

New Hope Charter School **CHARTER SCHOOL APPLICATION**

Schools opening in the Fall of 2013

See Resource Manual for Assistance

Due by 12 noon Friday, April 13, 2012

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
919-807-3491

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

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**CHARTER SCHOOL
2012 Application Process
To open a charter school in the 2013-2014 school year**

TIMELINE

APPLICATION DUE DATE/TIME

- | | |
|------------------------|---|
| APRIL 13, 2012 | A complete application package must be received in the Office of Charter Schools by 12 noon on <u>April 13, 2012</u> . If the preliminary chartering entity is other than the State Board of Education (SBE), please contact the Office of Charter Schools for guidance. |
| APRIL 20, 2012 | Copy of the application due to the Local LEA. |
| MAY 11, 2012 | LEA Impact Statements due to the Office of Charter Schools |
| MAY, 2012 | Public Charter School Advisory Committee receives applications and begins the process of reviewing applications ahead of their initial meeting. |
| JUNE/JULY, 2012 | The Public Charter School Advisory Committee meets and discusses applications. Candidates receiving the highest ratings will receive interviews. |
| JULY, 2012 | Charter School Advisory Committee interviews candidates and makes recommendations to SBE for preliminary charter school approval. |
| SEPTEMBER, 2012 | SBE votes for applicants which will begin their preliminary planning year training with final approval to be granted in March of 2013. |

*The Office of Charter Schools must receive the entirely complete application package no later than **12 noon on April 13, 2012**. A copy must be submitted to the LOCAL Board pursuant to G.S. 115C-238.29B(d) within 7 days.*

I. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: New Hope Charter School

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: New Hope Charter School, Inc.

HAS THE ORGANIZATION APPLIED FOR 501(c)(3) NON-PROFIT STATUS: Yes No **XX**

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: Norman L. George III

TITLE/RELATIONSHIP TO NONPROFIT: Director

MAILING ADDRESS: 6417 Chapman Court

PRIMARY TELEPHONE: 919-608-3593

ALTERNATE TELEPHONE: 919-608-3594

E-MAIL ADDRESS: norman@creativeschooldevelopment.com

Location Proposed Charter School (LEA): Chatham County

Conversion:

No: **XX**

Yes: If so, Public or Private:

If a private school, give the name of the school being converted:

If a public school, give the name and six-digit identifier of the school being converted: _____ - _____ - _____

Description of Targeted Population: Students of Eastern Chatham & Western Wake Counties

Proposed Grades Served: Kindergarten through Twelfth Proposed Total Enrollment: 1,040 (when fully developed)

Projected School Opening Year 2013 Month August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K – 5	480		XX
Second Year	K – 6	560		XX
Third Year	K – 7	640		XX
Fourth Year	K – 8	720		XX
Fifth Year	K – 9	800		XX
Sixth Year	K – 10	880		XX
Seventh Year	K – 11	960		XX
Eighth Year	K -- 12	1,040		XX

I certify that I have the authority to submit this application and that I was regularly involved in the development of this application. All information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Signature

Norman L. George, III

Printed Name

Director

Title

Date

II. TABLE OF CONTENTS FOR THE APPLICATION

Please provide a clear and precise table of contents to the proposed charter application that guides the reader through the document in correct sequence as outlined in the application provided.

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III. MISSION, PURPOSES and EDUCATIONAL FOCUS (G.S.115C-238.29A)

MISSION:

The mission of the proposed charter school is as follows:

The mission of New Hope Charter School is to develop within its students the intellectual capacity and personal habits and character qualities necessary to live independent and productive lives as paragons of a free and just society. New Hope Charter School intends to fulfill this mission by offering curricular and extracurricular activities that draw upon the liberal arts, fine arts, and sciences that are foundational to Western Civilization and our American heritage.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:

Describe the community relationships forged in the preparation of the charter application. Provide information detailing how the community and parents have been involved in the formation of the proposed mission statement. Evidence of surveys, dates, times, and locations of public meetings discussing this proposed charter school can be used to demonstrate the level of public interest.

New Hope Charter School directors were drawn together to establish a new charter school out of a common recognition that for over two decades, American students, particularly those in public schools, are on average not as competent in reading, mathematics and science as their peers in other developed nations. This nation, which has led the world for two centuries in the areas of scientific discovery and economic development, is not educating its young in a manner that prepares them to lead the world as their forefathers have done. New Hope Charter School directors believe American students can be better educated by being grounded in the ideals and qualities that gave rise to Western Civilization generally and American society in particular, among which are independent and rational thought, strong moral character, and persistent hard work.

The directors of New Hope Charter School decided to establish a quality charter school in the general area of West Cary and eastern Chatham County after recognizing that the area has a population growing so rapidly that traditional public schools in the area are not large or numerous enough to meet their educational needs. The proximity of Research Triangle Park and surrounding businesses to eastern Chatham County has attracted much demand for residential development in the vicinity. The population of the area has continued to grow despite the severe economic downturn our state and nation have experienced over the past several years. This population growth has put significant pressure on communities surrounding RTP to add educational amenities to keep up with the population growth. In past years, students living in eastern Chatham County had the option of attending public schools located nearby in western Wake County. As those Wake County schools now have enrollment beyond design capacity in many cases, this option is no longer available to East Chatham residents. Consequently, their only public school option has been to travel twenty miles or more to the nearest Chatham County schools. There are at present no immediate plans by Chatham County schools to open new facilities in the eastern part of the county. The New Hope Charter School is conceived in part as a cost effective means to provide a conveniently located high quality public school option for students in Eastern Chatham County.

Similarly, students in Western Wake County are faced with attending public schools that are very heavily enrolled, beyond the original capacity they were designed to accommodate. For example, Panther Creek High School, which is only five years old, has had so many students to enroll that the district is spending over five million dollars developing a modular classroom campus separate from its main campus at which to serve its ninth grade students. Those Wake students in need of smaller or more individualized learning environments will find it convenient to attend New Hope Charter School.

Two directors of New Hope Charter School, Glenn Futrell, a resident of eastern Chatham County, and John McConnell, are commercial real estate professionals who have intimate knowledge of the drivers and impediments of

economic growth in the Eastern Chatham/Western Wake area. Both men have facilitated land acquisition in the area for new public schools, residential developers, and community support organizations such as the YMCA. As they have witnessed and participated in the development of the area, they have seen demand for additional quality public education options skyrocket. With encouragement from parents in a number of neighborhoods in Western Wake and Eastern Chatham Counties, they seek to establish a quality charter school to meet the growing demand, and have allied with Roger Gerber of Chatham County, and Patti Bryce and Norman George of Wake County, all three of whom have experience in the establishment and/or operation of charter schools in North Carolina, to form the New Hope Charter School board. The directors have met with concerned parents in the area about the lack of sufficient education options and have assembled a representative sampling of these to serve the board in an advisory capacity during the process of chartering and opening the proposed new school.

GOALS FOR THE PROPOSED CHARTER SCHOOL:

A description of the student achievement goals for the school’s educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over time. A timeline should be included to highlight how the school proposes to meet its objectives.

New Hope Charter School will work to ensure all students are well prepared to achieve their fullest potential in college and beyond. Besides the North Carolina end-of-grade tests, NHCS faculty will also utilize nationally-normed tests such as the Iowa Test of Basic Skills at the beginning and end of each school year to measure academic growth of individual students. The directors have the following performance goals for the student body as measured by state EOG’s:

Year	Goal	EOG Composite Target
2013-14	establish base line	at least 70% at or above grade level
2014-15	build growth	at least 73% at or above grade level
2015-16	accelerate growth	at least 80% at or above grade level
2016-17	continue growth	at least 83% at or above grade level
2017-18	continue growth	at least 87% at or above grade level

PURPOSES OF PROPOSED CHARTER SCHOOL:

State the relationship between the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school’s operations.

Purpose 1, Improve student learning:

New Hope Charter School will be focused on improving learning for all students enrolled. The education program, selection of faculty and administrators, management of financial resources, adoption and implementation of policies and procedures will all be undertaken with an eye toward improving student learning and a focus on meeting needs of individual students. Faculty and staff will work with parents to create and maintain effective partnerships in educating their children, including multiple means of communication to ensure full parent participation in the education process is facilitated. Teachers will assess all students and create individualized learning plans to be implemented each year and updated periodically through the year to ensure each student is progressing at his or her potential. The character traits of self-discipline, integrity, and strong work ethic will be encouraged to provide students a moral framework likely to produce academic and social success. Curricular materials will be selected based on their being developmentally appropriate for students. Students will work independently and in teams doing projects that engage the students by focusing on learning by doing. The action of doing will aide in transforming teacher instruction into student knowledge.

Purpose 2, Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted:

New Hope Charter School is being established in part to provide a quality education option in a geographic region of North Carolina where traditional public schools are either remotely located or overcrowded, thereby increasing learning opportunities for students in eastern Chatham, western Wake and southern Durham Counties. We will seek to establish educational partnerships with corporations located in and around Research Triangle Park whereby various scientists and business professionals will participate in lessons and seminars at the school, while field trips, internships and after-school work opportunities for students will be made available in order to stimulate their intellectual curiosity and demonstrate the relevance of what students are learning in school to the improvement of their own and others' lives.

Purpose 3, Encourage the use of different and innovative teaching methods;

Innovative teaching methods will be encouraged through administrative policies that are results-oriented, rather than being rules-based. Student achievement and academic growth are of paramount importance at New Hope Charter School. The Academy will leverage technology in creative ways to stimulate and reinforce student learning. For example, students who are homebound due to illness or other reasons will be able to participate in lessons through distance learning methodologies that deliver the New Hope Charter School curriculum via the internet either in live or archived lectures. Internet learning platforms such as those being utilized at higher learning institutions such as the University of Phoenix and others are increasingly available and adaptable to the New Hope Charter School curriculum. So New Hope Charter School students will have the means to keep up with their studies regardless of sickness, travel schedules, or even family relocation due to changing job locations (a common occurrence in modern corporations, particularly those in and around Research Triangle Park)

Purpose 4, Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site;

As a charter school, New Hope Charter School will not be subject to the level of staff hierarchy characteristic of traditional public schools that are part of large, county-wide school districts, and will therefore have a more direct connection to the school's board than is typical in traditional school districts. Faculty will be held accountable for classroom results, but will have opportunity to develop new teaching methodologies through participation in teaching teams and professional development seminars, particularly as they relate to meeting the needs of individual students and fulfilling those students' individualized learning plans.

Purpose 5, Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system

As stated in the Evidence of Need section of this application, New Hope Charter School is planned for a geographic area that is currently underserved in terms of public education options. The directors of NHCS have met with parents in the area who are anxious to have a quality public education alternative located nearby. In addition, New Hope Charter School education program emphasizes character development and the hallmarks of Western Civilization and foundational American precepts to a greater depth and breadth than is typically found in traditional public school settings.

Purpose 6, Hold the schools established under this Part accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule-based to performance-based accountability systems.

As a charter school, New Hope Charter School will operate under multiple levels of accountability for student achievement results. It is accountable to the State Board of Education through end of grade testing, and applicable state and federal law and regulations. It is accountable to students and their families by virtue of being a school of choice, with families' enrollment choices having a direct and fundamental impact on the school's revenues, and ultimately its financial viability. The board will hold faculty and staff accountable for student achievement and the accomplishment of the school mission, while the directors will be accountable to its employees for adopting the appropriate budgets and policies necessary for operational viability and the continued ability to attract and keep high caliber personnel.

EDUCATIONAL FOCUS:

Describe briefly, limited to one page, the focus of the proposed charter school. This description will be used in public releases of information to interested parties, such as: the media, the State Board of Education, parents, school systems, and in various documents produced by the Office of Charter Schools. It must be concise and relate directly to the mission of the school.

New Hope Charter School ("NHCS") is a charter school serving students in Kindergarten through twelfth grades that is established to give students the intellectual capacity, personal habits and character qualities necessary to live independent and productive lives as paragons of a free and just society. NHCS offers curricular and extracurricular activities that draw upon the liberal arts, fine arts, and sciences that are foundational to Western Civilization and our American heritage. NHCS provides a highly traditional, classically based curriculum focused on the development of moral character, broad knowledge base, learning skills and logical analysis. The school is modeled after the Hillsdale Academy, a K-12 school established by Hillsdale College in 1990 as part of an effort to provide the nation with a replicable model of education reform featuring a common-sense, back-to-basics curriculum.

The NHCS curriculum relies predominantly on primary sources such as historical documents, biographies and autobiographies and the classic works of Western literature. The School will avoid textbooks that have been subject to over-simplification, historical revisionism and an obsessive focus on real and imaginary problems of American society. In all grades, special emphasis will be placed on moral development through regular school assemblies, classroom discussions and the school discipline policy. New Hope Charter School will emphasize daily the self-respect which results from a child's academic accomplishment, proper conduct and regard for others. When NHCS students come to school, they come to important, rigorous work in a well-structured and caring environment. Both their conduct and dress must support the school's seriousness of purpose.

The NHCS Lower School (grades K-8) will emphasize mastery of reading skills without which learning of all subjects is significantly impeded. Verbal communication skills and the joy of reading will be promoted through the traditional practice of reading out loud to others, thereby giving students the opportunity to experience pleasure through reading, and preparing them to master the more demanding reading required in the secondary years. The School teaches fiction and historical literature in these respective collections because they offer students models of human virtue. Through them, NHCS students become intimately acquainted with men and women of outstanding character.

NHCS students will begin foreign language instruction in the first grade. Spanish will be offered to Lower School students. Latin instruction will be required in 9th-12th grades. Science in the early grades will feature immersion in the scientific method. Beginning in Kindergarten, students undertake simple experiments and learn the process of scientific inquiry. Each lesson requires experimentation and allows students to develop hypotheses, conduct experiments, make observations, collect data and test the accuracy of their hypotheses.

The NHCS American history curriculum will provide thorough coverage of American history from earliest times, to identify the major themes in America's history, and to convey a sense of the breadth of experiences and influences that have shaped the United States of America. In the primary grades, the history curriculum focuses on the role of famous individuals in shaping the United States, highlighting their characteristics worthy of emulation by students. The NHCS curriculum introduces classical history in Grade 5. Students take a four year sequence in Ancient Mesopotamian (including the Old Testament), Egyptian, Greek, Roman (including the New Testament) and medieval civilization.

NHCS views technology as a tool to assist in the pursuit of traditional academic disciplines rather than as a driving force in the curriculum. Accordingly, students are trained to develop math skills, reading skills, research skills and other educational habits separate from a dependence upon computers. Training in the use of calculators and computers is reserved for late in Grade 8 and for Upper School students.

