:** What's the Weather Like?

**Lesson 2:** Winter

**Lesson 3:** Spring

**Lesson 4:** Summer

**Lesson 5:** Autumn

**Pausing Point**

**Lesson 6:** The Grasshopper and the Ants

**Lesson 7:** Safety in Storms

**Lesson 8:** Meteorology

**Domain Review**

**Domain Assessment**

**Culminating Activities**



**Domain 9: Columbus and the Pilgrims (9–13 days)**

**Lesson 1:** The Spice Seekers

**Lesson 2:** Ferdinand and Isabella

**Lesson 3:** 1492

**Lesson 4:** Not the Indies

**Lesson 5:** Further Adventures of Christopher Columbus

**Pausing Point**

**Lesson 6:** Colonies in Native American Lands

**Lesson 7:** The Voyage of the Mayflower

**Lesson 8:** The Wampanoag

**Lesson 9:** Thanksgiving

**Domain Review**

**Domain Assessment**

**Culminating Activities**

**Domain 10: Colonial Towns and Townspeople (10–14 days)**

**Lesson 1:** The Country Family

**Lesson 2:** A Trip to Town

**Lesson 3:** The Bread Makers: Millers and Bakers

**Lesson 4:** The Cloth Makers: Spinners and Weavers

**Lesson 5:** Dressmakers, Tailors, Hatters, and Cobblers

**Lesson 6:** The Elves and the Shoemaker

**Pausing Point**

**Lesson 7:** The House Builders: Bricklayers, Masons, and Carpenters

**Lesson 8:** The Blacksmith

**Lesson 9:** The Little Gray Pony

**Lesson 10:** Stone Soup

**Domain Review**

**Domain Assessment**

**Culminating Activities**

**Domain 11: Taking Care of the Earth (10–14 days)**

**Lesson 1:** Introducing the Earth

**Lesson 2:** Garbage

**Lesson 3:** Natural Resources

**Lesson 4:** Reduce, Reuse, Recycle

**Lesson 5:** Recycle! Recycle! Recycle!

**Lesson 6:** Composting

**Pausing Point**

**Lesson 7:** Pollution

**Lesson 8:** Air Pollution

**Lesson 9:** Willy the Water Drop

**Lesson 10:** Goodbye from Good Old Earth

**Domain Review**

**Domain Assessment**

**Culminating Activities**



**Domain 12: Presidents and American Symbols (9–13 days)**

**Lesson 1:** The Home of the President: Washington, D.C.

**Lesson 2:** A Dishonest Story About an Honest Man

**Lesson 3:** A Clever General

**Lesson 4:** George Washington

**Lesson 5:** Thomas Jefferson

**Pausing Point**

**Lesson 6:** Abraham Lincoln

**Lesson 7:** Teddy Roosevelt

**Lesson 8:** Barack Obama

**Lesson 9:** Carving Mount Rushmore

**Domain Review**

**Domain Assessment**

**Culminating Activities**

## Overview of Topics

## Grade 7

# 7th Grade Outline

### English

- I. Writing, Grammar, and Usage
  - A. Writing and Research
  - B. Speaking and Listening
  - C. Grammar
  - D. Spelling
  - E. Vocabulary
- II. Poetry
  - A. Poems
  - B. Elements of Poetry
- III. Fiction, Nonfiction, and Drama
  - A. Short Stories
  - B. Novels
  - C. Elements of Fiction
  - D. Essays and Speeches
  - E. Autobiography
  - F. Drama
  - G. Literary Terms
- IV. Foreign Phrases Commonly Used in English

### History and Geography

- I. America Becomes a World Power
- II. World War I: "The Great War," 1914–1918
  - A. History
  - B. Geography of Western and Central Europe
- III. The Russian Revolution
  - A. History
  - B. Geography
- IV. America from the Twenties to the New Deal
  - A. America in the Twenties
  - B. The Great Depression
  - C. Roosevelt and the New Deal
- V. World War II
  - A. The Rise of Totalitarianism in Europe
  - B. World War II in Europe and at Home, 1939–45
  - C. World War II in the Pacific, and the End of the War
- VI. Geography of the United States

### Visual Arts

- I. Art History: Periods and Schools
  - A. Impressionism
  - B. Post-Impressionism
  - C. Expressionism and Abstraction
  - D. Modern American Painting

### Music

- I. Elements of Music
- II. Classical Music: Romantics and Nationalists
  - A. Romantic Composers and Works
  - B. Music and National Identity
- III. American Musical Traditions (Blues and Jazz)

### Mathematics

- I. Pre-Algebra
  - A. Properties of the Real Numbers
  - B. Linear Applications and Proportionality
  - C. Polynomial Arithmetic
  - D. Equivalent Equations and Inequalities
  - E. Integer Exponents
- II. Geometry
  - A. Three-Dimensional Objects
  - B. Angle Pairs
  - C. Triangles
  - D. Measurement
- III. Probability and Statistics

### Science

- I. Atomic Structure
- II. Chemical Bonds and Reactions
- III. Cell Division and Genetics
- IV. History of the Earth and Life Forms
  - A. Paleontology
  - B. Geologic Time
- V. Evolution
  - A. Evolution
  - B. Natural Selection
  - C. Extinction and Speciation
- VI. Science Biographies

# Music: Grade 7

SEE INTRODUCTION, "The Arts in the Curriculum."

## I. Elements of Music

**Teachers:** The Music guidelines for grades 6-8 share a basic vocabulary of the elements of music that can inform the discussion, appreciation, and study of selected musical works. Following these guidelines are recommendations in each grade for a core of musical content, broadly organized as a history of music from early to modern times, with attention to specific periods, composers, and genres. While these guidelines focus on musical vocabulary, appreciation, and history, musical performance should be encouraged and emphasized as local resources allow.



- Review as necessary from earlier grades:
  - The orchestra and families of instruments (strings, wind, brass, percussion); keyboard instruments
  - Vocal ranges: soprano, mezzo-soprano, alto; tenor, baritone, bass
- Recognize frequently used Italian terms:
  - grave* (very very slow)
  - largo* (very slow)
  - adagio* (slow)
  - andante* (moderate; "walking")
  - moderato* (medium)
  - allegro* (fast)
  - presto* (very fast)
  - prestissimo* (as fast as you can go)
  - ritardando* and *accelerando* (gradually slowing down and getting faster)
  - crescendo* and *decrescendo* (gradually increasing and decreasing volume)
  - legato* (smoothly flowing progression of notes), *staccato* (crisp, distinct notes)
- Recognize introduction, interlude, and coda in musical selections.
- Recognize theme and variations.
- Identify chords [such as I (tonic), IV (subdominant), V (dominant); V7]; major and minor chords; chord changes; intervals (third, fourth, fifth).
- Understand what an octave is.
- Understand the following notation and terms:
  - names of lines and spaces in the treble clef; middle C
  - ♩ treble clef    ♭ bass clef    ≡ staff, bar line, double bar line, measure, repeat signs
  - whole note    ♪ half note    ♫ quarter note    ♬ eighth note
  - whole rest, half rest, quarter rest, eighth rest
  - ♫ grouped sixteenth notes
  - tied notes and dotted notes
  - ♯ sharps    ♭ flats    ♮ naturals
  - Da capo* [*dc.*] *al fine*
  - meter signature:  $\frac{4}{4}$  or common time  $\frac{2}{4}$   $\frac{3}{4}$   $\frac{6}{8}$
  - soft *pp* *p* *mp* loud *mf* *f* *ff*



## II. Classical Music: Romantics and Nationalists

**Teachers:** While these guidelines focus on musical vocabulary, appreciation, and history, musical performance should be encouraged and emphasized as resources allow. The focus here combines music history with appreciation of illustrative works, and continues from grade 6 the idea of classifying Western music by periods, with examples of specific composers and works, as well as some associated musical terms. Timelines may help students situate the periods. The periods and their characteristics are not absolute distinctions but generally helpful categories often used in discussions of music. In sixth grade students studied music and composers from the Baroque to the Romantic.

**Note:** In sixth grade, students were introduced to works by Beethoven, Brahms, Chopin, and Schumann.

### A. ROMANTIC COMPOSERS AND WORKS

- Composers and works:
  - Johannes Brahms, *Symphony No. 1* (fourth movement)
  - Hector Berlioz, *Symphonie Fantastique*
  - Franz Liszt, *Hungarian Rhapsody No. 2* for piano
  - Richard Wagner, Overture to *Die Meistersinger von Nürnberg*

### B. MUSIC AND NATIONAL IDENTITY

- Composers and works:
  - Antonín Dvořák, *Symphony No. 9 (“From the New World”)*
  - Edvard Grieg, *Peer Gynt Suites Nos. 1 and 2*
  - Peter Ilich Tchaikovsky, *1812 Overture*

## III. American Musical Traditions

- Blues
  - Evolved from African-American work songs and spirituals
  - Twelve bar blues form
- Jazz
  - African-American origins
  - Terms: improvisation, syncopation, solo and soloist
  - Ragtime: works of Scott Joplin (such as “The Entertainer” and “Maple Leaf Rag”)
  - Louis Armstrong: early recordings such as “Potato Head Blues,” “West End Blues,” or “St. Louis Blues”
  - Duke Ellington: “Caravan,” “Take the ‘A’ Train” [by Billy Strayhorn]
  - Miles Davis: “So What”
  - Influence of jazz on other music: George Gershwin’s *Rhapsody in Blue*

# Appendix C: Instructional Calendar 2015-2016 School Year

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

5th End of Second Quarter

10th-14th Staff Development

17th-18th Staff Development

15th President's Day

19th First Day of School, Half Day

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

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

7th Labor Day, No School

14th-18th Break

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

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

12th-23rd Fall Break

8th End of 3rd Quarter

18th-29th Spring Break

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

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

6th End of 1st Quarter

11th Veteran's Day, No School

19th-20th Conferences, Half Days

25th-27th Thanksgiving Break

5th-6th Conferences

Half Days

30th Memorial Day, Closed

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

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

9th Teacher Work Day

21st Winter Break Begins

30th Last Day for Students, Half day

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

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

4th Students/Staff Return

15th End of 2nd Quarter

18th MLK Jr. Day, No School

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

No school for students, all day for staff

Half day for students, all day for staff

No school for students or staff

185 Days

# Appendix C: Instructional Calendar Matthews Academy Charter School 2016-2017 School Year

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

19th-21st Staff Development  
24th-26th Staff Development  
27th First Day of School, Half Day

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

2nd Students/Staff Return  
13th End of 2nd Quarter  
16th MLK Jr. Day, No School  
17th Teacher Workday

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

19th Teacher Workday

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

5th End of 2nd Quarter  
20th President's Day

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

5th Labor Day, No School  
19th-30th Fall Break

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

6th-10th Break  
24th End of 3rd Quarter

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

3rd-7th Fall Break  
21st End of 1st Quarter

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

10th-28th Spring Break

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

3rd-4th Conferences  
11th Veteran's Day, No School  
25th-27th Thanksgiving Break

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

11th-12th Conferences  
29th Memorial Day, No School

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

21st Winter Break Begins

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

9th Teacher Work Day  
30th Last Day for Students, Half Day

No school for students, all day for staff  
 Half day for students, all day for staff  
 No school for students or staff

185 Days

# Appendix D:

## Student Handbook (Draft)

# **Matthews Academy**

**Matthews, North Carolina**

*A North Carolina Public Charter School*

Student Handbook  
2015-2016 School Year

DRAFT

## I. Introduction

School Contact Information (to be added once a permanent facility has been secured).

### Board Members

Chair- Mary Martha Melancon

Vice-Chair- John Shurley

Treasurer- Ashley Cioppa

Secretary- Ruben Cruz

Board Member- John Burkart

Board Member- Tara Goodfellow

### School Committees

Academic Committee:

Chair- Ruben Cruz

(other members will be added later after the school's approval)

Facilities Committee:

Chair- John Shurley

(other members will be added later after the school's approval)

Financial Committee:

Chair- Ashley Cioppa

(other members will be added later after the school's approval)

Fundraising Committee:

Chair- Tara Goodfellow

(other members will be added later after the school's approval)

Character Development Committee:

Chair- John Burkart

(other members will be added later after the school's approval)

Community Outreach Committee:

Chair- Mary Martha Melancon

(other members will be added later after the school's approval)

### Mission Statement

Mathews Academy provides a classical education to students of all backgrounds and abilities. The Academy incorporates high academic expectations with a strong focus on character development. Parents, students and staff use a team approach that encourages creativity and strong communication skills to increase student engagement both inside and outside the classroom.

### Statement of Purpose/ Six Legislative Purposes

Mathews Academy will achieve the six legislative purposes of a charter school in North Carolina.

1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.

Mathews Academy will create new professional opportunities for teachers with the Core Knowledge curriculum. Teachers will be responsible for upholding the Core Knowledge sequence and providing higher academic standards than the local LEAs. Teachers and staff will invest in a team approach by collaborating to set these competitive academic standards. The team approach will also be applied to the hiring of new staff. Teachers and staff will be able to interact have input with new hires to make

D.2

sure they fit the culture of the school guided by the Academy's mission statement and professional development. Matthews Academy will utilize the Ron Clark professional development program to ensure teachers are upholding the school's mission while also inspiring students through the Essential 55.

2. Hold schools accountable for meeting measurable student achievement results.

Matthews Academy is a public charter school that will participate in the North Carolina's Accountability Model. The Academy will also take state-mandated end-of-course and end-of-grade exams. The scores taken from these exams will be able to produce data to monitor the school's success and progress. Matthews Academy will also be held accountable by school parents, determined by the number of spots filled and the number of students on the waiting list.

3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

There are only two schools of choice within a reasonable driving distance of the proposed Matthews Academy, Queens Grant Community School and Socrates Academy. Queens Grant has a waiting list of approximately 2,000 students and Socrates Academy has a waiting list of approximately 600 students. Matthews Academy would be able to offer a classical education through Core Knowledge, differing from the other charter and magnet schools in the Charlotte/Matthews/Mint-Hill area and parts of Union County.

4. Improve student learning.

Matthews Academy will improve student learning by going above and beyond the minimum standards set by the state of North Carolina. The Core Knowledge sequence is an already challenging curriculum that allows students to build on prior knowledge, increase critical thinking skills, and improve comprehension. This curriculum combined with an interwoven character development program will not only enhance engagement and knowledge in the classroom, but help exceed the minimum standards set by the state of North Carolina.

5. Increase learning opportunities for all students, with a special emphasis on at-risk or gifted students.

Matthews Academy will serve all students able to attend public school in North Carolina regardless of their background or abilities. The Academy will not target a specific demographic, but rather serve all children that are admitted to the school. Those who are at-risk, academically gifted, or are exceptional children are welcome to attend Matthews Academy and will be constantly challenged to reach their full potential with high expectations and increased individual attention by teachers, staff, and through the peer to peer mentoring program.

6. Encourage the use of different and innovative teaching methods.

Matthews Academy will transform the classroom culture with the teaching methods put forth by the Ron Clark professional development program. The classroom will be interactive and align with the Essential 55 used in the character development program. Through the professional development, teachers will be able to engage the students through multi-modal teaching methods. Teachers will be given more time to plan each lesson to ensure that they are properly addressing the class's needs.

#### Curriculum Overview

Matthews Academy will use research based curricula and instructional methods to promote student learning across all grade levels. Meaningful data will drive the continuous improvement of the school and the instructional programs. The instructional program will be anchored in the Core Knowledge curriculum, a content rich, comprehensive, coherent educational program for grades K-8. The Core Knowledge content is aligned with the Common Core State Standards in language arts and mathematics, allowing Matthews Academy to teach Core Knowledge with fidelity while excelling on state accountability standards.

Core Knowledge will provide Matthews Academy students a solid base of content knowledge that will allow them to improve reading and literacy. The specific, sequenced content of Core Knowledge will help reduce or eliminate gaps and level the playing field for students from a wide range of backgrounds and experiences. Students with limited experiences will find that Core Knowledge opens up the world in a very accessible way. Students who have a background with very rich educational experiences will add greater depth and meaning to their knowledge and experiences.

Core Knowledge, while very deliberately sequenced and regimented, lends itself to a wide variety of instructional methods and strategies that will allow teachers the freedom to use the methods that will best reach all of their students. At Matthews Academy, the emphasis on multi-modal instructional practices will help teachers bring Core Knowledge to life for each student in the way that he or she learns best. Teachers will be given extensive professional development in the Core Knowledge sequence and using different classroom and instructional methods designed to reach each and every student in the classroom.

To supplement and support the Core Knowledge Sequence, Matthews Academy will utilize a variety of other curricular tools. The Core Knowledge reading program will provide students with a phonics based approach to reading and literacy that will seamlessly align with Core Knowledge and the Common Core State Standards. The emphasis on read alouds will allow students to access content and knowledge well beyond each students ability to comprehend what they are able to read themselves.

Shurley English will be used to teach students the basics of grammar, syntax, and sentence structure. The Shurley method of engaging students through songs and jingles will help the school's goal of reaching every student in the way that he or she learns best, while the structure of Shurley English will give students a seamless, coherent approach to the subject and ensure continuity of instruction.

Singapore Math will provide Matthews Academy students with a proven, research based math program. Singapore Math gives students a solid, comprehensive foundation of mathematical knowledge and skills that will prepare them for higher level math and science. Matthews Academy students will learn to think algebraically, develop critical thinking skills, and become problem solvers.

To continuously improve instruction and drive student learning, Matthews Academy will use the NWEA Measures of Academic Progress, a computer adaptive assessment tool. Students in all grades will take the NWEA two or three times per year. Teachers will use data from the NWEA that includes specific, targeted areas of improvement to inform their instruction. In their Professional Learning Communities (PLCs), teachers will work collaboratively to address grade level deficiencies and formulate classroom differentiation techniques to address specific student weaknesses.

## II. Attendance

### Academic Year:

The length of the school year is 185 days. The school year is divided into four (4) quarters. Each quarter ends with report cards being distributed.

### Academic Day:

The school day is from 8:00 am – 3:30 pm.

**Inclement Weather Policy** In the case of inclement weather, Matthews Academy will announce delays or closures when deemed necessary by the School Director. Information regarding school closings or delays will be sent directly to all families via phone and email. Closures and delays will also be announced by the local media and on the school's website.

### School Arrival:

- Students can arrive on campus beginning at 7:30 am. No child should be dropped off prior to 7:30 am as there will be no supervision.
- Students must report directly to their homerooms.
- Students who arrive after the 8:00 am must be signed in by their parent and receive a pass to class.
- Once a student arrives on campus, they are not allowed to leave school grounds for any reason without being signed out by their parent/guardian

### Dismissal Procedures:

- Students are dismissed at 3:15 pm unless otherwise indicated on the school calendar.
- All students not participating in an extra-curricular activity must be picked up no later than 4:00 pm.
- Any parent arriving to pick up their child after 4:00 pm must come inside the office.
- All students participating in extra-curricular activities must be picked up no later than 4:45 pm.
- 

### Early Dismissal Procedures:

- Parents must come in the office to sign out a student. The office will call the classroom to dismiss the student.
- Parents should not go to the classroom to get their child for dismissal unless advised otherwise by the front office, teacher, or administrator.
- A student may only be released to adults listed on their emergency contact sheet.

### Tardy Policy:

- All students are expected to arrive to school on time.
- A tardy log will be kept in the front office. And through Powerschool.
- If a student is tardy to school, their parent/guardian must accompany them to the office and sign them in.
- Any student that is tardy due to their parent/guardian arriving late to school will be considered tardy unless there is car trouble or a car accident.
- Tardies will not be excused for any other reasons.
- 

### Attendance Policy

The school office MUST be informed by telephone of a student's absence before 11:00 am of the day of absence. If the absence is due to a medical appointment, a medical note confirming the appointment should be sent to the office upon the student's return to school.

School attendance is crucial to a student's academic success. To promote an academic environment in which students have the potential for success – comprehension and mastery of the curriculum – limitations on class absences are enforced.

A student must not miss more than 20 days, excused or unexcused to be promoted. Extenuating circumstances may be considered when reviewing the number of absences when considering promotion.

Matthews Academy will adhere to the following procedures in notifying parents of absences:

- 3 days: the classroom teacher will call to notify parents of the situation and document contact.
- 6 days: the School Director will call parents and notify them of compulsory attendance requirements and of the school's duty to report them to the juvenile justice or an appropriate state or county agency if the absences cannot be reasonably explained or if they continue.
- 10 days: parents will be notified by certified mail of a potential violation of compulsory attendance requirements and of the school's duty to report them to the juvenile justice or an appropriate state or county agency if the absences cannot be reasonably explained or if they continue plus an in-school conference will be held with the parents to discuss reasons for the absences, what corrective measures they are making, and possibly disciplinary action and legal reporting that may be necessary.
- 15 days: parents will be notified by certified mail of a potential violation of compulsory attendance requirements and of the school's duty to report them to the juvenile justice or an appropriate state or county agency if the absences cannot be reasonably explained or if they continue plus an in-school conference will be held with the parents to discuss reasons for the absences, what corrective measures they are making, and possibly disciplinary action and legal reporting that may be necessary plus any disciplinary action that the School Director feels warranted.
- 20 days: parents will be notified of the school's intent to take legal action under the states compulsory attendance law.

An absence will be excused under any of the following conditions:

- illness or injury
- isolation ordered by state or local health officials.
- death of a family member.
- medical, dental or other necessary appointments with a health care provider.
- religious observance, as required by the religion of the student or the student's parents
- participation in a valid and important educational opportunity, such as travel, with prior approval of the Head of School.
- other emergency or necessary reasons as approved by the School Director, in advance when feasible.

For an absence to be excused, the student must submit a written, signed note stating the reason for the absence upon return to school. Telephone calls will not be accepted to excuse absences. Failure to comply with these procedures may result in the absence being unexcused.

### Make-up Work

A student will have one day for each day absent to turn in missed assignments or make up missed assessments. Any long-term projects or papers that are due on a specified date and that were assigned at least one week prior to a student's absence must be turned in upon the student's return to school.

Perfect Attendance In order to qualify for perfect attendance, a student must be present each day and have no more than 10 tardies for the year. Field trips sponsored by the school will not have an effect on a student's perfect attendance status.

### Field Trips

Matthews Academy will provide the opportunity for students to go on many field trips throughout the year. All field trips will require an official permission slip. Handwritten permission slips will not be accepted.

All checks written for field trips should be made out to Matthews Academy.



### III. School Calendar

(The school's final calendar will be posted after final approval)

### IV. Dress Code

The school expects students to dress appropriately each day for school. Students will wear age-appropriate clothing. Girls will not have dresses, skirts or shorts shorter than the length of their arms placed by their side. Boys will not have their pants sagging below their waist. Students must be dressed appropriately for the seasons to avoid sickness. No student shall wear clothing with explicit language or obscene gestures. Violations of these policies will result in a student being sent home. The code applies for students also participating in school functions after school hours.

The School Director reserves the right to determine appropriateness of dress in cases not explicitly covered by the Dress Code or in other cases as they may arise. The School Director also reserves the right to request removal of any accessory items deemed inappropriate.

Please put your child's name on all personal items so that they can be returned if found.

### V. Student Progress/Assessments

Assessments As mandated by state law, Matthews Academy will administer the North Carolina End of Grade Tests. Scores on these standardized tests help the school assess how much progress students have made relative to standards mandated by the state.

Matthews Academy will also administer NWEA's (Northwestern Evaluation Association) MAP (Measures of Academic Progress) This test will be administered to all students two times per year to benchmark a student's academic progress and allow teachers the ability to offer individualized instruction to each student based on their strengths and weaknesses.

#### Progress Reports

Progress reports will be sent home to parent/guardian half way through each quarter. These reports are to inform parents/guardians of their child's academic progress and any potential problems the child may be experiencing. All teachers will maintain communication with parent regularly to keep parent involved in the academic progress of their students.

Report Cards Report cards are distributed 4 times each year, shortly after the end of the grading term. Report cards may list a student's proficiency for each of the standards identified for mastery during that term, his/her attendance records, and a discussion of the student's behavior and social developments.

#### Tutoring/Peer-to-Peer Mentoring

If a student is deemed "at-risk" or is sliding in certain areas of the curriculum, the teacher and/or parent can request that their student be a part of the school's peer-to-peer mentoring program. Matthews Academy will team their child up with an older student and work through problem areas. The peer-to-peer mentoring will happen 1-2 times per week.

The school will also offer after-school tutoring. If a child is struggling, there will be a teacher/staff that will stay after school one day a week to help with problem areas. Parents will be asked to sign up for the tutoring.

#### Homework

Homework is integral component that contributes to the success of each student. Research shows that a student needs multiple exposures to topics over a period of time in order to master the topic. Homework is to be completed as assigned. Any student that habitually does not complete and turn in their homework will be assigned a form of disciplinary action.

## Parent-Teacher Communication

Teachers will attempt to contact parents whenever an academic or behavior concerns presents itself. Teachers will also attempt to contact the parent of each of their students at least once each quarter to keep the lines of communication open. Parents are encouraged to call their student's teacher any time they have questions or concerns about their child's performance in the classroom.

## Retention

Retention decisions in grades K – 5 will be made by a committee of teachers, support staff and the School Director. Students in grades 6 - 8 who fail two or more core classes will be placed in the same grade the following year.

## Personal Education Plans/ School Support Team

Matthews Academy will ensure success for all students by implementing strategies to help those at-risk. These strategies include tutoring, peer-to-peer mentoring, increased communication, and possible intervention by the School Support team.

When a teacher recognizes that a student is struggling, that teacher is encouraged to communicate with the student and make the proper adjustments in the classroom. If the student continues to struggle, the teacher will be responsible for contacting the parent/guardian and discuss what possible interventions are needed. Teachers must not skip this step and must communicate these issues with the parent. Powerschool will be used as one way for teachers to communicate with parents. Parents will be encouraged to check the their child's records (attendance and grades).

If a student continues to struggle in the classroom, the teacher or parent can refer the student to the School Support team. The team will then develop a research-based intervention for the classroom. If that intervention does not produce results, the student will then be referred to the EC teacher(s) to be evaluated for EC services.

Matthews Academy will provide constant support for struggling students. The peer-to-peer mentoring program will allow middle school students to mentor struggling students in grades K-5. Struggling middle students will have the opportunity to be mentored by local community members. These local community members will be subject to criminal background checks. In addition to peer-to-peer mentoring, the academy will also offer tutoring. If a student is struggling, the teacher may request help by a teacher assistant. The teacher assistant will collaborate with the teacher and sit in class with the student to assist him/her with schoolwork. Lastly, Matthews Academy will encourage clear communication between teachers and students to clear up misconceptions.

## VI. School Rules and Policies

Code of Conduct Students and parents/guardian must read the entire Code of Conduct for detailed explanation of rules and consequences.