Upper School students will follow a common, college preparatory course of study. This includes four years each of Humane Letters (history and literature, including civics and economics in the senior year), Latin (with additional studies in French or Spanish), laboratory science and mathematics. Students also complete the following: three years of rhetoric and composition and two years of art, music and physical education. After completing pertinent courses, students may elect to take Advanced Placement examinations in United

States history, chemistry, biology, physics, calculus, English literature, French language, Spanish language and Latin. Though the School's courses are not designed to "teach to test," they offer ample preparation for those students who choose to take an AP exam.

IV. GOVERNANCE

NOTE: Please answer all sections completely. Do not use “same as LEA” or “whatever the law states”. Lack of proper documentation will jeopardize the application review.

PRIVATE NONPROFIT CORPORATION (G.S.115C-238.29E)

The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

Name of Private Nonprofit: New Hope Charter School, Inc. (Note: incorporation has not taken place as of the date of application submission. The directors intend to incorporate prior to final approval interview date.)

Mailing Address: 6417 Chapman Court

City/State/Zip: Raleigh, NC 27612

Street Address: 6417 Chapman Court

Phone: 919-608-3593

Fax: 919-781-4213

Name of registered agent and address: Norman L. George III, 6417 Chapman Court, Raleigh, NC 27612

FEDERAL TAX ID: not received as of date of application

TAX-EXEMPT STATUS (501 (c)(3) (G.S.115C-238.29B(b)(3))

The private nonprofit listed as the responsible organization for the proposed charter school has 501 (c)(3) status:

Yes (copy of letter from federal government attached)

XX No *The directors of New Hope Charter School acknowledge that tax-exempt status must be obtained from the IRS within 24 months of the date this Charter Application is given final approval.*

NOTE: The tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval. (G.S.115C-238.29E(b))

PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)

If the Charter School plans to contract for services with an “educational management organization” or “charter support organization,” please specify the name of the company, address, website, phone number, contact person, fax, and email:

New Hope Charter School directors are open to contracting with an educational management organization, but as of the date of application, have not decided whether or with whom to contract for such services. Primary considerations for this decision are 1) whether the prospective EMO has the

expertise to deliver the education program outlined in this application; 2) whether the prospective EMO has the ability to provide the education program at a cost that does not exceed school revenues (including whatever fee would be due to the EMO); 3) whether the prospective EMO has a school and business operating philosophy compatible with both the board of directors and the public served by the charter school; and 4) whether the potential benefits of contracting with the prospective EMO are commensurate with the cost of its services.

- Please include a copy of the proposed management agreement of the specified EMO and explain how the contract will be in the best educational and financial interests of the charter school. **No contract is presently being considered by the New Hope Charter School directors.**
- What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school. **None have been considered at the time of this application.**
- Provide and discuss performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the proposed population of students **None have been considered at the time of this application.**
- Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO. An organizational chart showing the lines of authority should be included. **The New Hope Charter School board does not believe the governance structure will be affected by any potential EMO/CMO. The directors recognize that the board alone is responsible for the successful operation of the proposed charter school, and that no service provider the board may contract with in the future can relieve the board of its ultimate responsibility under the charter agreement to the State of North Carolina and to those students and families the school serves.**
- Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles. **Any prospective contract with an EMO/CMO that the board may consider will be evaluated with regard to which services the EMO/CMO will provide, the cost of those services, and the means by which the quality of those services can be assessed. The board will carefully consider termination clauses in any proposed EMO/CMO contract it may consider prior to entering into a contractual relationship.**

ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT: (GS 115C-238.29B(b)(3); GS 115C-238.29E(d))

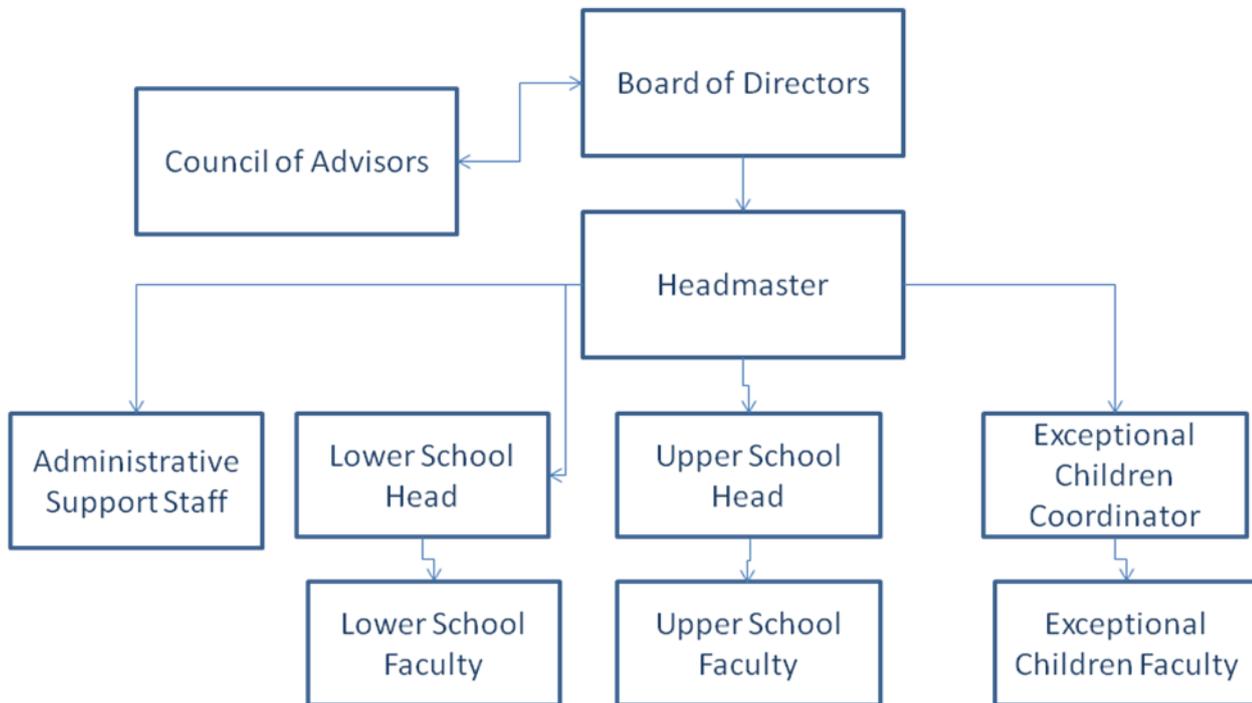
The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)

A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school as well as any advisory council. This chart should also include lines of authority to and from

any outside entity that will play a role in managing the charter school.

New Hope Charter School Organizational Chart



-
- Each founding board member must submit, in this section of the application, a one-page resume highlighting his or her experiences over the past ten or more years.

The Board of Directors of New Hope Charter School are comprised of Ms.Patti Bryce, Mr. Glenn Futrell, Mr. Norman George, Mr. Roger Gerber, and Mr. John McConnell. The Council of Advisors of New Hope Charter School are Ms. Charleen Cody, Ms. Elizabeth Ferm, and Ms. Loren Pease. Resumes of each Director and Advisor are included in the following pages:

Patricia A. Bryce

2525 Harptree Court, Raleigh, NC 27613

pattibryce@gmail.com

919 815 9136

QUALIFICATIONS

- Leader of the nation's largest YMCA youth programs association
- Experienced organizer of ground-breaking North Carolina charter school
- Persuasive writer and communicator with proven efficacy
- Creative collaborator with hands-on experience leading educational, non-profit, and mission-based organizations
- Strategic thinker with the ability to execute quickly
- Veteran fundraiser and public speaker

EMPLOYMENT EXPERIENCE

Director, Community Outreach, A.E. Finley YMCA Raleigh, NC

2007—present

- Plan and implement all community outreach programs for 20,000-member branch targeting underserved populations in Raleigh. Sample programs include literacy mentoring, youth development, and health and wellness programs.
- Maintain departmental leadership responsibilities that include grant writing, budgeting, hiring, training, and performance management.
- Collaborate with school administrators to create innovative literacy programs and training modules that support classroom learning objectives.
- Devise and implement annual fundraising programs, which last year raised more than \$2 million.
- Write, evaluate, and refresh training materials used to on-board YMCA staff and volunteers.
- Serve as YMCA spokesperson to the media, major donors, and other civic organizations with which we partner.

Director, Community HOPE Literacy Mentoring Raleigh, NC

2005—2007

- Recruited and trained 500+ volunteer literacy mentors from across North Carolina.
- Recruited and retained at-risk students to participate in the mentoring program.
- Developed community relations to support the program, including fundraising and in-kind civic partnerships.
- Supervised on-site mentoring program in resource-challenged neighborhoods.

Freelance Copywriter and Editor Raleigh, NC

2003—2005

- Collaborated with marketing agencies to develop and execute concepts for print marketing campaigns.
- Contributed articles and op-eds to regional public relations campaigns.
- Compiled and analyzed statistical information for pharmaceutical marketing firm and produced client-facing presentations with the data.
- Wrote and edited copy for print and online advertisements, marketing collateral, and websites for a variety of clients.

Co-Founder, Magellan Charter School Raleigh, NC

1998—2003

- Founding board member of one of North Carolina's highest performing charter schools.
- Developed bylaws and programs to support the academic aims of the school, which were replicated at other charter schools across the state.
- Served as school representative in round-table discussions to create a regional charter school association.
- Established and lead a high-impact parent volunteer organization for the school.
- Coordinated all community service efforts.
- Served as media contact for the school.

Legislative Assistant, U.S. House of Representatives

1980 – 1983

- Provided daily analysis of legislative issues for committee work and floor votes.
- Researched and wrote floor statements and speeches.
- Represented Member in meetings with advocacy groups and constituents.

Business Profile for Glenn Futrell

Cary, NC Developer specializing in land acquisition and assemblage

- Obtained NC Real Estate License in 1982
- In 1983, partnered with John McConnell, Jr. to assemble and sell the 1100 acres in West Cary that is now known as Phase I of Preston Golf and Country Club.
- In December of 1984, with McConnell, I began assembling a large neighborhood now known as Cary Park, west of NC Highway 55.
- In 1988, we began assembling what would be a mega-community west of NC Highway 55, now known as Amberly. The project was 1,100 acres.
- In 2002, Colen Davidson and I formed Impact Properties Group and along with SAS Institute and Preston Development partnered to construct several custom built neighborhoods, many of which have won "Community of the Year" and other prestigious awards from the HBA. These communities include: Highcroft, Highcroft Village, Cameron Pond, South Lakes and Weycroft. IPG has developed over 1400 lots in 8 years.
- Other projects I have assembled or helped assemble include: Weldon Ridge, Stone Water, Carpenter Village, The Reserve (Cary), Weycroft, Tatton Place, Evans Farm, Wyman Park, Greythorne, Bloomfield, Oak Hall (Holly Springs), Salem Woods (Apex), Surrey Meadows (Apex), Mingo Creek (Knightdale), Woodcliff (Holly Springs), Glenwood (Holly Springs)
- In 1994 I helped assemble and construct Cornerstone Shopping Center at the corner of Davis Drive and High House Road, a 78,000 sq ft Lowes Foods anchored Shopping Center.
- I am currently working to construct a grocery store anchored shopping center at the corner of O'Kelly Chapel and Green Level Church Road. I am also working with partners on my two newest developments in NW Cary, Weycroft Reserve and Montvale. Along with that I manage a multitude of properties owned by my partnerships and myself.

Norman L. George III
6417 Chapman Court -- Raleigh, NC 27612
919-608-3593

Work Experience

Charter School Operations & Development
 Commercial Real Estate Brokerage and Management
 Medical Sales – Orthotics

Years Experience

15 years
 12 years
 2 years

Skills

School Operations & Administration	Financial Analysis
Facilities Site Selection & Development	Business Software Knowledgeable: MS Office, MAS 200,
Real Estate development & Management	Spreadsheet Design & Analysis
Sales and Negotiations	Excellent oral and written communication skills
Building Teams & Interpersonal Relationships	Conflict Resolution
Government & Public Relations	Marketing

Employment History

President/Owner	Creative School Development, Raleigh, NC <i>Charter School Operations/Facilities Development</i>	2007 - Present
School Development Consultant	Imagine Schools, Arlington, VA <i>Charter School Operations/Facilities Development</i>	2004 - 2006
Director of Finance & Development	St. David's School, Raleigh, NC <i>Private School Financial Management & Fundraising</i>	2001 - 2004
Director New Business Development	National Heritage Academies, Grand Rapids, MI <i>Charter School Development/Campus Acquisitions</i>	1998 - 2001
School Business Manager	Advantage Schools, Boston, MA <i>Rocky Mount Charter School, NC</i>	1997 - 1998
Independent Sales Representative	Meditech Orthopedics, Raleigh, NC <i>Orthotics Marketing and Fitting</i>	1995 – 1997
General Manager	Sumer Winds Condominiums, Indian Beach, NC <i>Resort Condominium Management & Reconstruction</i>	1992 – 1994
Property Manager	J. M. Kane & Co. / Investment Marketing Assoc. <i>Shopping Center Leasing and Managment</i>	1990 – 1991
Partner	Trinity Resources, Inc, Raleigh, NC <i>Commercial Real Estate Brokerage</i>	1986 – 1989
Real Estate Salesman	Master Real Estate Corp., Raleigh, NC <i>Commercial Real Estate Brokerage</i>	1983 – 1986

Roger Alain Gerber
200 Stags Trail
Chapel Hill, NC 27516-7310
919-967-1029

FRANKLIN & MARSHALL COLLEGE Lancaster, PA 1970
Bachelor's degree in Government.

UNIVERSITY OF HARTFORD Hartford, CT 1972 and 1973
Completed all but master's thesis towards a master's degree in sociology

CHARTER SCHOOLS North Carolina 1996-PRESENT
Freelance consultant to schools and individuals 2003 - present
Executive director of the League of Charter Schools 1998 - 2008
Member - North Carolina Charter School Advisory Committee
1997 - 2002
Woods Charter School - computer teacher 1998 - 1999
Association of North Carolina Charter Schools
Association's first president March 1998 - June 1999
Financial Reform for Excellence in Education (F.R.E.E.) 1996- 1998
Founding member of non profit that received and opened five charter schools
(two in 1997 and three in 1998)
Orange Charter School September – November 1997
Interim Principal

D&R HOMESCHOOL Chatham County, NC 1993-1998
Home school teacher for middle school and high school for my two daughters. Developed an original curriculum for 6th through 9th grade; Recognized by Duke's Talent Identification (TIP) as a "School of Distinction" in 1996.