Here is a brief overview:

### STUDENTS MUST:

- Be an active participant.
- Be faithful to the school's mission.
- 

### ALL STUDENTS MUST AGREE TO THE FOLLOWING:

- No food/beverages unless permitted by the school
- No medication unless authorized and supervised by the school
- No toys, CD's, tape recorders, beepers, pagers, or lighters, matches.
- No selling any items on campus unless authorized by the school
- No lying, cheating, forgery or false information
- No talking back to staff or adults, refusing to comply with reasonable requests or walking away
- No profanity, cursing, offensive racial or obscene speech, gestures or written materials
- No disruption of class or school including; chronic talking, throwing objects, horse playing, teasing, refusing to remain seated, leaving without permission, chronic lack of supplies or repeated violations.
- Do Not come on campus without proper permission or go on any campus during a suspension

- No unsafe actions including running in parking lots
- No gambling
- Do Not damage school property
- Do Not set fire or try to set fire to anything, this includes striking matches and flicking lighters
- Do Not steal anything
- Do Not break into the school with or without intent to steal or vandalize
- Do Not take anything from anyone by force or through intimidation
- Do Not possess inappropriate pictures, music or written material that would not be acceptable at school
- Do Not make, use, spend or give counterfeit money to anyone
- Do Not pull the fire alarm unless of a fire.
- Do Not use the telephone to call 911 unless an emergency exists
- Do Not hit, kick, spit, shove, fight, assault or threaten anyone
- Do Not take part in sexual activity; harass other student(s), or expose private body parts at anytime
- No alcohol, tobacco or drugs
- No weapons of any kind
- No guns, loaded or unloaded, toy or real

A set of rules does not replace the administrator's judgment in the review of discipline incidents. The levels indicated for school initiated consequences are a guide for the administrator but the levels may be increased or lessened if, in the view of the administrator, the situation calls for that judgment. (Violations of the laws of North Carolina will be handled pursuant to normal arrest procedures and are not within the administrator's jurisdiction.) The administration has the authority to use administrative discretion in dealing with these matters to ensure the safety and well-being of our students.

The disciplinary process will consist of four levels:

Level 1: Most instances of misbehavior can be addressed by the classroom teacher and every teacher will receive training in classroom management and strategies to address inappropriate or disruptive behavior. Teachers will keep parents informed if their student's behavior is not meeting expectations. If misbehavior persists or rises to a Level 2 offense, then the classroom teacher will refer the student to the administration. Examples of Level 1 behavior include but are not limited to talking out of turn, refusal to participate, not cleaning up after making a mess.

Level 2: Repeated Level 1 behaviors or more serious misbehavior will result in a referral to the principal. The principal will meet with the student and parents to formulate a corrective action plan that may include disciplinary measures. Possible consequences of a Level 2 offense include but are not limited to after school detention, in-school suspension, think sheets, and suspension from extra-curricular activities. Examples of Level 2 offenses include leaving class without permission, disrespect of authority, and non-compliance with dress code.

Level 3: If Level 2 misbehavior persists in spite of the corrective action plan or are more serious, the principal will meet with the student and the parents and formulate a corrective action plan that may include an out of school suspension of no more than 10 days. Examples of Level 4 offenses include disobeying school personnel, cheating, stealing, harassing others, and destruction of school property.

Level 4: If corrective action plans do not result in adjusted behavior, or if the misbehavior rises to a Level 4 offense, the principal will meet with the student and the parents and may recommend long term suspension or expulsion. Examples of Level 4 offenses are possession of drugs, threats to others, possession of weapons, and assault.

A parent may appeal a Level 3 or Level 4 disciplinary action by submitting a written notice of appeal to the principal within 24 hours of being notified of the action. The principal will immediately notify the Board of Directors who will schedule a meeting to hear the appeal. The parents will be notified of the date, time and place of the meeting and requested to attend. The decision of the Board regarding appeals of disciplinary measures will be final.

When considering discipline of students with special needs, the principal, with the help and consultation of the EC teacher, will review the students file including his/her IEP or 504 plan. The principal will take into account any accommodations or interventions in place and whether or not the misbehavior is a manifestation of the student's disability, and work with the parents to ensure that all of the student's rights are protected.

## Suspensions

Students may be suspended for reasons listed in the Student Code of Conduct or for any other reasons the School Director finds cause. Suspensions will vary in length, 1 – 10 days, depending on the severity of the offense.

**Expulsions** The following behaviors may result in a student being expelled for a period of times as allowed by North Carolina Law:

- Causing serious injury to another person
- Habitual misbehavior
- Possession, use of, sale of, or furnishing any firearm, knife, explosive or other dangerous substance
- Unlawful possession of, use or sale of any controlled substance
- Robbery or extortion
- Offering, furnishing or sale of any drug paraphernalia
- Criminal behavior
- Threats of a terrorist nature, hate violence or hate crimes
- Sexual assault
- Battery

Notification of an expulsion hearing before the administration will be sent to the parent/guardian.

Formal findings from such a hearing will be explained in writing to the parents and the Head of School with stipulations outline the length of expulsion. Any student who has been expelled pursuant to these provisions shall have the right to appeal to the Board of Directors. When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, Matthews Academy shall notify the head of the receiving school of the reasons for the pupil's expulsion.

## VII. Parental/Guardian Involvement

Matthews Academy believes that parent/guardian involvement is key to a student's success. Parents/guardians will be strongly encouraged to volunteer at the school. Further, parents/guardians will be encouraged to sit on a committee, Parent-Teacher Organization, or School Improvement Team.

## VIII. Health and Safety Procedures

### Accidents

The school will maintain a log of all children seen on a daily basis for minor scrapes and bruises. For more serious incidents, and Accident Report Form will be completed and maintained by school personnel. Instances of serious accidents may include some or all of the following procedures:

1. A school staff member will carry out immediate first aid.
2. A staff member will contact the parents to pick up the student for medical care.
3. In cases where the parents or designated emergency persons cannot be reached, or where immediate medical attention is needed, the school will call a local emergency unit for treatment and/or transportation to a hospital. A staff member will accompany the student and stay until the parent arrives.
4. In cases of extreme emergency, staff may contact the local emergency unit before calling the parent.

Child Abuse Protocol North Carolina law requires immediate reporting of suspected child abuse to the authorities and to the appropriate individual in charge of the school. Failure to do so is a violation of the law.

### Emergency Cards

Parents/Guardians of all students are required to fill out two emergency cards – one for the administrative office and one for the student's homeroom teacher. It is essential that parents update wither the cards and/or their contact information if their address, phone number, or emergency contact person changes. If there is an emergency at the school, the cards and information in Powerschool will be used to contact parents/guardians and listed emergency contacts.

## Fire and Other Emergency Drills

Fire drills are conducted monthly. Fire exits directions and procedures are posted in all rooms and teachers review fire exit procedures with students on a regular basis. In the event of a fire, everyone is evacuated from the building immediately. If students are unable to return to the building because of smoke or fire conditions, the school follows emergency evacuation procedures.

Other emergency drills include tornado drills, intruder drills and evacuation drills. Other situational drills may be conducted at the School Director's discretion. All drill procedures are reviewed by teachers and practiced by children. Exit directions and procedures are posted in all rooms.

Medication Administration Policy Giving medication during school hours is discouraged and restricted to necessary medication that cannot be given at home. Whenever possible, medication should be taken at home. Medication that has to be given at school MUST be brought to the school office before school and stored in a locked cabinet or refrigerator.

If your child needs to take a prescription medication at school, ask your pharmacy to provide a duplicate bottle for school usage. Any change from your child's original prescription must be verified by the doctor, either by a fax or a new script. If your child has a medical condition which requires medication to be given on an as-needed basis, a doctor's note is requested to contain instructions for administration of medication and reason for the medication.

All medications brought to school MUST be in the prescription bottle or original container. Medicine will not be given unless it is prescribed for the child bringing it to school and the container has his/her name on it. All medications must be accompanied by a medication form obtained from the school including the following information:

- Student's Name
- Medication Name
- Directions for administering medicine
- Length of time to be administered
- Parent's signature, phone number and date
- Physician's signature, telephone number and date
- 

Any medication, not in the original container, and with the child's name on it, will be held by the school for a parent to pick up within one week. After that, it will be destroyed. No medications, whether prescription or over-the-counter, are given without consent from parents/guardians and/or physician.

## Permission to Administer Over-the-Counter Medication

Over-the-counter medications (such as Tylenol, non-aspirin pain relievers, cough syrup) at school should be restricted to only when necessary and are provided by the parent. The school DOES NOT keep any medications of any type on hand. Parents must sign a medication form authorizing dispensing over-the-counter medication for headaches or other common ailments. These types of medications will not be dispensed for longer than a week without consent for a physician.

Transporting Medication It is strongly recommended that Primary students (K – 5) DO NOT transport their medications. It is always best that a parent/guardian bring medications directly to school. The medicine will need to be given to the office in accordance with the medication administration policy.

## IX. Admissions

### Admissions for New Students

The academy will not discriminate against any student on the basis of ethnicity, national origin, gender or disability as stated in the state charter school law. Matthews Academy will allow parents and guardians to submit letters of intent to the school prior to the enrollment application period. The letters of intent will begin to be accepted immediately following preliminary approval from the charter school advisory board. Parents and guardians will then be sent a reminder the day prior to the enrollment application period opens. Matthews Academy plans to open the enrollment application period on January 12th, 2015 at 8:00am. If that date is in conflict with the final approval from the state board of education, the academy will then adjust the date. The enrollment application period would then move to the day after the state board of education's final approval. Matthews Academy will close the enrollment application period on March 27, 2015 at 5:00pm. If enrollment is not met during this period, Matthews Academy will continue to accept enrollment applications until all of the seats are filled. A week following the close of the enrollment application period on April 3, 2015, the academy will conduct the lottery if enrollment applications exceed the ADM allowed stated in the charter (determine the grades that need a lottery).

Parents and guardians will be notified immediately following the close of the enrollment application period of the specific date, time, and location of the lottery. Matthews Academy will conduct the lottery in person and pick each student or family names out of a bin by grade level. The academy plans to allow families with multiple students to enter their family name into the lottery in alignment with the state charter school law. Once the lottery is complete and all names have been pulled for each grade level, the board of Matthews Academy will then pull the names for a waiting list up to 500 students. Following the names being pulled for the waiting list, each parent or guardian whose child was chosen by the lottery will receive final paperwork to confirm their enrollment into the school. That parent or guardian will also receive an additional email and phone call as a reminder. Those students, parents, or guardians who could not attend the lottery, but had their name pulled will immediately be notified of their admittance. Every parent or guardian must confirm their enrollment into Matthews Academy within seven business days by 5:00pm. If there is no confirmation or a parent/guardian does not choose to enroll their child in Matthews Academy, the school will then go to the waiting list and admit the next student. Those students who are admitted from the waiting list will have five business days by 5:00pm to confirm their enrollment. The academy will hold its waiting list until the following January, then open the enrollment application period for the 2016-2017 school year. Matthews Academy will give enrollment priority to founding board members and full time employees as stated in HB 250 which became effective in the 2013-2014 school year (G.S. 115C-238.29F(g)(5a)c). If enrollment priority is given, then that parent or guardian must confirm their child's or children's acceptance within seven business days.

In the case of a student withdrawing or decides to transfer from the Matthews Academy, the school will require that the parent confirm the withdrawal via a signed letter. Once the school confirms they have received that signed letter, the academy will then open that seat and utilize the waiting list if needed. A student may re-enroll in the school as long as they meet the requirements stated in the charter school law (G.S. 115C-238.29F(g)5a(d)).



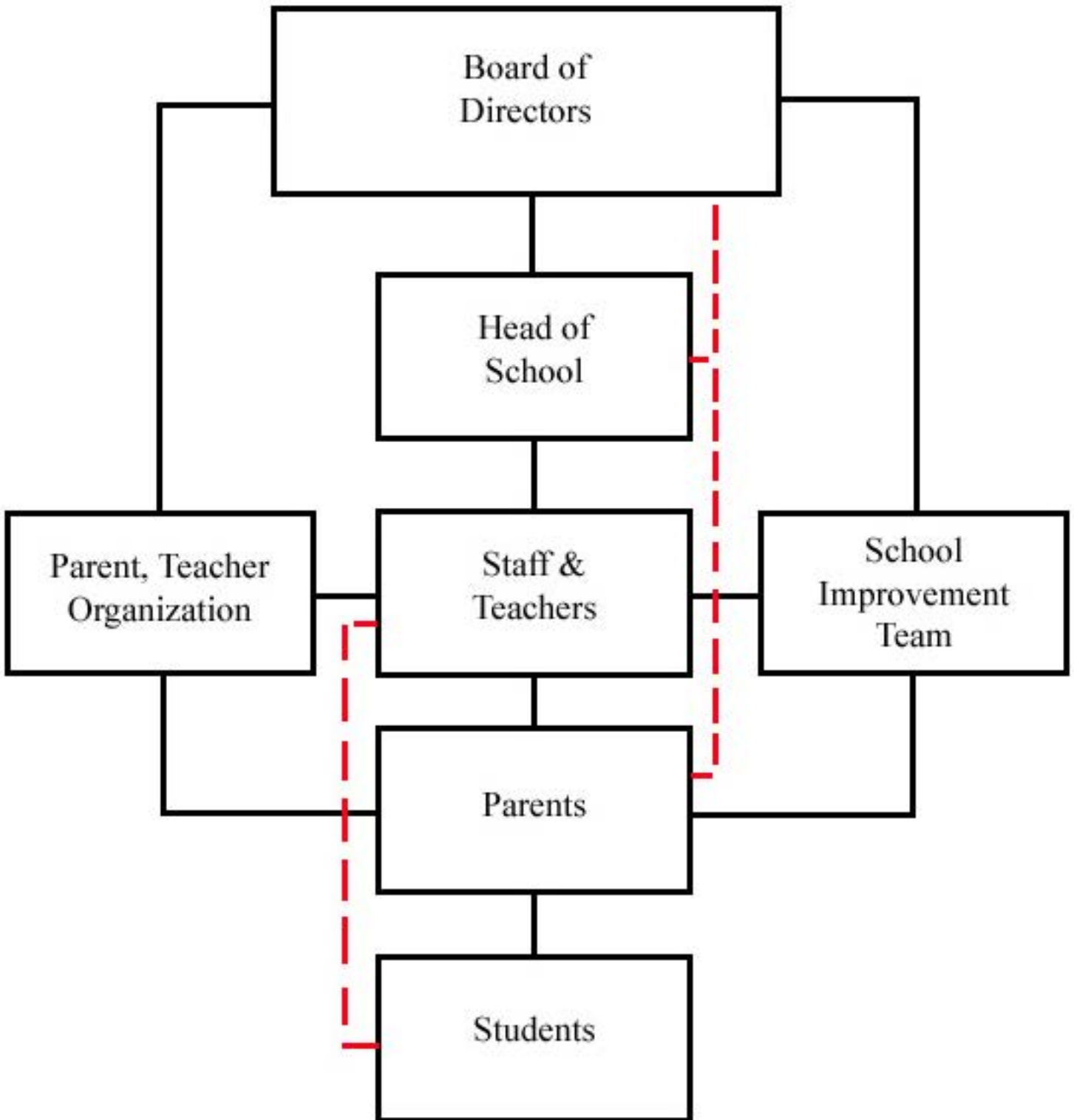
# Appendix E:

## Federal Documentation of Tax Exempt Status

Not Applicable



# Appendix F: Organizational Chart



All of the parties listed above may interact from time to time. The solid lines indicate direct and constant communication, especially regarding grievances. The red dotted line indicates the communication line of grievances or emergencies that deserve immediate attention.