CHAPEL HILL HOMESCHOOLERS 1995-1998
Founder & Teacher - Tuesday School, an academic program for middle and high homeschoolers
Teacher & Coordinator - Friday School, a supplementary school program for homeschoolers

B. EVERETT JORDAN ELEMENTARY SCHOOL Alamance County, NC 1989 -1994
Volunteer. Donated 10 - 15 hours per week in all areas of the school, but primarily in the computer lab, as instructor for both teacher and students, and as a hardware specialist. Developed a second grade geography course which I helped to teach for two years and then left behind for the teachers to use. Received the Governor's "Volunteer of the Year" Award for Alamance in 1994.

PLAYMAKERS REPERTORY COMPANY Chapel Hill, NC 1978-1980
Box Office Manager. Managed season and individual ticket sales for UNC's repertory theater. Trained and supervised paid and volunteer staff.

RINGLING BROTHERS AND BARNUM & BAILEY CIRCUS, Washington, DC 1975-1978
Box OFFICE Supervisor. Managed ticket-selling operations in five cities per year, traveled and worked with wife. Hired and trained personnel and coordinated ticket sales of up to one million dollars in eight- week selling periods.

GLOBAL DOMES INC. Southington, CT 1972-1975
President. Founded and ran a company that manufactured geodesic domes as greenhouses, swimming pool covers, and playground equipment.

Related Activities and Competencies

Ran for the office of NC senator in 2008 and 2010; served on the Board of two charter schools, SPARC Academy (1998-2003), and Preeminent Charter School, since 2005 until present; built my own house in Chatham County, served as house husband and primary care giver to our two children from 1982 to 2000; served as volunteer promotional videographer for the MBA Enterprise Corps, from 1991 to 1997; fluent in French.

John D. McConnell, Jr.
H. & M. DIVERSIFIED INVESTMENTS, INC.
4080 Barrett Drive • Raleigh, N.C. 27609 • 919/781-4212 • FAX 919/781-4213

John D. McConnell, Jr. in Raleigh, NC chartered H&M DIVERSIFIED INVESTMENTS, INC. in 1975, and he has been continuously involved in the business since that time. Mr. McConnell is a licensed real estate broker, involved in the land assemblage arena of commercial real estate. Working with several partners, he has assembled and sold the Woodcroft Development in Durham; Adams Farm in Greensboro; and Preston, Cary Park, Panther Creek, Cameron Pond, Amberly, and Stonewater in Cary, NC.

The company has served as broker of many commercial and residential parcels during the last thirty years, including now fully developed apartment sites, shopping centers, motel sites and business parks. The company has also represented retail companies in securing sites in the Research Triangle area, and they have also worked to find sites for hotel developers and have brokered hotels, retail developments and apartment developments.

More recently the company has been extensively involved with Kane Realty in the redevelopment of North Hills Mall, which is now a very successful lifestyle center. The company brought some of the first equity partners to the development and over a period of several years, successfully assembled an additional fifty acres at North Hills which now has a variety of uses being developed including a 17 story office tower, a ten acre continuing-care retirement community, a large two story first-of-its kind Harris Teeter and more.

Mr. McConnell prefers to work quietly and is sought after by clients who like his low-key methods. The company is glad to furnish in confidence the names of some of its satisfied clients.

The Following resumes are for the New Hope Charter School Council of Advisors:

Charleen Graham Cody
446 Davis Love Drive, Chapel Hill, NC 27517

mobile/text (919) 225-6297
charleencody@yahoo.com

I am a stay-at-home mother of two young boys and a committed school, church and community volunteer. My family bought a small farm in Chatham County in 1985. From grade 6 up, I attended local schools. Today, I have a deep desire to work towards ensuring excellent school choices for local families.

PROFESSIONAL EXPERIENCE

L&E Research, Raleigh, NC

January 2008-Present

L&E Research is a top rated qualitative research company with offices in Raleigh and Tampa.

Medical Recruiter, part-time (my full-time job since our first son's birth has been stay-at-home mom)

Report to a team of Project Managers. Part-time, telecommuting position.

- Recruit medical professionals, like physicians, to participate in qualitative research projects, where they are asked to give honest feedback and opinions regarding novel pharmaceutical products, medical devices, or therapies, during product development or prior to a product launch.

Campbell Alliance, Raleigh, NC

March 2005-June 2006

Campbell Alliance is a premier management consulting firm to the biotech and pharmaceutical industries.

Managing Administrator, Marketing Department

Reported directly to the Vice-President of Marketing.

- Worked directly with consultants and business developers on specialized marketing campaigns to target potential clients or build new business with existing clients.
- Managed a conference schedule averaging almost 50 domestic and international conferences and speaking engagements a year.
- Assisted in writing press releases and preparing printed marketing collateral for the Raleigh headquarters and five regional offices.
- Managed company's gifting program, mass marketing efforts, assisted Marketing VP in preparing important presentations to key clients.
- Managed all tracking and reporting efforts for the marketing department, which was the 2nd largest department in the company.

Spherion Corporation, Durham, NC

October 2001-March 2005

Spherion is a leader of workforce solutions including recruiting, staffing and human resources consulting.

Administrative Services Manager, Human Capital Consulting Group

Reported to Managing Director and Business Developer

- Planned and managed presence at marketing events and tradeshow including: executive roundtables, state SHRM conventions, golf tournaments, sponsorships, and other meetings.
- Managed production and schedule of mass mailings, marketing materials and print advertising.
- Maintained accuracy of client and prospect information and tracked sales development cycle using Salesforce.com CRM software.
- Managed production and schedule of key marketing materials and events; developed presentations for use at conferences, trade shows, client meetings; drafted service proposals and comprehensive service agreements for new and existing clients.
- Assisted in creating a web-based candidate information database using Intuit product, Quickbase. Database successfully solved the need for nationwide consultants who required real-time access to candidate status notes.

EDUCATION

University of North Carolina-Chapel Hill, Bachelor of Arts, Political Science, 1994

Daily Tar Heel (Campus Award-Winning Newspaper) Staff
Congressional Intern to NC Congressman David Price, Summer
Americorps Volunteer in Inner-City Chicago, Full Year

LOREN PEASE:

Pittsboro, NC 27312-

220 Wooded Acres Trail

919-949-5345

loren@sweetpease.com

-FACEBOOK search "Sweetpease art"

OBJECTIVE:

To create art work that invites the viewer to pause and establish a relationship with the scene or subject. To build a portfolio of art work that evokes positive emotions and inspires creative thoughts.

SUMMARY:

Revived art program in city high school. Orchestrated school and city-wide projects with students, faculty and local artists. Launched business painting residential and commercial murals with projects on display in eight states. Collaborated with designers and business owners to assure murals emphasized the desired atmosphere. Enhanced community appreciation for art by donating original art to numerous non-profit organizations and small businesses. Featured in local magazines: Chapel Hill magazine and Premier Baby & Child

EDUCATION:

Ithaca College, Ithaca, NY BS Honors 2000, Advertising Art/Fine Arts

Greensboro College, Greensboro, NC Art Education Certification 2001

EMPLOYMENT:

2005-Present, Artist/Muralist. Produced more than 100 interior and exterior murals. Created canvas works, illustrations, watercolors and mixed-media in studio and on site for both residential and business settings.

2005-Present, Parent of 3 boys, all participating in the community, school, sports and the arts. Love to play outside exploring nature and any experiments we can learn from!

2006-2008, Private art tutor for high school students

2000-2006, Teacher, lead high school art teacher and department head, Durham NC,

COMMERCIAL PROJECT EXAMPLES:

2005-Present

- Duke Children's Hospital and Health Center,
- Duke Pediatric clinic Herdon Rd. Durham, NC
- Lenox Baker hospital
- Goddard School Durham and Raleigh, NC
- Marmalade Skies yogurt shop
- Skippers Restaurant, Apex, NC
- Bahama Veterinary Clinic, Bahama, NC..
- Martin Dental, Locust, NC.
- Durham Performance Learning Center, Durham Public Schools,

EXHIBITIONS:

"Tranquil Nature" Borders, Greensboro, NC; "Function and Form" Bella Tria, Durham, NC;
Durham, NC; "Travel memoirs" Ithaca, NY

"Fertility" NCCU,

Elizabeth Virginia Ferm

October 2011 – January 2012 *Mottis* (formally Kelly MarCom) Sanford, NC
Agency Workflow Manager - contract

July 2011 *Howard, Merrell & Partners* Raleigh, NC
Agency Print Production Manager

2008-present *BTB Marketing Communications* Raleigh, NC
Freelance Project Management Contract Projects

1998–2008 *BtB Marketing Communications* Raleigh, NC
Production Manager

- Spearheaded agency's growth in interactive field, with continued development of competencies in web development and online advertising.
- Integrally involved in strategic planning and execution of advertising campaigns for all clients.
- Oversee all Agency production, including management of internal resources and multiple vendors to ensure maximum efficiency.
- Manage allocation and reconciliation of \$MM+ budgets.
 - Responsible for supervision and development of production department.

1995–1998 *Metro Group International* Charlotte, NC
Production Manager
Account Manager

- Managed print, broadcast, outdoor and collateral projects to ensure budgetary adherence and timely completion.
- Formulated marketing strategies for clients, created budgets and managed day-to-day implementation of the plans.
- Researched, negotiated, planned, placed and tracked media buys for clients.
- Functioned as primary Agency contact on Alemite and American Superba accounts.

1994-1995 *ESPN Regional Television* Charlotte, NC
Production Assistant
Broadcast Monitor-Freelance 1995-1998

Charlotte Hornets, NCAA Men's Basketball, Big Eight, Big Ten and Big East College Conference Studio Shows

- Administered production elements for live sports broadcasts including *Top Rank Boxing, NASCAR Today, NCAA Men's Basketball* (180 games per season).

1990–1994 University of North Carolina at Chapel Hill

- B.A., English

2011-present *Pittsboro Elementary School* Pittsboro, NC
prepare lunch packs (Panda Packs) for *underprivileged* children for their weekends

2011-present *Chatham PTA thrift store*
help after hours inventory and place out merchandise and general clean up

The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law. (*G.S.143.318.9 et seq*)

The New Hope Charter School Board of Directors submits the following Bylaws with this charter application. The Conflict of Interest policy is contained in Article VI, Section 5. The Board shall abide by the requirements of the NC Open Meetings Law as described in Article IV, Sections 10, 11, 12, & 14.

BYLAWS

of

New Hope Charter School, Inc.

a North Carolina non-profit corporation

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New Hope Charter School, Inc.

ARTICLE I

NAME

This organization shall be called New Hope Charter School, Inc. The organization shall more commonly be known by the name, and exists for the purpose of establishing and overseeing the operation of, New Hope Charter School (NHCS).

ARTICLE II

FORM OF CORPORATION

NHCS is organized as a nonprofit corporation with no members.

ARTICLE III

OFFICES

Section 1. Principal Office. The principal office of the corporation shall be located in, or near, Cary, County of Chatham, North Carolina.

Section 2. Registered Office. The registered office of the corporation shall be 6417 Chapman Court, Raleigh, North Carolina

ARTICLE IV

BOARD OF DIRECTORS; MEETINGS; FISCAL YEAR

Section 1. General Powers. The business, property and affairs of the corporation shall be managed by its Board of Directors. The Board of Directors may exercise any and all of the powers granted to it under the North Carolina Non-Profit Corporation Act. The Board may delegate said powers to the officers of the Board and/or the School Director as it deems appropriate or necessary.

Section 2. Method of Selection. The initial Board of Directors shall be the individuals named in the Charter School Application. Subsequently, the Board of Directors of the corporation shall nominate members to the Board of Directors equaling the number of vacancies on the Board. Provided the Nomination Committee of the Board of Directors or its designee submits the nominees' name to the Board at least fourteen (14) days before the Board's next regular meeting, the Board shall appoint only members who have been nominated at its next regular meeting. When the nominations are forwarded to the Board, they shall be accompanied by the nominees' resumes and the nominees shall be available for interview by the Board or its designees. A member appointed to fill a vacancy created other than by expiration of a term shall be appointed for the unexpired term of the vacating member in the same manner as the original appointment.

Section 3. Length of Term. The term of each member of the Board of Directors shall be three (3) years, except that of the members first appointed, 1/3 shall be appointed for a term of three years, 1/3 shall be appointed for a term of two years, and the remainder shall be appointed for a term of one year.

Section 4. Number of Directors. The number of members shall never be fewer than five (5), nor more than seven (7), as determined from time to time by the Board.

Section 5. Qualifications. The Board members of the corporation must include a parent or guardian of a child attending the school; and the Board shall not include (i) employees of NHCS; or (ii) State officials, as representatives of the State. Qualifications for Board membership shall include but not be limited to: (a) an interest in children and their education; (b) enthusiasm for NHCS and conviction in its purpose; (c) willingness to give time and energy to NHCS; (d) special skills to address specific management and needs of NHCS; (e) ability to represent the community and interpret community needs and views; (f) willingness to accept and support decisions democratically made; and (g) ability to represent NHCS to the community.

Section 6. Acceptance. All members of the Board of Directors of the corporation must demonstrate an acceptance of office.

Section 7. Tenure. Each Director shall hold office until the Director's replacement, death, resignation, removal or until the expiration of the term, whichever occurs first.

Section 8. Removal. Any Director may be removed with cause by a two-thirds (2/3) vote of the Board of Directors of the Corporation.

Section 9. Resignation. Any Director may resign at any time by providing written notice to the corporation. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice. A successor may be appointed as provided in Section 2 of this Article.

Section 10. Annual and Regular Meetings. The Board of Directors shall hold a regular annual meeting after July 1st of each year. The meeting shall be held at such time and place as the Directors shall from time to time determine. The Board of Directors may also provide, by resolution, the time and place, within the state of North Carolina, for the holding of additional regular meetings. The corporation shall provide notice of all regular meetings as required by Chapter 33C, of N.C.G.S. 143 (the Meeting of Public Bodies Act).

Section 11. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the President or any Director. The person or persons authorized to call special meetings of the Board of Directors may fix the place within the state of North Carolina for holding any special meeting of the Board of Directors called by them, and, if no other place is fixed, the place of meeting shall be the principal business office of the corporation in the state of North Carolina. The corporation shall provide notice of all special meetings as required by the Open Meetings Act.