# Appendix G:

## Charter School Board Member Information Form and Resume



# JOHN A. SHURLEY, AIA

## EXPERIENCE



### INSIGHT Architects

2003 - Present

- Business Development and Marketing Principal
- Community Facilitation/Feasibility Studies
- Project Manager/Architect
- Interior Design

### Clark Nexsen Architecture and Engineering

2001 - 2004

- Business Development and Marketing Team
- Project Manager/Architect
- Construction Administration

### Atkinson Dyer Watson Architects

2000 - 2001

- Project Manager/Architect



### Gantt Huberman Architects

1999 - 2000

- Project Architect

### Shook Design Group (Shook Kelley)

1994 - 1999

- Project Architect
- Construction Administration

### Beck Associates Architects

1989 - 1993

- Architectural Intern

## COMMUNITY



### Historic Landmarks Commission

- Commissioner - 2009 - Present
- Design Review Committee - 2002 - Present, Chair - 2010 - Present

### Arts and Science Council

- Cultural Leadership Training - Class of 2007

### North Carolina Downtown Development Association (NCDDA)

- Board of Directors - 2006 - 2010

### Carolina Actors Studio Theatre

- Board of Directors - 2007 - 2009

### Matthews Academy

- Founding Board Co-Chair - 2013 - Present

## LECTURING



### North Carolina Main Street Conference

- Thinking Creatively about Under Utilized Buildings

### American Institute of Architects - Alabama Chapter

- Adaptive Reuse of Existing Buildings

### NC and SC Charter School Conferences

- Utilizing Joint Use Agreements for Added Value to Schools and Communities

### City of Reidsville

- Revitalization of Downtown Communities

### UNCC School of Architecture

- Moving Into the Professional Environment

## Appendix G:

### **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: Matthews Academy

2. Full name: John A. Shurley, AIA

Home Address: 240 Sardis View Lane, Charlotte, NC 28270

Business Name and Address: 222 South Church Street, Suite 409, Charlotte, NC 28202

Telephone No.: 704.661.2877

E-mail address: jashurley@gmail.com

3. Brief educational and employment history.

1990 - Bachelor of Architecture - Oklahoma State University Worked for various firms over the past 25 years, and over the past 12 years John has mostly been working on educational projects with a specialization in specialty schools and charter schools.

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

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 decided that we needed a school that focused on a rigorous educational curriculum along with a strong character building component. I also felt that we needed a school that taught children how to communicate effectively to be successful.

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

Our Board will set the tone and direction of the school and to ensure the mission of the school is being implemented.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board

service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on numerous boards including the NCCDA, CAST and Commissioner with the Historic Landmarks Commission. I have also taken the Cultural Leadership Training program offered by the Arts and Sciences Council for non-profit board training.

8. Describe the specific knowledge and experience that you would bring to the board.  
Strong understanding of the role of a board member for a non-profit organization. Strong understanding of how a charter school operates. Strong understanding of charter school facilities.

### **School Mission and Program**

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

My understanding of the school's mission is that Matthews Academy will be a school that focuses on having high academic expectations as well as a strong character development program. The character development program through my experiences visiting Ron Clark Academy will make a positive impact both inside and outside the classroom. The school will also use a team approach to demonstrate to the community what they have done and be effective communicators in the 21st century.

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

The Core Knowledge educational program with Singapore Math and Shurley English will set the bar high for students. Core Knowledge focuses on building on prior knowledge, providing students with a classical education. Singapore Math aligns with Core Knowledge and is often known as Core Knowledge's "dirty little secret" because of the academic challenges it provides to students. Shurley English will work well with Core Knowledge's language arts program.

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

For Matthews Academy to be successful, the school will give children the opportunity to exceed their own expectations and also give them the ability to communicate effectively in the 21st century.

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

Children, while at Matthews Academy and after leaving the school will be prepared for high school and also have a strong character that allows them to succeed in the future.

### **Governance**

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

The board will act as overseers, not micro-managers of the school. The board is there to ensure that all of the students' needs are being met, that the school is financially sound, and that parents, teachers, staff, and students are happy with the school.

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

The school will know that it is successful at the end of the first year of operation because the school will have enrollment at 100% and there will be a budget surplus going into the next school year.

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

At the end of five years, the school will know that it is successful because it has met all of the goals set forth in the application. The school will be performing 3% better than the local LEA on End-of-Year and End-of-Grade tests. All students will have access to extra-curricular activities, and the

school will have a nice surplus.

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

The board will need to be active in the community and continue to bring in new students/parents. The committees formed by the board will give monthly reports to make sure that the school has a quality facility, is financial sound, academically sound, and making sure that parents, teachers, staff, and students are happy.

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

I would immediately, but carefully address the situation with the individual or individuals, informing them that they are not upholding the school's mission/board policies and possibly hurting the school's reputation. Depending on the severity, I would ask that individual or individuals to address the issue with the full board. If the issues continue, it would be in the best interest of the school to remove that member or members.

\*Please include a one page resume with your Information Form

**Certification**

I, John Shurley, 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 Matthews Academy Charter School is true and correct in every respect.

Signature



Date: 11/21/13

**Ashley Lynn Cioppa, COTA/L**

**Home Address:** 1108 Tranquil Falls Lane  
Stallings, NC 28104

**Cell:** (704) 960-0157  
**Email:** acioppa@achievetherapyclinic.com

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**OBJECTIVE**

To obtain a clinical position working in the field of Pediatric Occupational Therapy utilizing my education, diagnostic, and therapeutic skills in behavior sciences and disorders.

**EDUCATION**

**Jamestown Community College, Jamestown, NY**  
Associates Degree in Occupational Therapy Program, May 2005

**QUALIFICATIONS**

Educational and therapeutic training in a variety of areas, including:

Sensory Processing Disorders	Feeding Aversions
Motor Coordination Delays	Fine motor Development
Activities of Daily Living	Written Communication Skills
Core Development & Strengthening	Visual Motor Integration Skills
Autism Spectrum Disorders	Pediatric Yoga

**WORK EXPERIENCE/ STUDENT CLINICAL EXPERIENCE**

**Achieve Therapy Services, Charlotte, NC** November 2008-Present

- Conduct therapy for sensory processing disorders, feeding difficulties, motor coordination delays, activities of daily living delays, visual motor integrations delays, visual perceptual delays, neurological disorder associated delays, auditory processing, fine motor development and written communication
- Conduct group therapy for yoga/social skills groups
- Conduct diagnostic re-evaluations as well as long term and short term treatment plans and progress reports for sensory processing, activities of daily living, visual motor integration and written communication
- Document therapeutic data and diagnostic findings
- Attend and participate in monthly OT team meetings and weekly staff meetings to collaborate as a whole on new ideas, answer questions of difficult client cases and keep updated on any therapeutic changes
- Write a monthly newsletter for Achieve staff and clients to answer questions regarding sensory processing and self-care for children

**Chautauqua PT, OT & SLP Services, Jamestown, NY** September 2006-October 2008

- Conduct therapy for hand, elbow and shoulder injuries for children and adults, sensory processing disorders, motor coordination delays, activities of daily living delays, visual motor integrations delays, visual perceptual delays, neurological disorder associated delays, auditory processing, and fine motor development
- Conduct diagnostic re-evaluations as well as long term and short term treatment plans and progress reports for hand, elbow and shoulder injuries, sensory processing, activities of daily living and visual motor integration
- Attend and participate in weekly staff meetings to collaborate as a whole on new ideas, answer questions of difficult client cases and keep updated on any therapeutic changes
- Document therapeutic data and diagnostic findings

**Occupational Therapy & hand Rehabilitation Services, Dunkirk, NY** August 2005-September 2006

**Appendix G:**

**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: Matthews Academy

2. Full name: Ashley Lynn Cioppa

Home Address:

1108 Tranquil Falls Lane, Stallings NC 28104

Business Name and Address:

Achieve Therapy Services

2301 Crownpoint Executive Dr.

Charlotte, NC 28227

Telephone No.: 704.960.0157

E-mail address: tacioppa@hotmail.com

3. Brief educational and employment history.

I attended and graduated from Jamestown Community College with an Associate's Degree in the Certified Occupational Therapy Assistant program in June 2005. I attended and graduated from a Yoga Certification course and became a certified pediatric yoga instructor in August 2011. I was previously employed as a Certified Occupational Therapy Assistant in both a school system and outpatient clinic in New York. I moved to Charlotte in 2008 and have since then been employed at a private pediatric clinic.

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

No: X                      Yes

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

I was recruited by my colleague and chair of the board, Mary Martha Melancon. I wish to serve on the board of Matthews Academy because I believe my location is in need of a charter school and I am proud to be a part of an educational setting that is promoting character development and respect for individuality. I look forward to sharing my thoughts to contributing ideas for a multisensory approach to learning.



6. What is your understanding of the appropriate role of a public charter school board member?  
I believe my role as a board member is to accept responsibility to improve our children's education with a team approach. I intend on being at every meeting and contributing my opinion, while at the same time listening to others with an open mind. I believe the board of directors is responsible for ensuring that the mission of the school is upheld.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
I have never served on a board; however I am heavily involved in many committees through my profession such as large fundraisers for special needs children and collaborating as a team with my colleagues on many decisions and research. I thrive on working together to provide the upmost success for our children.
8. Describe the specific knowledge and experience that you would bring to the board.  
I have extensive knowledge in sensory processing and modulation of young children as well as the various styles of which children learn. I will offer that knowledge when discussing our questions and concerns about the future students and how to best teach to their different abilities. One of my main focuses in my career is helping children to establish a strong, well-rounded and creative sense of self. Through my yoga training I learned about self-discipline and self-respect and how to teach it to others, which is another aspect that I can bring to the board.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
My understanding of the schools mission is that it is welcoming to all students and will work as a team with the staff, students and families to succeed with the highest of academic expectations. I personally feel that the strong focus on character development will be what helps this school succeed as well as its students. Helping children use their own creative expression is what I believe will provide the skills needed for their future as an adult in modern global society.
2. What is your understanding of the school's proposed educational program?  
My understanding of the schools proposed educational program is that it will begin as a K-5 school with the intension of adding another grade level each year up to eighth grade. The school will be using Core Knowledge and a heavy student engagement approach for a more successful learning experience. I feel that the multisensory approach as well as community involvement will be extremely beneficial to students.
3. What do you believe to be the characteristics of a successful school?  
I feel that the main characteristics of a successful school are a multisensory teaching/learning approach, encouraging creative self-expression through hands on instruction, heavy focus on character development through a team approach including student, staff, parent and community, and dedicated teachers and staff.
4. How will you know that the school is succeeding (or not) in its mission?  
I believe that actions speak louder than words and we will be able to tell through our students and teachers whether or not the mission is being successful. With such a strong focus on character development, students and staff should feel secure, encouraged and proud to attend Matthews Academy. The community will embrace the new school and all involved will use a team approach to allow Matthews Academy to grow and become further and further successful.

### **Governance**

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

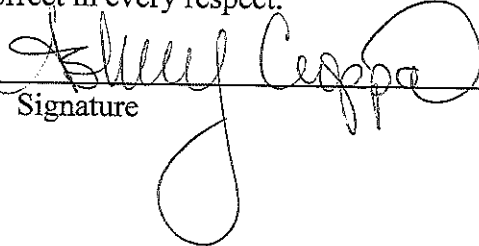
The board will play many roles in the school operations such as school site location, advocating on behalf of the students and the school, overseeing financial affairs, establishing school goals, hiring process of all staff, extra-curricular activities, transportation, and fundraising.

2. How will you know if the school is successful at the end of the first year of operation?  
The success of the school in the first year will be judged by the community support, financial security, student test scores and overall satisfaction of the students, parents, staff and community.
3. How will you know at the end of five years of the schools is successful?  
At the end of five years, Matthews Academy will be successful if it is an established K through eighth grade school, considered a school of excellence due to high test scores, financially secure, low or no staff turnover, continued community support and satisfied students, parents, staff and community.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
The board will need to have strong, consistent community involvement and innovative ideas to keep students and staff encouraged through new ways to explore character development and successful education. They will need to meet consistently to ensure that organization and expectations are kept on track. The board will need to be supportive and heavily involved in fundraising and ensuring the best staff is in place for the teaching of the curriculum.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
If I believed one or more members were acting unethically, I would first approach the person so not to pre-judge them and ask them about the situation. If I continued to feel they were being unethical I would discuss my concern with the chair of the board or the next higher up if necessary.

\*Please include a one page resume with your Information Form

**Certification**

I, Ashley Cioppa, 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 Matthews Academy Charter School is true and correct in every respect.

  
Signature

11-25-13

Date

# Mary Martha Melancon, M.S., CCC-SLP

**Home Address:** 1817 Fair Forest Drive  
Matthews, NC 28105

**Cell:** (704) 442-5414  
**Email:** marymartham@gmail.com

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## OBJECTIVE

To obtain a clinical position working in the field of Speech-Language Pathology utilizing my education, diagnostic, and therapeutic skills in communication sciences and disorders.

## EDUCATION

### University of Louisiana at Lafayette

Masters of Science in Communication Disorders 1995-1996

### Southeastern Louisiana University

Bachelor of Arts in Speech, Language, and Hearing 1990-1994

## QUALIFICATIONS

Educational and therapeutic training in a variety of areas, including:

Aphasia	Hearing Screening Instruments
Articulation and Phonological Disorders	Childhood Apraxia of Speech
Auditory Processing	Pragmatic/Social Language Disorders
Augmentative Communication Devices	Receptive and Expressive Language Disorders
Autism	Voice Disorders

## WORK EXPERIENCE

### Achieve Therapy Services, Charlotte, NC July 2003- Present

- Conduct therapy for articulation/phonological disorders, receptive, expressive, and pragmatic language disorders, auditory processing, fluency disorders, feeding/oral motor disorders, motor-speech disorders (apraxia), AAC training
- Director of all social skills groups from 2006-2013; conduct group therapy for social skills/pragmatic language groups
- Conduct diagnostic evaluations for articulation, auditory processing, and language delays/disorders
- Document therapeutic data and diagnostic findings
- Marketing to pediatricians, psychologists, preschools
- Educational presentations to preschools

### Easter Seals of North Carolina, Charlotte, NC November 2002-July 2003

- Speech and Language Therapist in home health setting
- Conducted therapy for articulation/phonological disorders, receptive, expressive, and pragmatic language disorders, feeding/oral motor disorders, motor-speech disorders (apraxia), AAC training
- Performed diagnostic evaluations for articulation and language disorders.

### Bath and Body Works, Charlotte, NC July 2002-November 2002

- Assistant Manager

### Springs Memorial Hospital, Lancaster, SC August 2001-June 2002

- Conducted Modified Barium Swallow Studies (MBSS)
- Conducted speech-language, cognitive-communicative and swallowing evaluations
- Conducted therapy for speech, language, cognitive, feeding/swallowing disorders
- Documented therapeutic data and diagnostic findings

### Community Therapy Associates, Slidell, LA June 1999-January 2001

- Conducted therapy for articulation/phonological disorders, receptive, expressive language disorders, auditory processing, fluency disorders, motor speech disorders (apraxia); within preschool settings, home settings and in a private clinic
- Conducted diagnostic evaluations for articulation, auditory processing, language delays/disorders
- Documented therapeutic data and diagnostic findings

### Slidell Memorial Hospital, Slidell, LA May 1998-June 1999

- Conducted therapy for adults and children in an outpatient setting

**Appendix G:**

**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: Matthews Academy

2. Full name: Mary Martha Melancon

Home Address: 1817 Fair Forest Drive  
Matthews, NC 28105

Business Name and Address: Achieve Therapy Services  
2301 Crown Point Executive Drive  
Suite E  
Charlotte, NC 28227

Telephone No.: 704-442-5414

E-mail address: marymartham@gmail.com

3. Brief educational and employment history.

Bachelors of Arts Degree in Speech, Language, and Hearing Disorders in 1990 from Southeastern Louisiana University

Masters of Science Degree in Communication Disorders in 1996 from University of Louisiana at Lafayette

I have worked in various settings as a speech and language therapist. I am have been working at my current job at Achieve Therapy Services for the past 10 years.

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

No: x       Yes

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

John Shurley asked me to join him in serving on this board of directors. I work with children every day and listen to many parents voicing their desire to have more school choices. I want to be a part of creating a school that will be a different and new choice for families in the Matthews area.

6. What is your understanding of the appropriate role of a public charter school board member?  
A public charter school board member should be a part of writing the mission of the school, deciding upon the curriculum, hiring the head master, teachers and staff, and making sure the staff upholds the mission. A board member will be involved in board meetings, fundraising efforts, and overall decision making to put the mission into place.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
I have been a speech and language therapist for 17 years. I have worked in a public school setting, a charter school setting, hospitals, home health, and private practice clinics. I have the ability to use my experience of working with children and families to assist in creating a school that will address all needs of children. I am also a Certified Pediatric Yoga Instructor and can use the knowledge in this area to address character development and encourage individuality.
8. Describe the specific knowledge and experience that you would bring to the board.  
I will use my experience and background to assist in creating a school and classrooms that address all needs of children. I will be able to point out typical and atypical development of speech and language skills and social skills. I will be able to assist in determining how to better address both kinds of development (typical and atypical) within one classroom and throughout the school as a whole.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
The Matthews Academy mission aims to create a school with high academic standards, character development programs, team work from staff, parents, and children and social emotional education as well. The mission will ensure that the "whole" child is educated in an engaging environment and within the community.
2. What is your understanding of the school's proposed educational program? Matthews Academy will be a K-8 school. Matthews Academy is proposing to use Core Knowledge as its curriculum. Core Knowledge is a curriculum that is sequential and builds on itself each grade level. So, what a child learns in Kindergarten or First grade is addressed again in each following grade level on a higher more involved manner. The curriculum fosters more in depth thinking skills as opposed to surface memory skills. The educational program will also include character development through the use of The Essential 55 (used at The Ron Clark Academy), Tae Kwon Do, and interactions with the community.
3. What do you believe to be the characteristics of a successful school?  
All children's needs are being met, educational goals are being met, teachers and staff are engaging and encouraging, children and families want to be involved with the school, the school operates within its budget.
4. How will you know that the school is succeeding (or not) in its mission?  
The goals set forth by the board will be achieved. Students will meet determined standards on testing, staff, parents, and children will be working together to achieve goals, the classrooms will be full of energy and eagerness for learning, all children's needs will be met.

**Governance**

1. Describe the role that the board will play in the school's operation.  
The board will ensure that the mission of the school is being upheld by all staff. The board will serve as an intermediary between staff and parents. The board will hold monthly board meetings (or more frequent meetings if needed) to review the status of the school in terms of finances, education, communication, community involvement, and overall progress toward all goals.
2. How will you know if the school is successful at the end of the first year of operation?  
The goals set forth in the application will be achieved. The children will be demonstrating high levels of growth as it relates to the curriculum, character development and social emotional development.
3. How will you know at the end of five years of the schools is successful?  
Matthews Academy will be a thriving K-8 school. Staff turnover will be low. Students will be excelling in all areas as evidenced by standardized testing, teacher assessment and parental report. The school will be operating within its budget. The school will be receiving continued support from the community.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
The school board will need to fill the position of head of school with a person of high character, educational background and commitment to the mission. The school board will need to assist in hiring teachers that are engaging and encouraging and committed to the curriculum, culture of the school and mission. The school board will need to make sure the finances and resources of the school are being well managed.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
I would talk to the board member about the situation and investigate the situation. I would take my concerns to the rest of the board and have the board as a whole decide how to handle the situation. If the board member is acting unethically or not in the best interest of the school I would hope he/she would be asked to leave the board.

\*Please include a one page resume with your Information Form

**Certification**

I, Mary Martha Melancon, 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 Matthews Academy Charter School is true and correct in every respect.

Mary Martha Melancon  
Signature

11-26-13  
Date



## John T. Burkart Field Professional

**Education:** University of Pittsburgh, 1984,  
Bachelor of Science Earth and Environmental Sciences

### EXPERIENCE

Director of Environmental Services, LANDAMERICA ASSESSMENT CORP [FORMERLY AARON & WRIGHT]  
April 2003 – April 2009

Responsibilities included planning, oversight, proposal preparation, field work, report preparation, cost estimation, and desktop review of Phase II Environmental Site Assessments; soil and groundwater investigations; Voluntary Cleanup Program, Dry Cleaning Program and other state-specific program applications; air quality monitoring and soil-gas surveys; and Corrective Action/Remedial Action Work-Plans for sites throughout the United States and Puerto Rico.

PARTNER/Owner, A&W PROFESSIONAL SERVICES, PLLC — JANUARY 2005 - PRESENT

As a result of the purchase of Aaron & Wright by LAC, A&W Professional Services was created in order to complete remediation and engineering projects in accordance with NC licensing requirements. Responsibilities include planning, oversight, field work, and report preparation for UST closures, inactive hazardous waste site closure, wetland delineation, EPA response action, Brownfields, SPCC Plans, and SWPP Plans.

King Tiger Tae Kwon Do – April 2010-Present

Owner and Master Instructor

Master Instructor for self-defense, exercise and fitness. Tae Kwon Do is a non-violent Korean Martial Art used to discipline the mind and body. Master Burkart began his martial art career over 13 years ago and has instructed children and adults.

### SKILLS

AutoCAD 2002 (limited)

Technical Writing & Oral Presentations

Msoffice Suites

Intuit/Quicken QuickBooks Pro 2008

Master Tae Kwon Do Instructor

## Appendix G:

### **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: Matthews Academy

2. Full name: John Thomas Burkart

Home Address: 1501 Shanelle Lane, Matthews, NC 28104

Business Name and Address: A&W Professional Services PLLC

Telephone No.: 704-241-3302

E-mail address: tjburkart00@aol.com

3. Brief educational and employment history.

I graduated from the University of Pittsburgh with a Bachelor of Science in Earth and Environmental Sciences (Geology) in 1984. I have been employed by Halliburton Well Services after college in Bradford PA and then with Environmental Engineering Consultants in Tampa, Florida, then Advent Group which was converted to Cooper Environmental. I spent 13 years with Cooper Environmental before moving onto Aaron and Wright Technical Services which was sold to LandAmerica Assessment Corp. Following the market crash in 2008, I formed A&W Technical Services, PLLC and have been self-employed as well as with EFI Global Inc. I am also owner and Master Instructor at King Tiger Tae Kwon Do in Mint Hill, North Carolina. I have been active in the martial arts for approximately 15 years.

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

No: X                      Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? Tara Goodfellow recruited me for the position after I attended Matthews academy's first community meeting. I wish to help grow a strong community school in the area, where confident, respectful and energized students will graduate and in turn help others in the community.



6. What is your understanding of the appropriate role of a public charter school board member? It is my understand to assist on a voluntary basis with budgets, curriculum, hours of operation, site planning and other civic obligations required by the board
  
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have never served on a school board. However, I have years of experience with budgets, contracts and continuing education through my other businesses. I have operated large budget remedial projects from start to completion that will assist in the tasks requested of me by the board.
  
8. Describe the specific knowledge and experience that you would bring to the board.  
I have a strong environmental background which can assist with site planning and I will also help provide the martial arts curriculum for the students to participate as a sport and physical fitness activity. Martial Art training provides a solid foundation for respect, confidence, self-esteem, coordination, flexibility, control and leadership qualities. It is also a good foundation for other sports such as soccer, football, baseball and gymnastics.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
The school's mission is about having high academic expectations for students, challenging them, but also having them respect elders, build up each other's self-esteem through the character development program. The mission also wants students to be effective communicators for the 21st century.
  
2. What is your understanding of the school's proposed educational program?  
The Core Knowledge curriculum builds on prior knowledge and aligns with Singapore Math, and the Shurley English. All of these curricula are challenging and meets the school's mission of having high academic expectations.
  
3. What do you believe to be the characteristics of a successful school?  
To provide a strong foundation for children to enjoy learning and to grow into responsible adults.
  
4. How will you know that the school is succeeding (or not) in its mission?  
You will see it in the children that graduate from the school, the comments of parents on how their child has grown and learned at the school. At the same time the mission should be flexible to grow with the changing environment and provide what is needed for the students.

### **Governance**

1. Describe the role that the board will play in the school's operation.  
Planning, approval of applications and establishing a foundation for the school to grow on.
  
2. How will you know if the school is successful at the end of the first year of operation?  
By review of the first graduating class
  
3. How will you know at the end of five years of the schools is successful?  
Same as above by the students that are leaving and heading into high school or middle school.

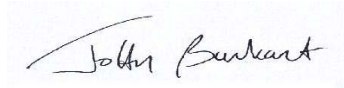
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
To monitor the budget, curriculum and growth of the school over the next five years
  
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
They would have to be removed from the board , no exceptions, no excuses.

\*Please include a one page resume with your Information Form

**Certification**

I, John Burkart, 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 Matthews Academy Charter School is true and correct in every respect.