Section 12. Notice; Waiver. In addition to the notice provisions of the Open Meetings Act, notice of any special meeting of the Board stating the time, place and purposes of the meeting shall be given by one of the following methods:

(a) by mailing a written notice of such meeting to such address as the Director designates from time to time or, in the absence of designation, to the last known address of the Director at least thirty (30) days prior to and not later than sixty (60) days from the special meeting;

(b) by personally delivering a written notice of such meeting to the Director at least thirty (30) days prior to and not later than sixty (60) days from such meeting;

(c) by orally notifying the Director of such meeting at least thirty (30) days prior to and not more than sixty (60) days from such meeting, either personally or by telephone; or

(d) by transmitting notice to the Director at least thirty (30) days prior to and not later than sixty (60) days from such meeting by telecopy (facsimile machine) or email to the Director's last known office or home or to such other location as the Director designates from time to time.

Section 13. Waiver of Notice of Meetings. Any Director may waive notice of any meeting by written statement, or telecopy sent by the Director, signed before or after the holding of the meeting. The attendance of a Director at a meeting constitutes a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 14. Quorum. A majority of the Directors of the Board constitutes a quorum for the transaction of business at any meeting of the Board of Directors, but if less than a majority is present at a meeting, a majority of the Directors present may adjourn the meeting from time to time, providing such notice as is required by the Open Meeting Act.

Section 15. Manner of Acting. The act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 16. Electronic Participation in Meeting. A Director may participate in a meeting by conference telephone or any similar communications equipment through which all persons participating in the meeting, including members of the public, can communicate with the other participants. Participation in a meeting pursuant to this Section constitutes presence in person at the meeting.

Section 17. Board Vacancies. Any vacancy may be filled as provided in Section 2 of this Article.

Section 18. Compensation. By resolution of the Board of Directors, the Directors may be paid their expenses, if any, of attendance at each meeting of the Board of Directors. The Directors will otherwise receive no compensation for serving on the Board of Directors.

Section 19. Presumption of Assent. A Director of the corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless that Director's dissent shall be entered in the minutes of the meeting or unless that Director shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the corporation immediately after the adjournment of the meeting. This right to dissent shall not apply to a Director who voted in favor of such action.

Section 20. Committees. The Board of Directors, by resolution, may designate one or more committees, each committee to consist of one or more Directors elected by the Board of Directors, which to the extent provided in the resolution as initially adopted, and as thereafter supplemented or amended by further resolution, shall have and may exercise, when the Board of Directors is not in session, the powers of the Board of Directors in the management of the business and affairs of the corporation, except action in respect to the fixing of compensation for or the filling of vacancies in the Board of Directors or committees created pursuant to this Section, or amendments to the Articles of Incorporation or Bylaws. The Board of Directors may elect one or more of its members as alternate members of any committee who may take the place of any absent member, or members, at any meeting of a committee, upon request by the Chair of the meeting. Subject to the Open Meetings Act, each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Board of Directors of its activities as the Board of Directors may request.

Section 21. Fiscal Year, Budget and Uniform Budgeting and Accounting. The fiscal year of the corporation shall begin on the first day of July in each year. The Board of Directors, subject to the oversight responsibilities of the Board, shall have exclusive control of the budget. The Board shall prepare and publish an annual budget.

ARTICLE V

OFFICERS

Section 1. Number. The officers of the corporation shall be a President, School Administrator, Vice-President, Secretary, Treasurer, and such Assistant officers as may be selected by the Board of Directors.

Section 2. Election and Term of Office. The Board of Directors shall elect the initial officers of the corporation not later than August 30, of the initial year of operation. Thereafter, the Board of Directors shall elect the officers annually as terms expire at the annual meeting of the Board of Directors. If the election of officers is not held at that meeting, the election shall be held as soon thereafter as may be convenient. Each officer shall serve a three year term unless the officer resigns or is removed in the manner provided in Section 3.

Section 3. Removal. Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the corporation would be served thereby.

Section 4. Vacancies. A vacancy in any office shall be filled by appointment by the Board of Directors for the unexpired portion of the term.

Section 5. President. The President of the corporation shall preside at all meetings of the Board of Directors. If there is not a President, or if the President is absent, then the Vice-President shall preside. If the Vice-President is absent, then a temporary chair, chosen by the members of the Board of Directors attending the meeting shall preside. The President shall be an ex-officio member of all standing committees and may be designated chairperson of those committees by the Board of Directors. The President shall, in general, perform all duties incident to the office of President of the Board as may be prescribed by the Board from time to time.

Section 6. Vice-President. In the absence of the President or in the event of the President's death, inability or refusal to act, the Vice-President shall perform the duties of President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice-President shall perform such other duties as from time to time may be assigned to the Vice-President by the President or by the Board of Directors.

Section 7. School Administrator. The School Administrator shall be the Chief Education Officer of the corporation. Subject to the control of the Board of Directors, the School Administrator shall, in general, supervise and control all of the business and affairs of the corporation. The School Administrator shall also be the FOIA officer for the corporation.

Section 8. Secretary. The Secretary shall: (a) keep the minutes of the Board of Directors meetings in one or more books provided for that purpose; (b) see that all notices, including those notices required under the Meeting of Public Bodies Act, are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records; (d) keep a register of the post office address of each director; and (e) perform all duties incident to the office of Secretary and other duties assigned by the School Administrator or the Board.

Section 9. Treasurer. The Treasurer shall: (a) assure that the responsibilities of the fiscal agent of the corporation are properly carried out; and (b) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the Board of Directors.

Section 10. Assistants and Acting Officers. The Assistants to the officers, if any, selected by the Board of Directors, shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the officers or by the Board of Directors. The Board of Directors shall have the power to appoint any person to perform the duties of an officer whenever for any reason it is impractical for such officer to act personally. Such acting officer so appointed shall have the powers of and be subject to all the restrictions upon the officer to whose office the acting officer is so appointed except as the Board of Directors may by resolution otherwise determine.

Section 11. Salaries. Officers shall not receive a salary unless the salary has been specifically approved by the Board of Directors. Officers of the corporation who are Directors of the corporation may not be compensated for their services. They may, however, receive traveling and other expenses.

Section 12. Filling More Than One Office. Any two offices of the corporation except those of President and Vice-President may be held by the same person, but no officer shall execute, acknowledge or verify any instrument in more than one capacity.

ARTICLE VI

CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS

Section 1. Contracts. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract, to execute and deliver any instrument, or to acknowledge any instrument required by law to be acknowledged in the name of and on behalf of the corporation. Such authority may be general or confined to specific instances, but the appointment of any person other than an officer to acknowledge an instrument required by law to be acknowledged should be made by instrument in writing. When the Board of Directors authorizes the execution of a contract or of any other instrument in the name of and on behalf of the corporation, without specifying the executing officers, the President or Vice-President, and the Secretary or Treasurer may execute the same and may affix the corporate seal thereto.

Section 2. Loans. No loans shall be contracted on behalf of the corporation and no evidences 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. No loan or advance to, or overdraft of funds by an officer or member of the Board of Directors otherwise than in the ordinary and usual course of the business of the corporation, and on the ordinary and usual course of the business or security, shall be made or permitted.

Section 3. Checks, Drafts, etc. 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 such officer or officers, agent or agents, of the corporation and in such manner 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 banks, trust companies or other depositories as the Board of Directors may select, provided that such financial institution is eligible to be a depository of surplus.

Section 5. Contracts Between Corporation and Related Persons. Subject to the provisions of the North Carolina Nonprofit Act, any contract or other transaction between this corporation and one or more of its Directors, or between this corporation and any firm of which one or more of this corporation's Directors are members or employees, or in which one or more of this corporation's Directors are interested, shall be valid for all purposes, notwithstanding the presence of such Director or Directors at the meeting at which the Board of Directors of the corporation acts upon, or in reference to, such contract or transaction, and notwithstanding the participation of the Director or Directors in such action, if the fact of such interest shall be disclosed or known to the Board of Directors and the Board of Directors shall, nevertheless, authorize, approve and ratify such contract or transaction by a vote of a majority of the Directors present, such interested Director or Directors to be counted in determining whether a quorum is present, but not to be counted as voting upon the matter or in calculating the majority of such quorum necessary to carry such vote. This Section shall not be construed to invalidate any contract or other transaction which would otherwise be valid under the common and statutory law applicable thereto.

ARTICLE VII

INDEMNIFICATION

Each person who is or was a member of the Board of Directors, or a trustee, director, officer or member of a committee of the corporation and each person who serves or has served at the request of the corporation as a trustee, director, officer, partner, employee or agent of any other corporation, partnership, joint venture, trust or other enterprise, shall be indemnified by the corporation to the fullest extent permitted by the corporation laws of the State of North Carolina as they may be in effect from time to time. The corporation may purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out of his status as such, whether or not the corporation would have power to indemnify such person against such liability under the preceding sentence. The corporation may, to the extent authorized from time to time by the Board, grant rights to indemnification to any employee or agent of the corporation to the fullest extent provided under the laws of the State of North Carolina as they may be in effect from time to time.

ARTICLE VIII

SEAL

The Board of Directors may provide a corporate seal which shall be circular in form and shall have inscribed thereon the name of the corporation, the State of North Carolina and the words "Corporate Seal."

ARTICLE IX

AMENDMENTS

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by obtaining the affirmative vote of a majority of the Board of Directors at any regular or special meeting of the Board of Directors, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements for special meetings.

- A copy of the articles of incorporation, if available. If not available, must be available prior to interview by SBE, so must show that it has been applied for prior to submission of application.

The proposed charter school has not incorporated at the time of this application, so no articles of incorporation are available at this time. Upon incorporation by the State of North Carolina, and prior to the interview by the SBE, a copy of the Articles of Incorporation will be submitted to the Office of Charter Schools and other parties as the Director of that Office may direct.

A description of the governing board's functions, duties, roles and responsibilities as it relates to overseeing the charter school and its mission.

The main responsibility of the Board will be to ensure that the school fulfills the terms of its charter and its mission. More specifically, the Board will perform all functions essential to governing an effective school and be responsible for its fiscal and academic policies and for meeting the requirements of applicable laws. This includes:

- Articulating, maintaining and driving the school's mission throughout the entire school community
- Holding school administrators, faculty, staff, and other parties engaged by the school in its business and educational activities accountable for the successful operation of the school and its ability to deliver improved academic results
- Approving academic goals
- Monitoring performance toward academic and operating goals
- Reviewing and approving the annual budget, as well as ensuring proper financial procedures are in place and being effectively implemented
- Appointing officers, delegates or committees as needed
- Adopting, amending and repealing bylaws as needed
- Conducting its business, carrying on its operations and exercising its powers as a corporation, and doing so consistent with all appropriate laws regarding ethics and open meetings.
- Participating with others in any corporation, partnership, limited partnership, joint venture or other association of any kind, or in any transaction on behalf of the school
- Retaining an independent auditor to conduct an annual audit of the School
- Retaining independent legal counsel
- Developing and maintaining effective relations with our authorizer

The Board is responsible to uphold the expectations and goals set forth in the Charter.

The Board's many community networks and familiarity with eastern Chatham County will allow us to advocate for the school and develop relationships within the local community that will help the school fulfill its mission and goals. We also commit to developing ourselves as Board members and all new Board members will attend Board orientation and training.

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

It shall be the purpose of the Board of Directors at all times to ensure that all employees of all classifications in the Charter School shall be of such character, habits, philosophy, qualifications, experience, and

competence that their influence upon students, each other, and upon the various publics of the Charter School is wholesome and constructive. Members of the Board of Directors will encourage development of policies designed to maintain this environment and to further excellence and quality in charter school education, recognizing that all policy decisions should reflect this commitment, enhance the school environment and accomplish the school's stated mission. All policy decisions will be made only after presentation of any proposed policy and full discussion of said policy at publicly announced Board meetings. Board members will render all their decisions based on the available facts and their independent judgments, refusing to surrender that judgment to individuals or special interest groups who might wish to exert undue influence upon a member of the Board or the entire Board.

Portray how the board will involve parents and community members in governing the school.

Parents are encouraged to take an active role in the education of their children. NHCS views its role as an education partner for parents. The school will have a parent volunteer organization called which will assist school administrators with some of the challenges they face in providing human or financial resources for school operations. Parents will be involved in fund raising for field trips, clubs, and other activities that enrich students' educational experience. As an athletics program is developed in later years, parents will be encouraged to form a sports boosters organization to provide resources to that effort.

Board meetings will be open to the public in accordance with NC charter school statute, and time will be reserved at these meetings for public comment from parents or other members of the community in order to allow direct communication with NHCS directors.

NCHS will seek alliances with local businesses in the area in order to establish opportunities for internships or apprenticeship programs for our students.

Describe the organization's performance-based goals and measurable objectives for the charter school. Organizational goals and measurable objectives should describe and measure the effectiveness and viability of the organization.

The board of directors will use test scores and other data as one measure of school effectiveness, in accordance with the North Carolina State ABC Accountability program. In addition, the Board of Directors will use feedback (both informal polling and statistically relevant surveys) from teachers, staff, parents and students to develop school improvement plans. The administration and board of directors will use a variety of tools to continuously reflect on the practices and effectiveness of the school program in order to meet the goals and objectives of the school's mission and philosophy. Short-term and long-term goals will be outlined in a school improvement plan. When the high school phase opens, we intend to seek accreditation with Southern Association of Colleges and Schools.

Describe how the governing board will ensure that current and future board members avoid conflicts of interest.

Article VI, Section 5 of the New Hope Charter School Bylaws describes how the Board will deal with potential conflicts of interest among board members. Full disclosure of potential conflicts shall be made prior to any action taken by the Board, and the director that is subject of the potential conflict shall be recused from voting on the matter. Maintaining an appearance of propriety will be of prime consideration in such matters, and above all, the directors are pledged as fiduciaries of the charter school to seek the best interests of the school in all actions the Board may undertake. Violation of this practice by a director could be deemed as grounds for his removal from the board by the other directors.

ADMISSIONS POLICY (G.S.115C-238.29B(b)(4); G.S. 115C-238.29F(d)(1))

Provide a description of the policies and the procedures for admitting students to the proposed charter school, including specific details of the enrollment lottery plan, statutorily allowed preferences, a plan to develop clear procedures for withdrawals and transfers, as well as subsequent marketing strategies to reach all demographic groups.

Open Enrollment Period

Open enrollment is designed to give all interested parents equal opportunity for their student to attend New Hope Charter School. During open enrollment, all applications get equal consideration regardless of date submitted. An application received at the end of open enrollment receives equal treatment to one received on the first day of open enrollment. Open enrollment for the next school year will end on the last business day in February. Following the close of open enrollment, if the number of applications exceeds the number of open seats in any grade, a random selection lottery shall determine acceptance. If the number of applications does not exceed the number of open seats, all applicants are accepted for their respective grade.