Signature



Date: 11/27/13

**C E R T I F I C A T I O N S**

Microsoft Certified Systems Engineer (MCSE)  
Windows & Exchange Server

Foundation Certificate in IT Service Management  
ITIL Certification

Microsoft Technology Associate (MTA)  
Networking Fundamentals

Microsoft Office Specialist (MOS)  
Excel & Word 2010

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**E X P E R I E N C E**

**F5 Technical Group**

**July 2011 to Present**

**Owner / Operator**

- IT managed service – for small businesses. Business model is to provide businesses with an IT manager, Networking & Infrastructure consultation, personal help desk, and general IT consulting.
- Provide consultative services & solution development. These services include:
  - Server Setup & Deployment, Network Administration, Exchange server setup and administration, Windows Server administration, Desktop patch management, Anti-Virus & Firewall setup & configuration, Microsoft Access Database design & development, General Computer Technical Support. Training in Microsoft Operating system & Office Applications
- Goal is to help businesses capitalize on existing infrastructure, or adopt new technologies to support their businesses in the most effective way possible.

**Central Piedmont Community College**

**September 2011 to Present**

**Part Time Faculty (Instructor)**

- Lead Trainer – Curriculum development and Train the trainer responsibilities
- Class Room style instruction, both at the college as well as onsite with corporate clientele.
- Train the following classes:
  - Business Skills using Microsoft Office Applications (Basic, Intermediate, Advanced). All classes taught using Microsoft Excel, Access, Word, and Power Point.
  - Business Analyst & Data mining using Microsoft Access & Excel
  - Microsoft Technology Associate courses (Networking Fundamentals, Security Fundamentals, Database Administration Fundamentals)

**Achievements**

- Consistently high training survey results, with positive student feedback
- Member of the CCE Computer Training Advisory Committee

**Black Pest Prevention**

**November 2007 to June 2011**

**Director of Operations (Dual Title, held in addition to IT Director)**

- Executive management asked me to have oversight of the Account Receivables and Customer Service departments. As a result I am responsible for direct oversight of 2 managers, and 9 office staff.
  - As Director of Operations I am also directly involved with Hiring, Termination & Disciplinary decisions. I make sure that work processes flow consistently between departments, and that we utilize technology to work as productively as possible. To that end I created a process for the staff to maintain a reporting process for management, as well as a method for maintaining a Historical record of productivity and financial numbers, creating a baseline for us to measure future successes or failures.
  - **I rely on my managers to supervise daily activities, reserving my interaction to decision making and streamlining of work processes and collaboration between departments.**
- 

**E D U C A T I O N**

- Information Technology Infrastructure Library (ITIL) – IT Service Management Essentials / Project Management Basics for Team Leads
- **CBL Education Center a “New York University affiliate” - New York, NY / PC Professional Certificate Program**
- **Art & Design High School - New York, NY / New York City Regents Diploma achieved**

**Appendix G:**

**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: Matthews Academy

2. Full name: Ruben Cruz

Home Address: 3621 Wild Rose Ct. Matthews, NC 28104

Business Name and Address: 3621 Wild Rose Ct. Matthews, NC 28104

Telephone No.: 980-239-1832

E-mail address: rubenc@f5techg.org

3. Brief educational and employment history.

After I graduated from the CBL Education Center, I joined Microsoft as a Tech Account Manager. Later, I joined Black Pest Prevention as the IT Director and Director of Operations. In 2011, I started F5 Tech Group and started as an Instructor at Central Piedmont Community College.

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

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 to the board by Mary Martha Melancon. I have always wanted to be involved in other educational opportunities for students.

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

The appropriate role of a public charter school board member is to oversee the school and uphold the school's mission.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board

service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have not served on a previous board, but believe my experience as an Instructor at CPCC and being a small business owner will be helpful to the board.

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

I believe that my experience as an educator and small business owner will help the board. My technology background will lend help in purchasing computers and software for the school.

### **School Mission and Program**

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

I believe the school's mission is clear, focusing on high academic expectations through Core Knowledge, implementing a strong character development program, and having students demonstrate what they have learned to the community.

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

The Core Knowledge curriculum is a great program that helps students build on prior knowledge. I really like how Core Knowledge uses a timeline for learning and keeps challenging students. The Singapore Math and Shurley English programs are also challenging and align well with Core Knowledge.

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

The characteristics of a successful school are having high test scores, a good budget surplus, and happy parents and teachers.

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

The school is succeeding if they are upholding their mission and meeting the goals they have set.

### **Governance**

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

The board will be responsible for ensuring that the school is successful. The board will meet monthly, but will make sure that the head of school is running the day to day operations of the school.

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

The school will have happy parents and teachers, as well as a budget surplus.

3. How will you know at the end of five years of the school's operation?

The school will be successful after five years if the goals set are met, as well as having a budget surplus with happy parents and 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 will have multiple committees covering numerous important topics to ensure the school's success.

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

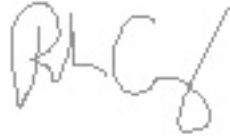
If there is a member who is not upholding the school's mission and continually violates the school's conflict of interest policy, I would approach the full board to address the issue.

\*Please include a one page resume with your Information Form

**Certification**

I,     Ruben Cruz    , 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 Mathews Academy Charter School is true and correct in every respect.

Signature

A handwritten signature in black ink, appearing to read 'R. Cruz', written over a light gray grid background.

Date: 11/29/13

# Tara Goodfellow, MBA

13325 Belle Grove Manor Lane | Matthews, NC 28105 | 704.641.4000 | aec@consultathena.com  
linkedin.com/in/tgcareercoach

## SUMMARY

Accomplished executive level leader and business owner spanning 15+ years of experience in higher education; Positions held include college instructor, admissions, financial aid management, school-level chief financial and administrative officer and student lending. Currently manage a successful college and career coaching firm; History of success generating profitable market share and business development; Experienced in cultivating client partner relationships, maximizing brand visibility and extensive presentation experience.

## PROFESSIONAL EXPERIENCE

### The Art Institute of Charlotte

#### Adjunct Instructor—Career Development | Charlotte, NC | 10/09-9/10

- Taught career related skills through various mediums such as discussion, lecture, PowerPoint presentations, group activities, guest speakers and student presentations.
- Engaged students in activities such as personal profile/self assessment, constructing a resume and a cover letter, networking skills, public speaking and interview skills.
- Supported students in learning and leadership opportunities.

### Athena Educational Consultants, Inc.

#### Owner & President | Matthews, NC | 6/08-present

- Conduct career coaching, career assessments, networking skills, and job search strategies with clients nationally.
- Construct professional resumes, cover letters and LinkedIn profiles.
- Assist students and their families with the college application and selection process
- Perform all marketing, sales, finance, and public relations duties.
- Contributed monthly to *College World Reporter*, and have presented at the New Schools National Conference, North Carolina Public Charter School Association, Charlotte Job Help, YBM Leadership Alliance, North Carolina Health Information Management Association and Institute of Management Accountants.

## EDUCATION

**Master of Business Administration**, Business, Queens University of Charlotte,  
Charlotte, NC May 2001

**Bachelor of Arts**, Business Administration, *cum laude*  
Belmont Abbey College Belmont, NC May 1997

The Wall Street Journal Business Award of Excellence, *recipient*

## PUBLICATIONS

Monthly career –related or finance/financial aid related article contributor to [www.collegeworldweekly.com](http://www.collegeworldweekly.com)

## RECOGNITIONS AND MEMBERSHIPS

2013; speaker, National New College National Conference; North Carolina Health Information Management Association; North Carolina Public Charter School Association

## Appendix G:

### **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: Matthews Academy

2. Full name: Tara Goodfellow, MBA

Home Address: 13325 Belle Grove Manor Lane Matthews, NC 28105

Business Name and Address: 13325 Belle Grove Manor Lane Matthews, NC 28105

Telephone No.: 704-641-4000

E-mail address: aec@consultathena.com

3. Brief educational and employment history.

I graduated cum laude from Belmont Abbey College with a Bachelor's in Business Administration, then with a Master's in Business Administration from Queens University in Charlotte, NC. I then worked for JP Morgan as an Account Executive before starting Athena Educational Consultants in 2008. Since then, I have served as an Adjunct Instructor at The Art Institute of Charlotte and have been more involved with charter schools.

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

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 to the board by John Shurley early on in the process. I want to serve on the board because I am a strong charter school advocate and believe that the Matthews area is in need of a charter school.

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

The role of a charter school board member is to oversee the school and not act as micro-managers. They ensure that the school is financially and academically sound.



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

I have not served on a previous board, but I am constantly active at my children's charter school in Mint Hill. I believe I am qualified to be a board member because of my business background and my experience as an instructor at the Art Institute.

8. Describe the specific knowledge and experience that you would bring to the board.  
Strong understanding of the role of a board member for a non-profit organization. Strong understanding of how a charter school operates. Strong understanding of charter school facilities.

### **School Mission and Program**

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

I believe the school's mission is to have high academic expectations through a challenging curriculum. These high expectations will be complemented with a strong character development program that gets students involved in the community. This will allow students to effectively communicate and be prepared for the real world.

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

The Core Knowledge educational program is a very challenging curriculum that will let students build on prior knowledge. I am a huge advocate of a classical education and believe that the implementation of Singapore Math will align well with Core Knowledge.

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

A successful school will have a healthy budget, consistent surpluses, strong community ties, and great academic success.

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

The school is succeeding if there are consistent budget surpluses, great academic performance on EOGs/EOCs, and happy parents, teachers, and students.

### **Governance**

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

The board should not control the day-to-day operations, but act as active overseers, letting the head of school run the daily operations of the school.

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

The school will make sure that there is a budget surplus, happy parents, and that the school's goals are being worked on.

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

The school will be successful in five years because there will be a considerable surplus in the budget, happy and involved parents and teachers, and students will be reaching the goals set in the application.

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

The board will have committees on academics, fundraising, and financials to ensure that the school

will be successful.

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

If a board member is acting unethically, I would want to approach them to talk about the situation. If their violation continues, I will bring the issue to the full board to address it. If there is a continuing problem, then I will ask for the resignation of the individual.

\*Please include a one page resume with your Information Form

**Certification**

I, Tara Goodfellow, 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 Matthews Academy Charter School is true and correct in every respect.

Signature



Date: 11/27/13

# Appendix H: Proposed By-Laws

Bylaws  
of  
Matthews Academy, Inc.

## ARTICLE I Organization

Section 1. Name The Corporation's name shall be Matthews Academy, Inc. The school shall be known as Matthews Academy.

Section 2. Principle Office The corporation's principle office shall be located at 1307 W. Morehead St. Charlotte, NC 28208. The Board of Directors may change the principle office from time to time.

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

## ARTICLE II Purpose

Section 1. Purpose The purpose of the corporation shall be the operation of a public charter school under the North Carolina General Statutes 115C-238.29 as now enacted or hereafter amended.

## ARTICLE III Members

Section 1. Members The organization shall have no members.

## ARTICLE IV Board of Directors

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

Section 2. Number The number of the directors shall be 5 to 9 members. The actual number of directors shall be determined by the Board of Directors and may be changed from time to time by a vote of the Board of Directors.

Section 3. Terms The founding terms of the directors shall begin upon the filing of the Articles of Incorporation and end at the annual meeting in May of 2015. After the founding terms, the terms of the directors shall be 3 years, with no director serving for more than three consecutive full terms. The terms of the directors shall be staggered so that no more than three director's terms will expire in one year.

Section 4. Election Directors shall be elected by a 2/3 vote of the directors at the annual meeting of the Board of Directors.

Section 5. Vacancies Any vacancies on the Board of Directors shall be filled by a 2/3 vote of the remaining Directors at any meeting.

Section 6. Qualifications At least one director shall be a parent or guardian of an enrolled student of Matthews Academy.

Section 7. Removal Any director may be removed with or without cause by a 2/3 vote of the directors serving at the time. Directors must be notified of the request for removal at least 5 days in advance of the meeting in which the removal will be voted upon.

Section 8. Conflict of Interest If a matter before the board places a director in a conflict of interest between the interests of the corporation and the interest of the director, or the director's family or business, the director shall inform the Board of Directors. The director with the conflict shall be prohibited from participating in discussions and votes on that matter. Each director shall sign a conflict of interest policy that shall be kept on file at the principal office of the Corporation.

## ARTICLE V

### Meetings

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

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

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

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

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

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

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

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

## ARTICLE VI Officers

Section 1. Officers The Corporation's officers shall consist of a chairman, a vice-chairman, a secretary, and a treasurer. Each officer shall have such authority and perform such duties as the Board of Directors may from time to time determine. No officer shall act in more than one capacity when the actions of two or more officers are required.

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

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

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

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

Section 6. Chairman The chairman shall be the principal executive officer of the corporation and, subject to the ultimate authority of the Board of Directors, shall oversee the general management of the business affairs of the corporation. He shall preside at meetings of the Board of Directors. He may sign and execute instruments in the name of the Corporation except in cases where the signing

and execution thereof shall be expressly delegated by the Board of Directors or by these Bylaws to some other officer or agent of the Corporation or shall be required by law otherwise to be signed or executed. He shall perform other duties incident to the office of the chairman and such other duties as from time to time may be assigned to him by the Board of Directors.

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

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

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

## ARTICLE VII

### Contracts, Loans, Checks, and Deposits

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

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

Section 3. Checks All checks, drafts, or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by at least two such officers as shall from time to time be determined by resolution of the Board of Directors.

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

ARTICLE VIII  
Indemnification

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

ARTICLE IX  
Amendments

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

# Appendix I:

## Articles of Incorporation





# NORTH CAROLINA

## Department of the Secretary of State

---

**To all whom these presents shall come, Greetings:**

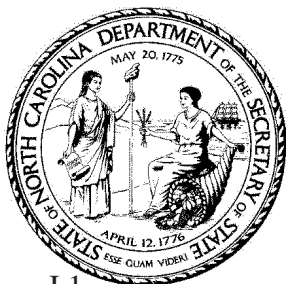
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

### ARTICLES OF INCORPORATION

OF

**MATTHEWS ACADEMY, INC.**

the original of which was filed in this office on the 6th day of November, 2013.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 6th day of November, 2013.