Lottery

Lotteries are open to the public. Lotteries will be held for any grade in which the number of applications exceeds the number of openings. Names are randomly selected and applicants are accepted based on the order in which they are selected. The lottery continues until all names are drawn. Applicants who are not accepted will be placed on a waiting list in the order their names were selected.

Sibling Preference

In order to accommodate parents who have more than one child eligible for enrollment; siblings of currently enrolled non-12th grade students will be given preference over students who do not have accepted or enrolled siblings. Siblings will be offered the first available seat in their respective grade or placed on a waiting list with sibling preference.

Sibling preference is defined as children who have at least one common parent/legal guardian AND are living in the same household at least 50% of the time.

Waiting Lists

It is not unusual for a small percentage of accepted students to select other options prior to the start of school. Openings created by opt-outs are filled by those on waiting lists.

V. EDUCATION PLAN

NOTE: Answer all sections completely, include your answers in this section of the application, do not include as an

appendices. Do not use “same as LEA” or “whatever the law says”. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Give explanations. Lack of proper documentation will jeopardize the application review.

INSTRUCTIONAL PROGRAM: (G.S. 115C-238.29F (d))

Provide a detailed description of the overall instructional program, including the following:

- Educational theory, foundation of the model, and proposed innovative offerings.

New Hope Charter School is founded upon the premise that all students can learn. Given sufficient intellectual curiosity and diligence of students combined with quality teaching tailored to individual learning styles, significant

student achievement can be realized among a wide variety of individual aptitudes and personality types. Stimulating that intellectual curiosity and inspiring a diligent work ethic among all students is therefore a primary objective of our school. Once these two fires are lit within students, academic achievement follows quite naturally. Therefore, the heart of New Hope Charter School is the creation of a school culture characterized by a love of learning. Teachers and administrators are selected and retained based upon their abilities to impart to their students enthusiasm and inner motivation for learning. Student achievement is rewarded individually, and celebrated on a school-wide basis.

A key aspect of motivating students to embrace a lifestyle of learning is to demonstrate the relevance of subject matter to students' present or future lives. Field trips, guest speakers, and well-crafted class work and homework problems are all utilized in a manner that demonstrates the practical application that the subject matter has to improving the lives of students and those they interact with. Student motivation and academic progress is maintained in part by removal or minimization of the various distractions that hinder learning. For example, time will be scheduled in the day of our lower school students to have both a morning and an afternoon recess break to ensure students' minds are fresh when learning new material. This is a practice used by most corporations engaged in training employees at seminars as a means to maintain student focus throughout the day, and we believe it to be even more critical to maintaining attention spans among our students while they are in class.

An innovation that New Hope Charter School will practice is with regard to use of computer technology in the learning process. The directors of NHCS believe that too often schools have focused on teaching computer technology as an academic end unto itself, to the detriment of student learning both foundational material as well as the reasoning skills necessary to synthesize information for the crafting of solutions. However, as a tool by which to assist in the delivery of academic content, the directors believe computer technology can be very helpful. Particularly as students move into higher grades, computer technology will be increasingly utilized to maintain learning momentum among students during non-school hours by facilitating the delivery of archived lesson plans and even class lectures via the internet for valuable reinforcement of materials taught in class. In some cases, such as when students may be home-bound due to illness or other reasons, or when courses may have too little student demand to warrant hiring full-time faculty to teach them, New Hope Charter School will leverage computer and internet technology to deliver courses to students through the NC Virtual High School program or other similar programs researched by school personnel. As such, New Hope Charter School is committed to using all technological means available in order to generally maintain students' learning progress and to specifically meet the individual educational needs of all its students.

- Teaching approach, class structure, curriculum design, courses of study, sample daily schedule, pillars of the school culture, and instructional methodology that align with the school's mission.

The following material is drawn from a school description which precipitated the New Hope Charter School Board's decision to base the proposed school on an adaptation of the Hillsdale Academy education plan:

Curriculum Overview

Grades K - 8

READ-ALLOUD COLLECTION

Reading to others is an enduring feature of traditional American family and school life. At New Hope Charter School, all teachers pursue this tradition with their classes and, so, deepen the enjoyment and reward of sharing significant literature through effective oral interpretation. Students of all ages delight in well-read stories, and this modeling by

the teacher provides students an excellent opportunity to experience pleasure through reading. By developing this association, students are better prepared to master the more demanding reading of the secondary years.

INSTRUCTIONAL COLLECTION

New Hope Charter School teaches fiction and historical literature in these respective collections because they offer students models of human virtue. Through them, New Hope Charter School children become intimately acquainted with men and women of outstanding character. At New Hope Charter School, children mature intellectually and socially from such opportunities. The growing child gains inestimable benefits from sharing in the lives of others by reading literature replete with acts of heroism, compassion, self-discipline and faith.

When teaching literature, instructors' attention is devoted to matters of literary convention as well as to deepening the students' appreciation of the relationship between good writing and the literary character's development of virtue. By carefully considering the unfamiliar words in each of the Instructional Collection titles, New Hope Charter School teachers assist every child's developing vocabulary. A growing ability to use language with power and grace is one of the surest marks of educated men and women and one of the surest safeguards against the loss of liberty.

READING LIST

The Reading List consists of works that may be given to a student for independent reading or individual instruction. It extends the range of a teacher's resources for recommending additional titles to students and contains virtuous historical and fictional depictions that most children find entertaining.

New Hope Charter School's recommendation of the fictional and historical works in these collections pertains only to the original text. Many contemporary editions contain revisionist forewords and introductions that substantially undermine the literature's pedagogical value when read by impressionable children unequipped to recognize and discount the politicization of literary scholarship. Teachers and administrators with authority over a school's curriculum should examine such addenda with great care and, when in doubt, refrain from assigning them.

FOREIGN LANGUAGE

New Hope Charter School begins foreign language instruction in the first grade. Given the opportunity, children learn a foreign language more quickly and with less difficulty the earlier it is presented. New Hope Charter School teaches Spanish in the Lower School. Latin instruction begins in the ninth grade.

SCIENCE

Students in New Hope Charter School's Lower School become academically accomplished in science by immersion in the scientific method. Beginning in Kindergarten, students undertake simple experiments and learn the process of scientific inquiry. Each lesson requires experimentation and allows students to develop hypotheses, conduct experiments, make observations, collect data and test the accuracy of their hypotheses. As students progress through the New Hope Charter School curriculum, they deepen and extend their understanding of the basic principles of science through a variety of scientific media and through the development of subject-appropriate vocabulary skills.

AMERICAN HISTORY

The American history curriculum at New Hope Charter School strives to provide thorough coverage of American history from earliest times, to identify the major themes in America's history, and to convey a sense of the breadth of experiences and influences that have shaped the United States of America.

In the primary grades, the history curriculum focuses on the role of famous individuals in shaping the United States. Students learn the historical significance of America's founders, statesmen, presidents, pioneers, military and religious leaders, inventors, scientists, philanthropists, volunteers and industrialists. Through biographies, autobiographies and

source documents, students study American history by investigating the important contributions of the founders and the men and women who followed them.

As students study the significant contributions of famous Americans, the faculty portrays these Americans as positive role models worthy of emulation. Principles such as faith, trust, perseverance, compassion and courage are best taught through example. The study of famous Americans provides students with countless opportunities to study the development of fine moral character.

In Grades 5 through 8, the history curriculum continues to focus on famous Americans and their contributions, but teachers also add the element of chronological order to their history lessons. Before Grade 5, many students have a difficult time conceptualizing the idea of chronological order.

The New Hope Charter School history curriculum develops these themes:

1. The settling of America and the founding of the United States as an expression of Christian intention
2. The United States as a constitutional republic
3. America's interaction as a leader in world affairs
4. The role of the American citizenry relative to liberty, citizenship and responsibility
5. The United States and its economic development
6. The American culture, including religion, literature, music, art and leisure activities
7. The United States' geography and its effect upon a growing and prospering nation

CLASSICAL HISTORY

New Hope Charter School's curriculum introduces classical history in Grade 5. Students take a four-year sequence in Ancient Mesopotamian, Egyptian, Greek, Roman and medieval civilization. These courses give School students the foundational knowledge needed to continue their history education at the secondary level.

Art

The goal of the New Hope art program is to provide students with a solid grasp of the fundamental skills of art so that they are capable of creating. To simply provide materials and tell a child to "be creative" is a disservice that leaves the child frustrated by his inability to realize his ideas in a concrete form. The problem, then, is not that we fail to teach children to be creative, but rather that we fail to provide them with the skills and discipline required to create the result they imagine.

Another way of stating this relationship is that art is the union of craft and idea. Great art communicates with the viewer. If the technical ability is not present, the artist's idea cannot be transmitted to those who view his work. To focus only on the meaning of art means that the idea is in danger of being misunderstood or not understood at all, much in the way that the children's game "telephone" usually returns a horribly incorrect version of the original sentence.

This is not to dismiss the importance of imbuing an artwork with meaning. The ability of art to function as a vehicle for transmitting truth cannot be underestimated. Whether making a moral statement, a social critique, causing the viewer to see the world around him in a new way, or commenting on the human condition, art is capable of presenting ideas in a way that has a profound intellectual and emotional impact. To facilitate this process, however, technical excellence is required. The masterpieces of the Western tradition exemplify this balance between craft and idea, meaning and technical excellence, and the high standards in place for both areas.

As such, the NHCS art curriculum is focused on teaching students to understand the problems they encounter and how to overcome those problems. This takes the form of projects that are designed to be educational and entertaining, as well as appropriate to the age level. Lower School projects are designed to introduce concepts that will be explored in much greater detail in the future. These include such things as perspective, the perception of negative space, color theory, human proportion and basic drawing skills, to name a few.

The program is also geared toward developing the ability to see, and therefore draw, accurately. Formal drawing instruction begins in Grade 7 and continues through Grade 10, with projects increasing in complexity over that period. Early projects focus on the perception of lines, edges and shapes, while later projects explore the expressive potential of shad-

ing as a vehicle for communicating form, depth, light and texture. These projects are designed to be incremental, adding as few new issues as possible so that previous lessons can be reinforced while exploring new problems.

Students in Grades 9 and 10 expand their knowledge and understanding of their own skills and the movements of the past through a series of reproduction projects. These projects require the reproduction of a historical image and an accompanying paper exploring the history of the artist and artwork, how the artwork is a product of the thought and culture of the period in which it was created, and their own response to the artwork they have chosen.

The classes also participate in slide show discussions, designed to increase their knowledge of the Western tradition. An understanding of the various movements, their relationships to their cultural and historical settings, their relationships to each other, and the intellectual thought behind stylistic change is developed in order to help the student comprehend the diverse influences on artistic endeavor and to view art as part of the overall historic and cultural tradition rather than separate from it.

The program also focuses on helping students to understand the design process behind a successful painting or drawing. Thorough knowledge of the elements of art (line, shape, color, light, value, form and space) and the functions they can perform enables the students to create an image that communicates the idea they wish to share.

Music

The NHCS music program recognizes music as a vital component of a classical liberal arts education. Music is a compelling, meaningful and powerful art form, and the serious study of music is necessary to the appreciation and understanding of Western culture. Music education at New Hope Charter School includes study of the expressive elements of music—melody, rhythm, harmony, timbre, texture and form—as well as regular instruction in singing, the playing of instruments and in learning to read music. Through creating, listening and performing, we create opportunities for our students to have a deeper understanding of music and of humanity. It is our belief that our music program not only contributes to the education and personal enrichment of the whole child, but also adds to the intellectual and social culture of the entire school.

New Hope Charter School offers a complete curriculum in music for students at both the elementary and secondary levels. Students in Kindergarten through Grade 6 are required to take General Music, in which they begin instruction in melody, harmony, form, rhythm, timbre, solfège and critical evaluation of listening, two times per week. Students participate in the Composer of the Month program, which teaches the student to listen to and evaluate music and also teaches musical elements that are incorporated in the piece. Elementary-level students learn through means of creating, performing and evaluating music during singing and playing of instruments. Common selections of music include American folk songs and traditional songs of other countries. Students also have time during each class period to perform a solo on an instrument or sing in order to develop confidence and demonstrate a musical performance as well as to provide each student the experience of being an appropriate audience member.

Beyond the elementary level is a required middle school choir for students in Grades 7 and 8 as well as a choir for high school students in Grades 9 and 10 that meets two times per week. These choirs sing repertoire of notable composers from the past and present. After the concert season in the spring, students begin the study of music appreciation. Each student in the secondary grades is required to attend a musical concert of his or her choice each term and submit a written evaluation of the performance that includes personal observations as well as technical aspects of the concert.

Elective courses are offered in orchestras, bands and advanced choir. Each of the ensembles meets once per week and works at a high level of musicianship.

The elementary and secondary music classes come together to produce a Christmas concert in December and a concert in the spring. Additional concerts are added for special occasions as needed.

Physical Education

Physical education is an important component of New Hope Charter School's classical education. It complements the academic mission of the school, strives to enrich and develop sound character and contributes to the development of a strong body and mind.

The program consists of two main areas of concentration: physical education courses and swimming lessons. Students in Kindergarten through Grade 10 are required to receive physical education instruction twice per week, in addition to swimming instruction on Fridays. Student in Grades 11 and 12 may take P.E. as an elective. Physical education for Kindergarten through Grade 12 is based upon the Michigan Exemplary P.E. Curriculum.

Students in Kindergarten through Grade 6 participate in activities that promote development of fundamental locomotor skills, fundamental object control skills, non-locomotor and body control (movement) skills, rhythmical skills, health-enhancing lifelong physical fitness, healthy levels of cardio-respiratory endurance, muscular strength, muscular endurance, flexibility and healthy levels of body composition. Units covered include: soccer, fitness/dance, basketball, racquet skills, volleyball, track and a variety of recreation and lifetime activity skills.

Students in Grades 7 through 12 participate in three terms of life-skill, fitness-building activities, including sports fundamentals, fitness units (e.g., aerobics, strength training and flexibility) and outdoor recreational activities.

Fitness testing for all grades is conducted both at the beginning and at the end of the academic year. Field games include a variety of team sport activities.

In addition to the School's physical education program, students in Grades 6 through 12 can choose to participate in a variety of competitive sports. The NHCS athletic program strives to provide a variety of experiences to enhance the development of healthy habits and attitudes that will prepare students for adult life in a democratic society. Students in Grades 9 and 10 who participate in a sport are not required to take P.E. during their athletic season.

The following resources for physical education are used in the NHCS education program:

Darst, Paul W. and Robert Pangrazi. *Dynamic Physical Education for Secondary School Students*, Fourth Edition. Boston: Allyn and Bacon, 2001.

Exemplary Physical Education Curriculum. Lansing, MI: Michigan Fitness Foundation, 2000.

Pangrazi, Robert. *Dynamic Physical Education for Elementary School Children*, 14th Edition. Boston: Allyn and Bacon, 2004.

Human Kinetics. *The Sports Rules Book*. Champaign, IL: Human Kinetics Publishers, Inc., 1998.

Curriculum Overview

Grades 9 - 12

ACADEMIC PROGRAM AND GRADUATION REQUIREMENTS

Upper School students at New Hope Charter School follow a common, college preparatory course of study. This includes four years each of Humane Letters (history and literature, including civics and economics in the senior year), Latin, laboratory science and mathematics. Foreign language instruction begins in Grade One; students may elect to continue their study of modern languages in the Upper School by taking either French or Spanish. Students also complete the following: three years of rhetoric and composition and two years of art, music and physical education. After completing pertinent courses, students may elect to take Advanced Placement examinations in United States history, chemistry, biology, physics, calculus, English literature, French language, Spanish language and Latin. Though the School's courses are not designed to "teach to test," they offer ample preparation for those students who choose to take an AP exam.

To receive a diploma, a student must maintain a minimum overall grade-point average of C-(1.67) as well as fulfill a minimum attainment level of C-(1.67) in Latin II, Algebra II, American civics and economics.

The following pages contain syllabi for each of the required courses below and overviews for each of the electives. All courses have been designed to remain consistent with the School's mission to provide a classical liberal arts education.

9TH GRADE

REQUIRED COURSES:

Humane Letters – The Classical World

Latin I

Geometry (prerequisite: C- or above in Algebra I)

Rhetoric and Composition

Biology

Computer Skills

Art/Choir

P.E.

ELECTIVE COURSES:

French I, II or III (prerequisite for French II and higher: C- or above in previous course)

Spanish I

Orchestra

10TH GRADE

REQUIRED COURSES:

Humane Letters – Medieval and Modern Europe (to A.D. 1900)
Latin II (prerequisite: C- or above in Latin I)
Algebra II (prerequisite: C- or above in Geometry)
Rhetoric and Composition
Physics (prerequisite: C- or above in Biology)
Art/Choir
P.E.

ELECTIVE COURSES:

French I, II, III or IV (prerequisite for French II and higher: C- or above in previous course)
Spanish I or II (prerequisite for Spanish II: C- or above in previous course)
Orchestra

11TH GRADE

REQUIRED COURSES:

American Studies (History and Literature – A.D. 1620 - present)
Latin III (prerequisite: C- or above in Latin II)
Advanced Math (prerequisite: C- or above in Algebra II)
Rhetoric and Composition
Chemistry (prerequisite: C- or above in Physics)

ELECTIVE COURSES:

French I, II, III or IV (prerequisite for French II and higher: C- or above in previous course)
Spanish I, II or III (prerequisite for Spanish II and higher: C- or above in previous course)
Art
Choir
Orchestra
P.E.

Eligible juniors may also take courses at Hillsdale College

12TH GRADE

REQUIRED COURSES:

American Civics and Economics
British Literature
Latin IV (prerequisite: C- or above in Latin III)
Calculus (prerequisite: C- or above in Advanced Math)
Advanced Biology or Advanced Physics/Astronomy (prerequisite: C- or above in Chemistry)

ELECTIVE COURSES:

French I, II, III or IV (prerequisite for French II and higher: C- or above in previous course)
Spanish I, II, III or IV (prerequisite for Spanish II and higher: C- or above in previous course)
Art

Choir

Orchestra

P.E.

Eligible seniors may also take courses at Hillsdale College

The Humane Letters Overview: History and Literature at New Hope Charter School

The New Hope Charter School curriculum maintains an unwavering commitment to the enduring principles of Western civilization. Careful study of the history and great literature of the West is at the core of the School's curriculum. Each Upper School student takes four years of rigorous coursework in Western history and literature. Called the Humane Letters curriculum, this course of study offers concurrent and coordinated history and literature classes.¹

The Humane Letters sequence begins in the ninth grade with an analysis of Hebrew, Greek, Roman and Christian history and literature. In the tenth grade, the study continues with a survey of medieval and early modern European history and literature. The eleventh grade examination of American history and literature leads into a twelfth grade course in American civics and economics. In this senior-year capstone course, students study the sources of our American liberty. They see, we hope, the indissoluble connection between liberal learning and liberty. As James Madison asked, "What spectacle can be more edifying or more reasonable, than that of Liberty and Learning, each leaning on the other for their mutual and surest support?"

The School motto, *Virtus et Sapientia* (Virtue and Wisdom), encapsulates the idea that the moral and intellectual virtues go together. They are wed, like liberty and learning. Education, therefore, is not about creating "values." Fleeting and flimsy, "values" are ultimately empty vessels into which educational fads may be dumped. The American Founding Fathers did not declare "values" upon which America was founded. Rather, the foundation was built on certain principles--truths that were timeless. Indeed, our Declaration of Independence insists upon the existence of "self-evident truths."

These truths are self-evident, however, only with the proper understanding of the terms in question. The task of liberal education is arduous. In the Humane Letters curriculum, the teacher plays the important role of guide, eliciting reactions and leading discussion. The teacher must be careful not to overwhelm the student with superfluous information or questions that may be too demanding for this first encounter with the readings.

All teachers involved in the Humane Letters courses should meet once a week for a teachers' seminar. The "Humane Letters Group" meets once a week to discuss curricular questions, assignments and other matters related to the coordination of the history and literature sections. (For a full discussion, see note below.) Weekly seminars are essential to the success of the Humane Letters curriculum.

¹ The rationale for such a course, along with the teachers' seminar it should include, was first argued by David V. Hicks in *Norms and Nobility, A Treatise on Education*, revised ed. Blue Ridge Summit, PA: Rowman and Littlefield, 1991. See especially pp. 134-139.

TEACHERS' SEMINAR

One of the most challenging aspects of the Humane Letters curriculum is maintaining alignment between the history and literature sections in the ninth through eleventh grades. Attempts to keep pace are often thwarted by classroom discussion, varying approaches by instructors and many other factors.

All instructors in the Humane Letters classes should meet once a week in a seminar setting. Interaction between the teachers should always include a discussion of how rapidly each class is moving through the required readings as well as the topics covered each week. Teachers should also spend time together in the material, deepening their overall understanding of the history and literature to be studied. These weekly meetings should be made a priority for all Humane Letters faculty members.

Due to the need for discussion and analysis in the study of literature, the teacher of this section will find that he will consistently lag behind the teacher of the history section. For instance, the teacher of history might begin the study of the Roman Republic in the week when the literature teacher is completing a study of Herodotus. This should not be seen as a failure. Rather, teachers should keep in mind that the historical context is laid for the literature and so should, ideally, outpace the literature by a reasonable margin. In other words, the students will be introduced to Roman history, having already studied Greece. Herodotus will make sense to them in the literature section as they are being prepared to move on to the readings in Roman literature.

On some occasions both the literature and history sections of Humane Letters will touch on the same texts, as in the readings from Plato's *Republic* or in the study of the Bible. Consistent contact and discussion between the teachers of these sections will result in agreement regarding what themes should be emphasized or which perspective will be brought to bear on the text. For example, the literature teacher might prefer to analyze Plato's overall philosophical perspective expounded in the *Republic* while the history teacher might choose to emphasize the social and political context of Plato's work. This will be true for any text used. Again, consistent contact between teachers in this project is crucial for success.

Humane Letters • Upper School Recitations

Each student must perform two recitations during the school year at Opening Ceremonies.

SELECTION CRITERIA:

- 25-30 substantial lines (minimum of 25 lines)
- Must be consistent with the mission of the School
- Must be selected and prepared ahead of time by the student and approved by the Humane Letters committee

Recitations are graded requirements.

PERFORMANCE CRITERIA:

- Voice projection
- Poise
- Degree of difficulty
- Length

The recitation may be performed in class prior to performance for extra credit. Foreign language recitations (Latin, French or Spanish) may also be selected under teacher supervision.

Humane Letters • Summer Reading Requirement

PURPOSE

The works of literature on the summer reading lists have been carefully selected to help prepare students for subject matter they will encounter in their history and literature courses in the fall.

Summer reading encourages independent reading outside of school, provides students with a shared experience that can serve as a reference point for discussion and writing in the coming school year, and reinforces New Hope Charter School's mission to instruct students in the Western tradition.

READING MATERIALS

Each reading list has been designed to coincide with the history and literature curriculum of the indicated grade level and to avoid overlap with literature that students may be assigned during the school year or may have encountered in previous school years.

Upper School students will be required to read two books during the summer: one book assigned by the School and one book of their choice from the reading list below. This system allows students both structure and flexibility. Books are available from the School library and the New Hope Charter College library, or they can be purchased from local bookstores. Students should seek out unabridged, unedited editions.

ASSESSMENT/GRADING

Students will be accountable for their summer reading according to teachers' instructions. Assessments for summer reading will include written assignments, oral presentations and/or tests and will comprise a significant portion of students' first trimester grades in literature and history.

POLICY FOR LATE ENROLLEES

Students who enroll after August 15 are required to read one book. A written test or paper will be due by the end of the third trimester.

9TH GRADE

All students must read *The Persians* and *Seven Against Thebes* by Aeschylus and one book from the list below:

Augustine, *Confessions*

Boethius, *The Consolation of Philosophy*

Lloyd Douglas, *The Robe*

George Bernard Shaw, *Pygmalion* and *Androcles and the Lion*

Henryk Sienkiewicz, *Quo Vadis*

Lew Wallace, *Ben Hur*

John S. White, ed., *Plutarch's Lives of the Noble Greeks and Romans*

10TH GRADE

All students must read *Robinson Crusoe* by Daniel Defoe and one book from the list below:

Robert Bolt, *A Man for All Seasons*

Alexandre Dumas, *The Three Musketeers*

Sir Thomas Mallory, *Morte d'Arthur*

Sir Walter Scott, *Ivanhoe*

Robert Louis Stevenson, *Treasure Island*

Alfred, Lord Tennyson, *Idylls of the King*

Mark Twain, *A Connecticut Yankee in King Arthur's Court*

11TH GRADE

All students must read *Founding Father: Rediscovering George Washington* by Richard Brookhiser and one book from the list below:

Willa Cather, *Death Comes for the Archbishop*

Calvin Coolidge, *The Autobiography of Calvin Coolidge*

Stephen Crane, *The Red Badge of Courage*

William Faulkner, *Light in August*

David Hackett Fischer, *Paul Revere's Ride*

Ernest Hemingway, *A Farewell to Arms*

Thomas Jefferson, *Notes on the State of Virginia*

Harper Lee, *To Kill a Mockingbird*

John Steinbeck, *The Grapes of Wrath*

Booker T. Washington, *Up From Slavery*

Owen Wister, *The Virginian*

12TH GRADE

All students must read *Jane Eyre* by Charlotte Brontë and one book from the list below:

Jane Austen, *Pride and Prejudice* or *Emma*

John Bunyan, *Pilgrim's Progress*

Alexandre Dumas, *The Count of Monte Cristo*

George Eliot, *Silas Marner* or *The Mill on the Floss*

William Golding, *Lord of the Flies*

Thomas Hardy, *Far From the Maddening Crowd* or *Jude the Obscure*

Victor Hugo, *The Hunchback of Notre Dame*

Chaim Potok, *The Chosen*

Leo Tolstoy, *Anna Karenina* or *War and Peace*

GEOGRAPHY

Often a neglected subject in many schools, geography serves a vital function in New Hope Charter School's program. Five themes of geography—location, place, human interaction, movement and regions—offer a basic approach and framework for New Hope Charter School's study of the world.

The study of geography also informs the history curriculum. So often, geographical features influence how man utilizes available resources, which, in turn, affect the shaping of human history.

New Hope Charter School follows a pattern of concentric thinking in its geographical studies, beginning from a small, central point within the community that children at the Kindergarten level can best appreciate and working outward to encompass the greater land masses of regional and continental study. Under this methodology, children at the early grades study their immediate environment, including their families, school and town. Older students study state geography and move on to an examination of United States geography and other countries around the world.

COMPUTER SKILLS

At New Hope Charter School, technology is viewed as a tool to assist in the pursuit of traditional academic disciplines rather than as a driving force in the curriculum. Accordingly, students are trained to develop math skills, reading skills, research skills and other educational habits separate from a dependence upon computers. Training in the use of calculators and computers is reserved for late in Grade 8 and for Upper School students.

The following is a daily schedule of classes at the NHCS Upper School:

<i>Period</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<i>1</i>	<i>7:50 – 8:45</i>	<i>7:50-9:15</i>	<i>7:50-8:45</i>	<i>7:50-9:15</i>	<i>7:50-8:45</i>
<i>2</i>	<i>8:50-9:45</i>	<i>no class</i>	<i>8:50-9:45</i>	<i>no class</i>	<i>8:50-9:45</i>
<i>3</i>	<i>9:50-10:45</i>	<i>9:20-10:45</i>	<i>9:50-10:45</i>	<i>9:20-10:45</i>	<i>9:50-10:45</i>
<i>4</i>	<i>10:50-12:30</i>	<i>Lunch/Flex</i>	<i>10:50-12:30</i>	<i>Lunch/Flex</i>	<i>10:50-12:30</i>
<i>5</i>	<i>12:35-1:30</i>	<i>12:10-1:35</i>	<i>12:35-1:30</i>	<i>12:10-1:35</i>	<i>12:35-1:30</i>
<i>6</i>	<i>1:35-2:30</i>	<i>Tutoring/Clubs</i>	<i>1:35-2:30</i>	<i>Tutoring/Clubs</i>	<i>1:35-2:30</i>

- Demonstration that selected goals are clear, specific, measurable, ambitious and attainable.

The New Hope Charter School seeks to have one-hundred percent (100%) of our graduates complete their high school program of studies within a four year period of time and to graduate fully prepared to succeed in college and in life. We seek to have all students of NHCS demonstrate proficiency on all end-of-course tests administered at our school.