*Elaine F. Marshall*

**Secretary of State**

I.1

SOSID: 1346667  
Date Filed: 11/6/2013 9:41:00 AM  
Elaine F. Marshall  
North Carolina Secretary of State  
C2013 308 00608

State of North Carolina  
Department of the Secretary of State

ARTICLES OF INCORPORATION  
NONPROFIT CORPORATION

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

1. The name of the nonprofit corporation is: Matthews Academy, Inc.

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

3. The name of the initial registered agent is: John Shurley

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

Number and Street: 1307 W. Morehead St.

City: Charlotte State: NC Zip Code: 28208 County: Mecklenburg

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

Number and Street or PO Box: \_\_\_\_\_

City: \_\_\_\_\_ State: NC Zip Code: \_\_\_\_\_ County: \_\_\_\_\_

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

W. E. Goodall 2132 Greenbrook Pkwy, Weddington NC 28104  
John Shurley 1307 W. Morehead St. Charlotte, NC 28208

6. (Check either a or b below.)

a.  The corporation will have members.

b.  The corporation will not have members.

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

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

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

Principal Office Telephone Number: 704-344-0445

Number and Street: 1307 W. Morehead St.

City: Charlotte State: NC Zip Code: 28208 County: Mecklenburg

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

Number and Street or PO Box: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_ County: \_\_\_\_\_

10. (Optional): Please provide a business e-mail address: jshurley@insightarch.com  
The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

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

This is the 30<sup>th</sup> day of October, 2013.

(Optional - Incorporator Business Entity Name)

W.E. Goodell

Signature of Incorporator

W.E. Goodell Incorporator

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

NOTES:

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

CORPORATIONS DIVISION  
Revised September, 2013

P. O. BOX 29622

RALEIGH, NC 27626-0622  
Form N-01

Matthews Academy, Inc.

Line 7: Distributions Upon Dissolution

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

# Appendix J:

## Copy of Non-Profit Organization Board Policies

Conflict of Interest Policy is located on the next page.

## Conflict of Interest Policy

### Conflict of Interest Statement of Understanding

As a member of the Board of Directors, I affirm that I have an obligation to exercise my authority and to carry out the duties of my position for the sole benefit of the School. I shall avoid placing myself in a position in which my personal interests are, or may be, in conflict with the interests of the School. Where a potential conflict of interest exists, it shall be the responsibility of the person involved or any other person with knowledge to notify the Board of Directors of the circumstances resulting in the potential conflict so that the Board of Directors can provide such guidance and take such action as it shall deem appropriate. Areas of potential conflict of interest are:

#### 1. Financial Interests

(A) Ownership by the individual directly or indirectly of a material financial interest in any business or firm (i) from which the school obtains goods or services, or (ii) which is a competitor of the school.

(B) Competition by the individual, directly or indirectly, with the School in the purchase or sale of property or any property right or interest.

(C) Representation of the School by the individual in any transaction or activity in which the individual, directly or indirectly, has a material financial interest.

(D) Any other circumstance in which the individual may profit, directly or indirectly, from any action or decision by the School in which he or she participates, or which he or she has knowledge.

#### 2. Inside Information

Disclosure or use by the individual of confidential information about the School, its activities or intentions, for the personal profit or advantage of the individual or any person.

#### 3. Conflicting Interests Other than Financial

Representation as director, officer, agent or fiduciary of another company, institution, agency or person in any transaction or activity which involves this school as an adverse party or with adverse interests.

#### 4. Gifts and Favors

Acceptance of gifts or favors from any firm or individual which does or seeks to do business with, or is a competitor of, the School under circumstances which imply reasonably that such action is intended to influence the individual in the performance of his or her duties.

No Director who directly or indirectly is involved in a potential conflict of interest shall be counted in determining the existence of quorum at any meeting of the Board where the potential conflict is considered, nor shall the director vote on any action of the Board regarding that potential conflict.

Understood and Agreed to:

---

Name (Printed)

---

Signature

---

Date

# Appendix K:

Copy of Meeting Minutes

Not Applicable



# Appendix L:

## CMO/EMO Contract

Not Applicable

# Appendix M:

## Projected Staff

### Appendix M:

#### PROJECTED STAFF

<i>Charter School Staff Number of Positions (Note Part-Time positions as .5)</i>					
Position Title	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Head of School	1	1	1	1	1
Assistant Administrator			1	1	1
Financial Secretary	1	1	1	1	1
Administrative Assistant	1	1	1	1	1
Custodian	1	1	1	1	1
Core Content Teachers	21	24	27	27	27
EC Teachers	1	1	1.5	1.5	1.5
Teacher Assistants	1.5	1.5	2	2	2
Electives/Specials Teachers	2	4	4	4	4

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

# Appendix N:

## Employment Policies (Draft)

### EMPLOYMENT POLICIES Matthews Academy (DRAFT)

#### A. Filling Positions

All vacancies shall be filled in accordance based on the individual's qualifications. The board of Matthews Academy will announce the available positions and interview with the board.

#### B. Qualifications and Performance Responsibilities

A job description shall be prepared for each position outlining the qualifications, responsibilities, and pertinent elements of the position.

#### C. Recruitment

Vacancies in administrative positions shall be filled by the most competent applicants available and in accordance with all stipulations of equal employment and nondiscrimination requirements. When an administrative vacancy occurs, first consideration shall be given to the qualifications of any applicant from within the school. In the event that no applicant from within the school has been deemed sufficiently qualified for election, applicants from outside the school shall be sought and considered.

#### D. Hiring

The Board shall be responsible for recommending for employment to administrative positions only those applicants who have been investigated sufficiently to give assurance that they are fully qualified. Once the head of school is hired, the board will collaborate with him/her to hire employees. The board will collaborate with the head of school to bring in the most qualified and high-performing teachers. Matthews Academy will provide competitive salaries and a generous benefits package. Matthews Academy believes that a large part of retaining high-performing teachers is keeping a great school culture where teachers are celebrated and engaged with students and staff. The Academy will use the Essential 55 and the Ron Clark Professional Development to ensure that the school's culture is enjoyable for all students, teachers, and staff.

#### E. Contracts

All administrative personnel defined by law as holding contract positions shall be extended contracts in accordance with provisions of law.

#### F. Background Checks

Matthews Academy will conduct criminal background checks on all candidates and employees. As stated in the charter school law, the academy will mirror the local LEA's standards on criminal background checks.

#### G. Teacher/ Staff Evaluations

Teachers and staff will be evaluated by the Head of School and reporting to the board his/her findings.

#### H. Administrator Evaluation

The Board shall be responsible for establishing procedures for an annual evaluation of each administrator.

#### I. Protection of Administrators

The Board shall extend professional support to administrative personnel and also shall provide adequate legal and insurance protection commensurate with the responsibilities and risks of the respective positions, so long as the administrator is acting within the scope of official duties.

#### J. Protections of Staff and Teachers

The Board shall extend professional support to personnel and also shall provide adequate legal and insurance protection commensurate with the responsibilities and risks of the respective positions, so long as the personnel is acting within the scope of official duties.

#### K. Health and Safety

Every employee will be able to demonstrate their knowledge to protect the students' health and safety, as well as their own.

#### L. Work Week

All full-time positions require a minimum of a five-day, forty-hour week with the exception of specials teachers. Full time employee work hours are Monday through Friday from 8:00am to 3:30pm.

#### M. Professional Growth

All personnel shall be knowledgeable of current educational research and developments, and keep abreast of new developments in the education profession. They shall make every effort to participate in appropriate staff development and professional growth activities and shall keep their required certification up to date.

#### N. Expenses

The Board of Directors shall be responsible for developing and monitoring procedures for travel, and these procedures shall be reflected in the employee handbook.

#### O. Non-School Employment

Any personnel shall notify his/her supervisor of any non-school employment. No full time employee shall accept any non-school employment which in any way conflicts with or impairs her/his ability to carry out properly the requirements of his/her duties.

#### N.1

#### P. Conferences and Visitations

Within the limits of budgetary provisions, administrators and personnel shall be encouraged to attend educational conferences and make visitations which are designed to broaden their competence in their positions. Any such attendance shall have received prior approval of the Board or appropriate supervisor.

#### Q. Salary

Salary shall be set by the Board of Directors and will be stated in the contract.

#### R. Dismissal of teachers and staff

All employees are “at will” and at the direction of the board, can be dismissed. In firing personnel, the board will direct the head of school to monitor the performance of teachers and staff. The head of school is responsible for reporting problems and violations directly to the board at monthly meetings. If the issue arises, the head of school will recommend to the board, the firing of individuals that directly violate the school’s employment policies and/or show a lack of performance in the classroom that does not align with the school’s mission.

#### S. Dismissal of an Administrator

Regarding the termination of the head of school, the board will monitor the monthly reports given by the head of school and also examine the school’s performance on End-of-Year and End-of-Grade tests. If the school is not implementing the requests given by the academic committee (approved by the full board) and the head of school is not being faithful to the school’s mission, the board may bring up a vote to terminate the head of school. A simple majority is needed to terminate said position.

#### T. School’s Mission

All employees must uphold the school’s mission at all times.

# Appendix O:

## Insurance Quote

# INSURANCE PEOPLE

Below are the **estimated annual premiums** for Matthews Academy, Inc.

<b>Property Premium Estimate</b>	<b>\$7,350</b>
Building	\$6,000,000
Contents	\$900,000
Deductible	\$1,000
Form	Special
Equipment Breakdown Included	

<b>General Liability Premium Estimate</b>	<b>\$6,377</b>
<b>Rating Basis:</b>	Students 618
	Faculty 37
<b>Limits:</b>	
Per Occurrence Limit	\$1,000,000
Annual Aggregate	\$3,000,000
Sexual Abuse & Molestation	\$1,000,000 per occurrence \$3,000,000 aggregate
Employee Benefits	\$1,000,000 per occurrence \$3,000,000 aggregate
School District & Educators Legal Liability	\$1,000,000 per occurrence \$2,000,000 aggregate
Additional Defense	\$100,000/\$50,000/\$100,000

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

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including

educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

# INSURANCE PEOPLE

<b>Fidelity Bond Estimate</b>		<b>\$332</b>
Limit	\$250,000	
<b>Auto Premium Estimate</b>		<b>\$181</b>
Hired & Non Owned Autos Only		
Limit of Liability	\$1,000,000	
<b>Head of Class Endorsement</b>		<b>\$82</b>
<b>Workers Compensation Premium Estimate</b>		<b>\$8,178</b>
Statutory State - NC		
Employers Liability	\$500/\$500/\$500	
Payroll Estimate	\$1,500,000	
<b>Umbrella Premium Estimate</b>		<b>\$2,387</b>
Limit of Liability	\$1,000,000	
<b>TOTAL ESTIMATED PREMIUM</b>		<b>\$24,887</b>
Student Accident Coverage		\$7.00 per student

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

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

# Appendix P:

## Facility Form

While Matthews Academy does not have a facility locked up, we would like to provide the Advisory Board with useful information about the school's facility/land search.



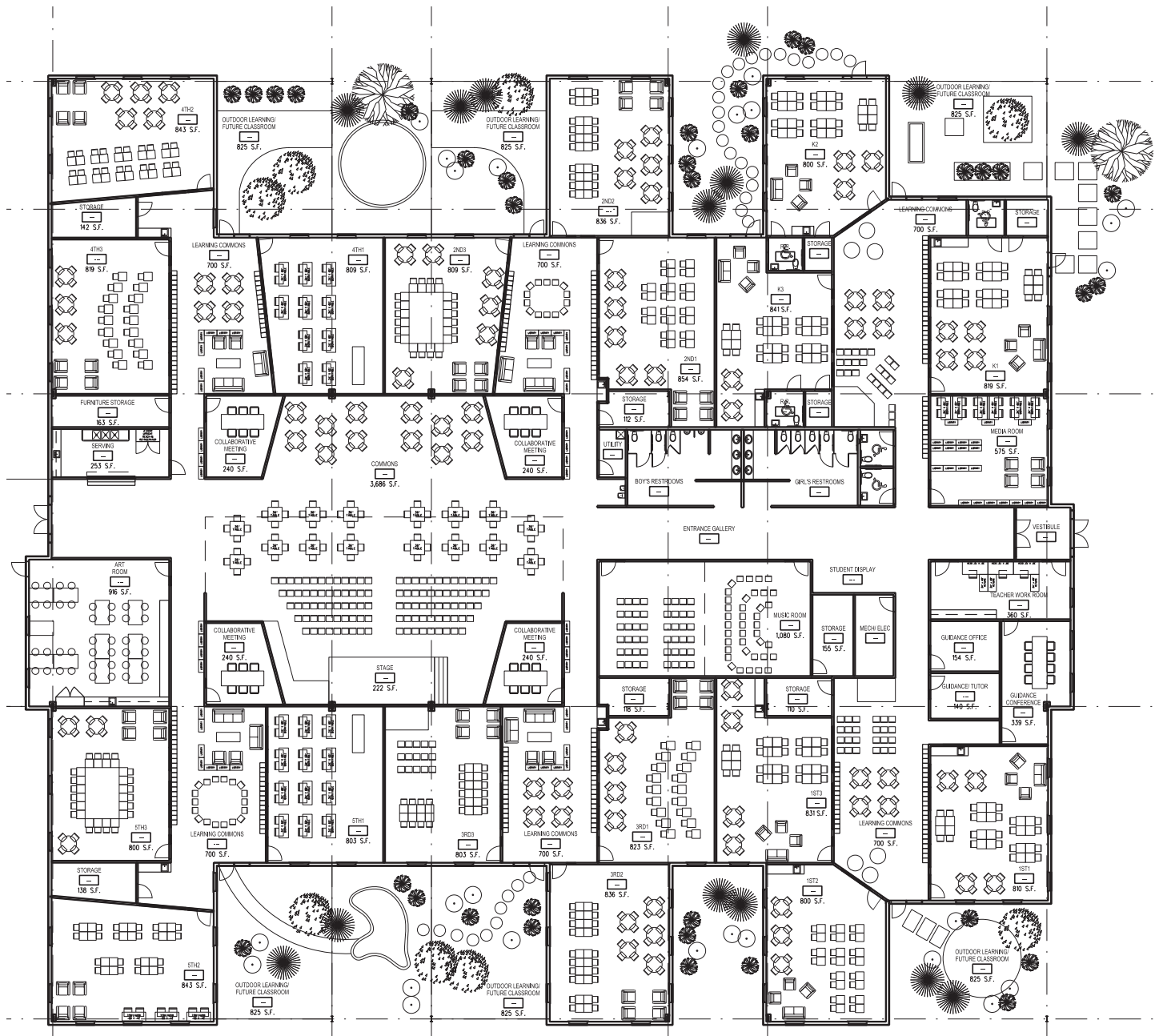
### Charter School Site Survey for Matthews Academy December 2, 2013