Student achievement goals

- Each student has an opportunity to achieve his or her full potential in a safe, orderly learning environment characterized by high teacher expectations of students and demonstrable commitment to students' success
- Students will be proficient in the subjects they study, and gain above average skills in reading, writing, oral communication, and mathematics
- Students will take personal responsibility for learning through a demonstrated work ethic
- Students will show personal, school, and community pride in attainment of high standards of academic achievement through public display of their work and recognition by teachers and/or administrators of their achievements
- Each child meets or exceeds required State Performance Standards on academic tests
- Each student is knowledgeable about college career opportunities that fit his or her aptitudes and life circumstances

- Students have opportunities for developing the habits of concerned, confident, and caring citizens
- Students are actively engaged and involved in rigorous, relevant learning
- Students understand and apply advanced mathematical and scientific ideas
- Students demonstrate technical knowledge and skills needed to be productive in college and in their careers
- Students are able to synthesize information from multiple disciplines to develop solutions to real life problems they and others may face
- Students demonstrate attitudes and skills that support self-directed lifelong learning, personal pursuits, productivity, and conflict resolution
- Students develop self-awareness as members American society with all its benefits, and use that awareness as context from which to understand and relate to developments in the modern world

Assessment Methods

Measurable forms of assessment must be utilized to know when we have attained the skills and knowledge specified in the student achievement goals. In addition to State Testing and College Board Testing (SAT and AP Exams), students will also participate in:

- Pre- and Post-Assessment/Value-added Assessments
 - By assessing students when they first enter the high school, a firm benchmark against which to measure growth is established, and appropriate placement in courses can be scheduled by which to meet student educational needs most closely
 - Pre-testing is especially helpful for measuring cognitive learning.
 - These tests are easily scored and can be relatively easily analyzed using statistical procedures.
- Portfolio of student work
 - Academic Portfolios will provide students with well organized documentation for college applications.
 - Students are able to reflect upon their learning and to better understand what they have and have not yet learned.
 - Portfolios place the responsibility for demonstrating mastery and competence upon the learner.
 - Portfolios assess more rigorous and higher order thinking skills, such as application, synthesis, and evaluation.
- Student Performances (include internships, field experiences, musical performances, art shows, oral presentations, media presentations, leadership in clubs or sports teams)
 - Clear communication of performance standards expected of students is consistent practice of NHCS administrators and faculty.
- Indirect assessment (Surveys, exit interviews, external reviewers)
 - These will be designed to facilitate statistical analysis.
 - Indirect assessment can flesh out areas that direct assessments cannot capture.
 - Indirect assessment is very useful for ascertaining values and beliefs.
 - External reviewers can bring a degree of objectivity to the assessment.
 - External reviewers can be guided by either school-specific or discipline-based national standards.

Entrance and exit requirements as well as graduation requirements (if the school is to be high school).

GRADUATION

To receive a diploma, a student must:

1. Attend New Hope Charter School for at least one full academic year. Transfer credit is determined upon admission.

2. Maintain a minimum overall grade-point average of C- (1.67).
3. Fulfill a minimum attainment level of C- (1.67) in Latin 2, Algebra 2 and American civics and economics.
4. Earn 4 credits in English
5. Earn 4 credits in Mathematics. Algebra I, Geometry, Algebra II, and at least one math course beyond Algebra II
6. 4 credits in Science Earth/Environmental Science, Biology, and a Physical Science
7. 4 credits in Social Studies. World History, Civics and Economics, and American History I and II
8. 2 credits in Foreign Language Consecutive course levels of a during high school
9. 1 credit in Fine Arts, Includes visual and performing
10. 1 credit in Physical Education/Health
11. 2 electives

- The school calendar (must provide instruction for a minimum of 185 instructional days) (G.S.115C-238.29F(d)(1)) and how it coincides with the tenets of the proposed mission.

***New Hope Charter School
School Calendar 2013-2014 (DRAFT)***

Initial Teacher Workdays	Tuesday, August 13 – Friday, August 16, 2013
1st Day of Class for Students	Monday, August 19, 2013
Official School Year Ends	Friday, June 6, 2013

Days School Will Be Closed (with 185 days of instruction):

Labor Day Holiday	Monday, Sept. 2, 2013
Teacher Workday	Monday, Oct. 28, 2013
Veteran's Day (Armistice Day)	Monday, November 11, 2013
Thanksgiving Holiday	Wednesday, Nov. 27 – Friday, Nov. 29, 2013
Winter Break	Thursday, Dec. 19, 2013 – Wednesday, Jan. 1, 2014
Teacher Workday	Friday, January 17, 2014
Martin Luther King, Jr. Holiday	Monday, January 20, 2014
President's Day Holiday	Monday, February 17, 2014
Teacher Workday	Tuesday, February 18, 2014
Teacher Workday	Friday, March 28, 2014
Spring Break	Monday, March 31, 2014 – Sunday, April 6, 2014
Memorial Day Holiday	Monday, May 26, 2014

- A concise description of any evaluation tool or test, if any, that the proposed charter school will use in addition to any state or federally mandated tests and how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.

In addition to state mandated tests, New Hope Charter School will assess overall student learning through evaluation of student performance on SAT and ACT tests required for college admissions. Also, the school will utilize assessment tools such as those provided by EdOptions (www.edoptions.com) and other testing sources for purposes of ensuring appropriate course enrollment of students new to the school for whom such data may not be available until after the start of the school year when course selections have already been made. Students in Grades K – 8 will be tested near the beginning and end of the school year with the Iowa Test of Basic Skills, or other nationally normed test that may be selected in future years by the Headmaster and faculty for more

accurate statistical analysis, in order to obtain objective measures of individual student growth and longitudinal analysis of overall student academic growth rates over time.

- Provide an overview of the professional development needs associated with the mission and proposed instructional program. Be sure this discussion matches with the funding of the budget section.

Professional development at New Hope Charter School will be accomplished in part through participation in seminars offered by the Department of Public Instruction and various professional organizations for educators. Most professional development, however, will be provided to faculty by mentorships with the principal and through paid consultants who visit campus on a regular basis to work. Professional development is oriented toward enabling teachers to perfect the skills needed to create classroom environments conducive to learning, and to identify and assist those students who are not fully grasping the material in a timely fashion. The skills faculty perfect through professional development will result in more efficient student assessment and intervention which in turn yield improved academic performance among our students. Professional development will concentrate especially on aligning the quasi-classical approach of the school's education plan with the North Carolina Standard Course of Study to minimize differences between the curriculum and the testing rubric of the ABC's Assessment paradigm. The Board anticipates budgeting about \$12,000 per year on professional development consultants and approximately \$3,000 per year on off-campus seminars and other training in the early years of school operation, with additional amounts budgeted as the school enrollment and faculty grow in the future.

- An explanation of how the school will provide assistance to students that are not performing at expected levels to ensure the continued progress of student growth. The applicant needs to define their "expected levels" of performance and delineate a plan accordingly.

All NCHS students are expected to pass their courses, and make steady progress toward meeting their grade promotion requirements each year, and ultimately graduating from high school. Students earning a "C" in required classes are encouraged to seek help during teacher-led tutorial sessions and Saturday school (Saturday school is a supervised study hall conducted twice each month). Tutorial sessions are scheduled two days per week during the school day, and as needed in the afternoons following the 2:30 dismissal time. Students earning a "D" or otherwise at risk of failing courses required for graduation are scheduled for mandatory tutorials until their expected level of academic progress is established. Faculty communicate with parents of students who are experiencing difficulty in classes in order to establish an effective remedy that is coordinated between home and school. When necessary or advisable, school administrators work with students to involve them in summer school or other individualized learning programs occurring outside the regular school sessions.

- Details in how the proposed charter plans to involve parents and community members within the school.

Parents are encouraged to take an active role in the education of their children. Indeed, New Hope Charter School seeks partnering relationships with parents to form a coordinated approach to their students' education. The school's parent organization directs parent assistance toward various challenges school administrators are faced with. Parents are involved in fund raising for field trips, clubs, and other activities that enrich students' educational experience. In time, NCHS will have numerous sports teams, and a sports boosters program involving most parents of student-athletes.

Board meetings are open to the public in accordance with NC charter school law, and time is reserved at these meetings for public comment from parents or other members of the community in order to allow direct communication with the Board of Directors.

- Describe how the school will meet the needs of gifted, at-risk children, English language learners by explaining the proposed school's process for identification and service of these students.

Academically gifted learners will be given the opportunity to participate in a full range of Advanced Placement courses offered on campus as well as classes through arrangements made with the North Carolina Virtual Public School or similar education partner.

English language learners and at risk students will be identified through regular assessments and evaluations conducted by the professional teaching faculty at New Hope Charter School. The Board intends to employ a special education coordinator to oversee the identification of students requiring special education services and effective delivery of the same. Students with existing Individual Education Plans (IEPs) will be assigned appropriate services and interventions based on the students' IEP.

Students new to NCHS and exhibiting difficulties in meeting the standards and expectations set forth by our academic programs will be referred for additional testing and services based tailored to meet the individual student's needs.

- Discuss any proposed extra-curricular activities to be offered by the school and how these offerings match the over-all mission of the school.

The mission of New Hope Charter School is to develop within its students the intellectual capacity and personal habits and character qualities necessary to live independent and productive lives as paragons of a free and just society. Extra-curricular activities at NCHS will be created with an eye toward enhancing students' intellectual capacity, personal habits and character. They will be organized to cultivate students' abilities to work together toward a common goal; to encourage giving of one's own time, abilities, and resources for the benefit of others; and to experience the joy of coming together with others who share a common interest or objective. Students will produce a school yearbook, and newspaper. Students will work with faculty to organize an annual prom dance and other social events enabling fellowship within the school community.

School clubs are created in response to student interest and all have a faculty advisor. The NHCS Board foresees the following clubs and organizations being established for students:

- Mock Trial
- Beta Club
- Latin Club/Junior Classical League
- Student Council
- Golf Club
- Spanish Honor Society
- Math Club
- Green Club
- Drama Club
- Star Wars Club
- Art Club
- Community Connections (community service club)
- Fellowship of Christian Athletes
- Senior Class
- National Honors Society
- Chess Club

As resources permit, New Hope Charter School will also offer opportunities for students to represent their school in athletic competition. The objective of the school's athletics program is to inculcate the character traits of self-discipline, integrity, leadership, school pride and good sportsmanship. The following sports teams are planned:

- Cross Country
- Soccer (boys and girls varsity teams)
- Girl's volleyball
- Basketball (boys and girls varsity and boys junior varsity teams)
- Cheerleading
- Wrestling
- Baseball
- Girl's Softball
- Men's Tennis
- Lacrosse (boys and girls varsity teams)

SPECIAL EDUCATION (G.S.115C-106)

The charter school must accept special needs children under the federal legislation *Individuals with Disabilities Education Act (IDEA)* (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.). The proposed school will abide by the charter school legislation, G.S. 115C-238.29F(g)(5), as stated below:

A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

Provide a clear and thorough explanation of the procedures the proposed charter will follow to insure compliance of the above laws. As part of this section, the plan should include how you will identify and meet the needs of your projected students (at-risk, gifted/talented, English language learners, and students with disabilities) in a manner that aligns with the overall curriculum, instructional approach, and mission.

New Hope Charter School will meet all applicable state and federal requirements including the Individuals with Disabilities Education Act (IDEA) and G.S 115C-238.29F(g)(5). Exceptional students will be provided with programs implemented in accordance with state policies and procedures. All students with disabilities, regardless of the nature or severity of their disability, who need special education and related services, will be served in the least restrictive environment possible. A full continuum of delivery models will be available for exceptional students including physical, occupational, and speech/language therapy.

New Hope Charter School will hire a special education coordinator and special education teachers as needed to work both as inclusion teachers in the classroom setting and consultants to classroom teachers to help them better meet the needs of exceptional students. NHCS will provide educational testing and will meet other therapeutic needs through outsource contracts or through hiring of staff as necessary. All regular classroom teachers will participate in training to help them better meet the needs of exceptional students in their classrooms. The Directors believe that the instructional model we use for all students is well-suited to exceptional students. Individualized and differentiated instruction focuses on the individual child. Planning for the needs of a variety of learning styles in the classroom will also facilitate meeting the needs of our exceptional students while still giving them the many advantages of being in mainstream classroom settings.

An Individualized Education Program (IEP) will be developed for every enrolled student requiring or receiving exceptional education services. If inclusion is not an appropriate setting for the student, the school will provide a program appropriate to the student's needs within the continuum of placement options. The IEP will be utilized to provide services addressing the individual needs of exceptional students. Those who qualify for exceptional student services will be placed in various programs according to their needs. Parent input and consent will be included

throughout the IEP process. To ensure that all students have access to the general curriculum, NHCS will provide specialized materials and equipment as specified in the IEP. For students with more severe disabilities, NHCS will offer self contained classes and related services as deemed necessary. All programs for exceptional children will be regularly evaluated to determine their effect on each student's achievement.

STUDENT CONDUCT AND DISCIPLINE (G.S.115C-238.29B(b)(12); G.S. 115C-238.29F(d)(4 and 5))

Provide drafts, included in this section, of student handbooks and other policies governing student conduct and discipline. Include policies and procedures governing suspension and expulsion of students. Specifically address these policies with respect to exceptional children. Also describe how a parent could appeal the decision of a school administrator through a grievance process.

Draft Student Code of Conduct

Our goal is to offer a quality education program. To fulfill this goal, students need a positive, safe, and orderly school environment in which learning can take place without disruption. Students who do not observe the rules of good conduct in the classroom or on the playground decrease both the learning and safety of others and their own opportunities to learn. Therefore, our staff takes a very proactive role in enforcing the Student Code of Conduct outlined below.

Students are expected to demonstrate respect and courtesy by obeying staff members, being kind to others, and being considerate of others' and the school's property.

Acts of Misconduct

The acts of misconduct listed in this Student Code of Conduct are not to be construed as an all-inclusive list or as a limitation upon the authority of school officials to deal appropriately with other types of conduct which interfere with the good order of the school, the proper functioning of the educational process, or the health and safety of students.

A student violating any of the acts of misconduct listed in this Student Code of Conduct may be disciplined under this Student Code of Conduct. Additionally, a student who engages in an act of misconduct that violates the law may be referred to the appropriate police authority. A student who engages in an act of misconduct when the student was enrolled in another school for which the disciplinary action has not been fully served may be required to serve out the length of the suspension or expulsion.