Map	Property Address	Available Acreage	Price per Acre	Current Zoning	Tax Parcel
1	2026 Matthews Mint Hill Road Matthews NC 28105	10.00 +/-	\$150,000.00	R-12	21510201
2	1725 Matthews Mint Hill Road Matthews NC 28105	15.75	TBD	RU in front & 0-9(CD) in rear	19331111
3	Hayden Way Matthews NC 28105	14.7	TBD	R-20	19320423
4	2424 Sam Newell Road Matthews NC 28105	12.3	TBD	R-15	19320418

Prepared by:  
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704.519.4273



# Matthews Academy -



## Conceptual Floor Plan

The school is being designed for each grade having its own wing with a commons that can be utilized for collaborative learning and promote student communication. In addition, a central commons is located in the center of the school to encourage collaborative learning between the grades and to share with the community what the school is doing. Surrounding the central commons are four critical thinking labs that can be used for collaborative teaching classrooms by all students.

The plan as shown provides for a K-5 school and in the first year a second floor above the core areas will house the 6th grade class and additional administrative functions as needed. In addition a middle school (Grades 6-8) has been designed to easily attach to the first phase with no modifications to phase one.

Outdoor classrooms are also provided for each grade to give classes the opportunity for a variety of learning environments.

# Appendix Q:

Copies of Completed Facility Inspections

Not Applicable

# Appendix R:

Revenue Assurances and/or Working Capital Report

Not Applicable

# Appendix S:

IRS Form 990

Not Applicable

# Appendix T:

## Additional Appendices Provided by Applicant



Successful implementation of Core Knowledge doesn't just happen. In most schools it is the product of careful planning, support from stakeholders, and rigorous professional development. The Core Knowledge Foundation is the sole provider of Core Knowledge professional development. Participating in our professional development offerings helps to ensure the success of your implementation and provides you with the opportunity to meet and interact with other Core Knowledge teachers and administrators.

11/18/2013

### Three-year Core Knowledge Implementation Budget

Year 1 Cost	Professional Development	Materials	Description
\$5,260			<b>Required Workshop Materials for Teachers</b> *Please see the provided Sample Order Form for further line item breakdown and additional recommendations for Year 1. \$0 (P) Preschool Starter Kits \$3,255 (K-5) Starter Kits \$244 Art Teacher Sets (1 set of Art Resources for each grade served K-5) \$160 Music Teacher Sets of the PK-8 Music CDs \$1,601 <i>Realms of Gold Vol. 1-3</i> (All the shorter literary works — poems, stories, essays, speeches and autobiographical excerpts — specified in the <i>Core Knowledge Sequence</i> for Grades 6–8) <b>Budgeted as one per student in Grades 6 - 8</b>
\$8,861	\$8,861		<b>Three consecutive days of professional development</b> (K-8) Getting Started with the <i>CK Sequence</i> (3 days) <i>Additional trainings may be scheduled based on school need &amp; CKF recommendation</i>
\$0	\$0		<b>For Preschool<sup>1</sup> (Three, two-day modules) - A discount will be applied if 2 or more events scheduled simultaneously—the prices here demonstrate cost <i>without</i> this discount.</b> (P) Getting Started with the Preschool Sequence (2 days) (P) Autonomy and Social Skills for Preschool (2 day) (P) <i>Preschool CKLA</i> program training (2 day)
\$1,000	\$1,000		<b>Principal and Core Knowledge Coordinator attending a Leadership Institute</b> (does not include lodging)
\$3,200	\$3,200		<b>One Follow-up Visit (3 Days)</b> Grade-level Consultations; Work on SIP; Work on Curriculum Plan; Classroom Observations – more than one visit may be recommended or requested if school staff need further consultation and/or support
\$5,000	\$5,000		<b>Sending 8 teachers and 2 staff to a Core Knowledge Regional Event</b> (does not include lodging)
<b>\$23,321</b>			<b>Year 1 Core Knowledge Total</b>

#### Other Budgetary Considerations (highly recommended for effective implementation, NOT paid to the Core Knowledge Foundation)

\$25,200	\$25,200	The K-3 Skills Strand of the <i>Core Knowledge Language Arts (CKLA)</i> program <sup>2</sup>
\$7,800	\$7,800	The K-3 Listening & Learning Strand of the <i>CKLA</i> program <sup>2</sup>
\$0	\$0	Printing copies of the downloadable <i>Preschool CKLA</i> comprehensive language and literacy program <sup>3</sup>
\$0	\$0	Scholastic Core Knowledge Libraries for Preschool
\$10,673	\$10,673	Scholastic Core Knowledge Libraries for K-8
\$27,468	\$27,468	Pearson Learning History & Geography Kits
\$10,500	\$10,500	Additional and/or consumable resources for teachers (\$500.00 per teacher) <sup>4</sup>
\$93,600	\$93,600	Additional and/or consumable resources for students (\$200.00 per student) <sup>4</sup>
<b>\$198,562</b>		<b>Approximate Year 1 Implementation Total</b>

Year 2 Cost	Professional Development	Materials	Description
\$1,665			<b>Required Materials for Additional Teachers</b> \$0 (P) Preschool Starter Kits \$0 (K-5) Starter Kits \$0 Art Teacher Sets (1 set of Art Resources for each grade served K-5) \$64 Music Teacher Sets of the PK-8 Music CDs \$1,601 <i>Realms of Gold 6-8 Vol. 1-3</i> (All the shorter literary works — poems, stories, essays, speeches and autobiographical excerpts — specified in the Core Knowledge Sequence for Grades 6–8) <b>Budgeted as one per student in Grades 6 - 8</b>
\$18,670	\$18,670		<b>Four days<sup>5</sup> of professional development - Discount applied if 2 or more events scheduled simultaneously—grey prices below demonstrate cost without this discount</b> (K-8) Teaching, Learning, and Assessment: Meaningful Instruction (2 days) (K-8) 1- or 2-day training chosen based on school needs such as Core Knowledge Support for CCSS
\$0	\$0	\$10,475 \$10,475	<b>For Preschool<sup>1</sup>, four days of professional development</b> (P) 2-day training selected based on school need & CKF recommendation (P) 2-day training selected as above <i>Additional trainings may also be scheduled. For all options please visit <a href="http://www.coreknowledge.org/professional-development">www.coreknowledge.org/professional-development</a></i>
\$3,200	\$3,200		<b>One Follow-up Visit (3 Days)</b> Grade-level Consultations; Work on SIP; Work on Curriculum Plan; Classroom Observations – more than one visit may be recommended or requested if school staff need further consultation and/or support
\$5,000	\$5,000		<b>Sending 8 teachers and 2 staff to a Core Knowledge Regional Event</b> (does not include lodging)
<b>\$28,535</b>			<b>Year 2 Core Knowledge Total</b>

**Other Budgetary Considerations** (highly recommended for effective implementation, NOT paid to the Core Knowledge Foundation)

\$0		\$0	Additional K-3 Skills Strand kits of the <i>Core Knowledge Language Arts (CKLA)</i> program <sup>2</sup>
\$0		\$0	Additional K-3 Listening & Learning Strand kits of the <i>CKLA</i> program <sup>2</sup>
\$0		\$0	Printing additional copies of the downloadable <i>Preschool CKLA</i> comprehensive language and literacy program <sup>3</sup>
\$0		\$0	Scholastic Core Knowledge Libraries for added Preschool classrooms
\$1,525		\$1,525	Scholastic Core Knowledge Libraries for added K-8 classrooms
\$0		\$0	Pearson Learning History & Geography Kits for added classrooms
\$12,000		\$12,000	Additional and/or consumable resources for teachers (\$500.00 per teacher) <sup>4</sup>
\$108,600		\$108,600	Additional and/or consumable resources for students (\$200.00 per student) <sup>4</sup>
<b>\$150,660</b>			<b>Approximate Year 2 Implementation Total</b>

Year 3 Cost	Professional Development	Materials	Description
\$1,729			<b>Required Materials for Additional Teachers</b> \$0 (P) Preschool Starter Kits \$0 (K-5) Starter Kits \$0 Art Teacher Sets (1 set of Art Resources for each grade served K-5) \$128 Music Teacher Sets of the PK-8 Music CDs \$1,601 <i>Realms of Gold 6-8 Vol. 1-3</i> (All the shorter literary works — poems, stories, essays, speeches and autobiographical excerpts — specified in the Core Knowledge Sequence for Grades 6–8) <b>Budgeted as one per student in Grades 6 - 8</b>
\$10,475	\$10,475		<b>Two days<sup>5</sup> of professional development - Discount applied if 2 or more events scheduled simultaneously</b> (K-8) 2-day training chosen based on school needs such as Domain-based Unit Writing <i>Additional trainings may be scheduled based on school need &amp; CKF recommendation</i>
\$0	\$0		<b>For Preschool<sup>1</sup>, four days of professional development</b> (P) 2-day training selected based on school need & CKF recommendation (P) 2-day training selected as above <i>Additional trainings may also be scheduled. For all options please visit <a href="http://www.coreknowledge.org/professional-development">www.coreknowledge.org/professional-development</a></i>
\$3,200	\$3,200		<b>One Follow-up Visit (3 Days)</b> Grade-level Consultations; Work on SIP; Work on Curriculum Plan; Classroom Observations – more than one visit may be recommended or requested if school staff need further consultation and/or support
\$5,000	\$5,000		<b>Sending 8 teachers and 2 staff to a Core Knowledge Regional Event</b> (does not include lodging)
<b>\$20,404</b>			<b>Year 3 Core Knowledge Total</b>

**Other Budgetary Considerations** (highly recommended for effective implementation, NOT paid to the Core Knowledge Foundation)

\$0		\$0 Additional K-3 Skills Strand kits of the <i>Core Knowledge Language Arts (CKLA)</i> program <sup>2</sup>
\$0		\$0 Additional K-3 Listening & Learning Strand kits of the <i>CKLA</i> program <sup>2</sup>
\$0		\$0 Printing additional copies of the downloadable <i>Preschool CKLA</i> comprehensive language and literacy program <sup>3</sup>
\$0		\$0 Scholastic Core Knowledge Libraries for added Preschool classrooms
\$1,525		\$1,525 Scholastic Core Knowledge Libraries for added K-8 classrooms
\$0		\$0 Pearson Learning History & Geography Kits for added classrooms
\$12,000		\$12,000 Additional and/or consumable resources for teachers (\$500.00 per teacher) <sup>4</sup>
\$123,600		\$123,600 Additional and/or consumable resources for students (\$200.00 per student) <sup>4</sup>
<b>\$157,529</b>		<b>Approximate Year 3 Implementation Total</b>

**Notes:** <sup>1</sup>Preschool training modules are also offered as public workshops across the country for \$375-\$500 per participant. For small groups of teachers, this option may offer a significant savings over on-site workshops. The figures quoted here are estimates for on-site workshops.

<sup>2</sup>The K-3 *Core Knowledge Language Arts (CKLA)* program consists of two strands: Skills and Listening & Learning. This quote includes the cost of both strands for each of your teachers at Grades K-3. Please contact Amplify, exclusive sales point for this program, to receive the most current pricing information for CKLA.

<sup>3</sup>The figures quoted here for the *Preschool CKLA* comprehensive language and literacy program are based upon estimates for using your local copy center to print all instructional components of the program. All of the instructional materials of this program are available for free download at [www.coreknowledge.org/ckla-files](http://www.coreknowledge.org/ckla-files).

<sup>4</sup>The values given for additional resources are guidelines, not prescriptive values. The intent is to ensure that Core Knowledge schools are adequately prepared to support both teachers and students. These amounts consider consumables as well as additional reading, writing, and learning materials in order to immerse students in a content-rich curriculum.

<sup>5</sup>The actual workshop contents and number of Professional Development days recommended will be determined through consultation with CKF and consider the school's work toward effective implementation as outlined in the Core Knowledge Implementation Guide. Please see [www.coreknowledge.org/implementation-analysis-tools](http://www.coreknowledge.org/implementation-analysis-tools) for more information.

The Board's thought process when deciding on curriculum, character development and community involvement.

## MATTHEWS ACADEMY

Matthews Academy provides a classical education to students of all backgrounds and abilities. The Academy incorporates high academic expectations with a strong focus on character development.

Parents, students, and staff use a team approach that encourages creativity and strong communication skills to increase student engagement both inside and outside the classroom