Students are expected to follow the Code of Conduct when he/she

- engages in acts of misconduct on school property;
- in a motor vehicle being used for a school related purpose;
- at a school-related activity, function or event;
- at any time or place (including en route to or from school) when the student's behavior has a
- direct or immediate effect on maintaining order, safety, health and discipline in the school
- Acts of misconduct include, but are not limited to, the following:
- Failure to cooperate or comply with directions of school personnel and volunteers
- False allegations against staff, volunteers, or students
- Falsification of records or scholastic dishonesty (including cheating and plagiarism)
- Misuse of copyrighted materials
- Improper or disrespectful communications to staff, volunteers, or students

- Use of profane and/or inappropriate language
- Disruption of school
- Bullying and harassment
- Cyber-bullying pursuant to state law
- Criminal Sexual Conduct as defined by state law
- Improper dress in violation of the Dress Code
- Indecency (either with clothing/exposure, pictures or public display of affection)
- Any public display of affection having sexual connotations
- Violations of building rules and regulations
- Violations of rules or policies as set forth in the Parent and Student Handbook
- Smoking, tobacco possession or use
- Trespassing, loitering
- Suspended or expelled student on school property or attending school activities
- False alarms
- Possession of electronic device(s) defined by school policy
- Defacement/Damage of property or theft/possession of stolen property
- Coercion, extortion or blackmail
- Arson
- Possession of firework(s), explosive(s) and/or chemical substance(s)
- Possession and/or sale of alcohol and/or drugs (narcotic drugs, look-a-like substances and illegal chemical substances)
- Possession of look-a-like weapons
- Possession of dangerous weapons as defined by state law and dangerous weapons or instruments not otherwise enumerated herein
- Possession of personal protection devices (such as tasers, mace, pepper-spray, etc.)
- Fighting, assault and/or battery on another person
- Gangs and gang related activity
- Violation of Technology Use and Internet Safety Policy
- Persistent disobedience
- Verbal assault
- Malicious or willful types of behavior that endanger the safety of others
- Extreme acts of defiance and/or threats toward teachers/other adults/fellow students
- Criminal acts other than as enumerated herein
- Excessive tardiness or absences as defined in the Attendance Policy

Parents or students who are unsure of what conduct is prohibited by each act should consult with the principal.

Bullying or Harassing Behavior

The school prohibits any type of bullying or harassing behavior by students. Bullying or harassing behavior is defined as any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, that takes place on school property, at any schoolsponsored function on a school bus, or that causes a substantial disruption to school operations and/or interferes with the rights of other students and that:

- Places a student in actual and reasonable fear of harm to his or her person or damage to his or her property; or
- Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits.

"Hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

Procedures:

1. A staff member who has witnessed or has reliable information that a student has been subject to any act of bullying or harassing behavior shall report the incident to the principal.
2. A student or volunteer who has witnessed or has reliable information that a student has been subject to any act of bullying or harassing behavior should report the incident to a teacher, other staff member or the principal.
3. A student, staff member or volunteer who reports bullying or harassing behavior may do so orally or in written form, providing as much information as possible. A student, staff member or volunteer also may report anonymously if they choose.
4. Any staff member who receives a report of bullying or harassing behavior will forward the report to the principal who will ensure that a prompt investigation is completed.
5. There will be no reprisal or retaliation against any person who reports an act of bullying or harassment. Such reprisal or retaliation by a student is a violation of the Student Code of Conduct and will result in disciplinary action pursuant to the Student Code of Conduct.
6. Bullying or harassing behavior is a violation of the Student Code of Conduct and will result in disciplinary action pursuant to the Student Code of Conduct.

Disciplinary Procedures

A student may be disciplined at any level depending upon the frequency and/or severity of the act of misconduct. A Behavior Referral Report will be completed for each violation of the Code of Conduct and copies are made for the parent and kept in the student's file. Corporal punishment is prohibited as a means of discipline.

Level 1 EARLY INTERVENTION: The behavior may be a violation of the code of conduct or a disruption of the orderly operation of the classroom or a school activity. The inappropriate behavior with the student is addressed.

Level 2 PARENT NOTIFICATION: The parent is notified by mail or a note home of the misbehavior

Level 3 PARENT CONTACT : A conference with the parent is held in order to discuss the incident and appropriate disciplinary action.

Level 4 BEHAVIOR CORRECTIVE ACTION PLAN (B-CAP) : When the behavior(s) has reached a level of persistent disobedience or a student accumulates more than ten (10) suspension days in a semester, the teacher and/or principal shall schedule a meeting with the parents in order to implement a B-CAP. A B-CAP will take into consideration the cause of the inappropriate behavior, positive interventions that might be utilized to diminish the inappropriate behavior and necessary consequences that will take place if the behavior continues. The B-CAP shall be signed by all parties and copies are made for the parent and kept in the student's file. If the disciplinary action is related to unexcused tardies or absences an Attendance Corrective Action Plan (A-CAP) will be implemented.

Level 5 SUSPENSION OF 10 SCHOOL DAYS OR LESS OR OTHER DISCIPLINARY

INTERVENTIONS: When the act of misconduct disrupts the school environment, the resulting consequence issued by the school administration may include suspension of up to 10 school days, or other disciplinary interventions such as restitution, counseling and exclusion from school activities. The school administration shall convene a meeting with the student, parents and others to develop or update an existing B-CAP in order to determine any additional intervention strategies and disciplinary action. The B-CAP shall be signed by all parties and copies are made for the parent and kept in the student's file. The student will be granted a right to due process as described in the Due Process Procedures of this Code of Conduct.

Level 6 LONG TERM SUSPENSION OR EXPULSION : When the act of misconduct is considered a crime under state law, constitutes extreme non-compliance with school rules resulting in aggravating circumstances, or is so extreme that it threatens the safety of others, the student may serve a long term suspension or, if age fourteen (14) or older, be expelled from the school. The student will be granted a right to a due process hearing. A 365 day suspension is a denial to a student of the right to attend school and to take part in any school function for a full 365 days. The Board must suspend a student for 365 days for possession of a firearm or destructive device on school property or a school sponsored event. If a teacher is assaulted or injured by a student and as a result the student is long-term suspended or reassigned to alternative education services, the student shall not be returned to that teacher's classroom unless the teacher consents. No student shall be long-term suspended or expelled from school solely for truancy or tardiness offenses.

Students will not be subject to long-term suspensions or expulsions from school solely for truancy or tardiness offenses and will not receive short-term suspension of more than two days for such offenses. Students who are served under IDEA (Special Education) or under Section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline based upon their qualification for services under these federal laws.

Due Process Procedures

The following due process procedures only govern the suspension or the expulsion of a student from the school's regular educational program. If a student charged with violation of this Student Code of Conduct has been returned to the regular school program pending a decision, then such action of reinstatement shall not limit or prejudice the school's right to suspend or expel the student following that decision.

A. Suspension of Ten (10) School Days or Less - As a general rule, prior to any suspension of the student, the principal and/or dean shall provide the student with the following due process:

1. The student will be informed of the charges against him/her, and, if the student denies the charges, the principal and/or dean shall provide the student with an explanation of the evidence.
2. The student shall be provided an opportunity to explain his/her version of the facts. If a student's presence in school poses an immediate danger to persons or property or an ongoing threat of disruption to the educational process, the principal and/or dean may immediately suspend the student, and as soon thereafter as reasonable, provide the student with his/her due process rights as set forth in this section.

If, after providing the student with his/her due process rights, the principal and/or dean determine that the student has engaged in a prohibited act under this Student Code of Conduct, then he/she may impose a disciplinary penalty of a suspension not to exceed ten (10) days. The principal and/or dean, or his/her

designee, shall inform (in person or by phone) the student's parent (in English and in the parent's primary language when readily available) of the suspension and of the reasons and conditions of the suspension. The student shall be provided the right to take home textbooks, complete homework assignments and an opportunity to make-up exams. A decision to suspend a student for ten (10) or fewer school days is final and not subject to further review or appeal.

B. Suspension for Eleven (11) or More School Days and Expulsion

The principal shall serve as hearing officer for all long-term suspensions. The Board of Directors will hear all expulsions.

1. A parent shall be notified by the principal in writing (in English and in the parent's primary language when readily available) of the principal's intent to suspend or expel. The written notice shall:
 - a. State the nature of the violation with reference to the provision of the Code of Conduct the student is alleged to have violated and the proposed consequence.
 - b. Set forth the specific process for requesting a hearing outlining the number of days within which the hearing must be requested. Should a hearing be requested, the parent will be provided procedural rights for the hearing.
 - c. The right to retain an attorney or an advocate of their choice and at their expense to represent the student in the hearing, right to review and obtain copies of the student's educational records prior to the hearing.
 - d. Include what information will be included in the student's official record and the procedure for expungement of this information.

The parent of the child shall be responsible for making arrangements for the child's educational needs during a long-term suspension and/or expulsion. Students who receive a long-term suspension may be offered alternative education services during the long-term suspension period. A decision by the principal to suspend a student for more than ten (10) school days or not to offer alternative education services during such period, may be appealed by the parent in writing to the Board of Directors.

Miscellaneous Provisions

A. Request for Readmission

All students suspended for 365 days or expelled may, after 180 calendar days from the date of the beginning of the student's suspension or expulsion, request in writing readmission to the school.

B. At any time, the principal or his/her designee may enter into a written contract with the student and his/her parent(s) setting forth the parties' agreement in settlement of disciplinary charges or restitution related to damage to or loss of school property. In such cases, the written agreement shall be final and binding and may not be later challenged by the principal or his/her designee or the student or his/her parent(s).

C. Suspended/Expelled Students on School Property or Attending School Activities

A suspended or expelled student who enters onto school property or appears at a school activity, event or function without the permission of a building administrator shall be deemed to be trespassing.

D. Maintaining Class Progress

When practical in the judgment of the principal, a student may be permitted to maintain progress during the disciplinary period.

Definition of Terms

Behavior Referral Report is a specific written record of the student's act of misconduct. It documents the date, nature of the offense, and the disciplinary action taken by the teacher, principal and/or dean. Attendance Corrective Action Plan (A-CAP) is a written document that addresses excessive tardies or absences.

Behavior Corrective Action Plan (B-CAP) is a written document that identifies the cause of misconduct and what steps will be taken in order to help a student overcome inappropriate behavior. It is signed by the parents, student, and staff member.

In-School Suspension refers to a decision to temporarily remove a student from the mainstream classroom and to place the student in a segregated environment within the school building that allows the student to continue to progress in their coursework but denies them access to regular classroom instruction and social interaction with their peers. The In-School Suspension room must be supervised by an adult employee of the building at all times.

Out-Of-School Suspension refers to a decision to temporarily remove a student's right to attend school or any school-related activity not to exceed ten (10) school days. A meeting with the parents will be convened to discuss the incident that led to the suspension and to develop a B-CAP for the future.

Long-Term Suspension refers to a decision to temporarily remove a student's right to attend school or any school-related activity for a specified period of time, which exceeds ten (10) school days. Once a student accumulates more than ten (10) days of suspension in a semester, the next act of misconduct may result in a long-term suspension. If the act of misconduct leading to the long-term suspension occurs before the final quarter of the school year, the suspension shall be no longer than the remainder of the school year in which the offense was committed. If the act of misconduct leading to the long-term suspension occurs during the final quarter of the school year, the suspension may include a period up to the remainder of the school year in which the offense was committed and the first semester of the following school year. A meeting with the parents is convened to discuss the incident that led to the suspension and to implement or modify a B-CAP for the future.

Expulsion is defined as a decision to remove a student fourteen (14) years of age or older from school.

*****END OF STUDENT CODE OF CONDUCT*****

TIMELINES

Please create and describe a detailed start-up plan, identifying major tasks, timelines, and responsible individuals for accomplishing those tasks.

September 1-2, 2012: State Board of Education Awards the Charter

September 9, 2012 The Board of Directors will convene for first Charter School planning meeting to establish the legal and governance structure.

1. Formally establish the Board of Directors
2. Adopt the By-Laws
3. Designate committee to prepare IRS Form 1023 for Tax Exempt status
4. Develop organizational structure and responsibilities

September 9, 2012 The Board of Directors initiates acquisition process for the Bear Grass Charter School, Inc. facility.

September 16, 2012 Begin the marketing plan for the charter school (Board of Directors)

September 16, 2012 Develop job descriptions for each position needed at the charter school (Board of Directors).

September 17, 2012 Advertise for the Principal position (Board of Directors)

September 17, 2012 Begin engagement of engineering and architectural professionals for facility design and permitting.

October 15, 2012 Begin Interviews for a Principal (Board of Directors)

January 2, 2013 Begin the Open Enrollment period (Board of Directors)

January 28, 2013 Extend offer of employment to the Headmaster (Board of Directors)

February 15, 2013 Open Enrollment period ends.

February 22, 2013 Enrollment Lottery (if necessary)

February 22, 2013 Advertise for all positions ((Headmaster and Board of Directors)

February 28, 2013 Notification mailed to all parents of prospective students affirming their child is enrolled (Headmaster and Board of Directors)

March 25, 2013 Permitting and Acquisition of facility complete. Start preparing the facility to be occupied. (Headmaster and Board of Directors)

April 2, 2013 Develop and implement human resource systems (Headmaster and Board of Directors)

April 3, 2013 Begin interviewing prospective staff (both teaching and non-teaching) (Headmaster I and interview committee)

May 10, 2013 Receive confirmation letters from parents that their child will be attending NHCS starting in August 2013. Review all available slots for each grade level.

May 16, 2013 Offer employment contracts for teaching positions and hire other support staff. (approval by the principal and board of directors)

May 20, 2013 Begin acquisition of equipment and supplies needed to implement the educational plan.(Board of Directors)

June 3, 2013 Establish all business and financial systems (finance committee)

June 10, 2013 Administrative staff will develop the instructional program and start acquiring curriculum materials (curriculum and instruction committee)

July 9, 2012 Implement the NHCS Transportation Plan. (transportation committee)

August 13, 2013 Teachers and staff report (Headmaster and Board of Directors)

August 15, 2013 Open house for new enrolled students (All staff and Board of Directors)

August 19, 2013 Classes Begin

PRIVATE SCHOOL CONVERSIONS: *complete ONLY if the proposed charter is a private school conversion.*

THIS SECTION NOT APPLICABLE TO APPLICANT

- Provide a detailed description of the existing private school's financial status.
- Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school).
- Depict and analyze the current enrollment trends of the school over the past three academic years.
- Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through summative assessments.
- Explain the proposed charter school's expected staff turnover due to the statutory requirements for teacher licensure and highly qualified status.

VI. BUSINESS PLAN

PROJECTED STAFF:

Provide a list of positions anticipated for the charter school; (e.g., principal or director; support staff; teachers, part-time and full-time; paraprofessionals/teaching assistants, clerical, and maintenance.).

Year:	2013-14	2014-15	2015-16	2016-17	2017-18
<u>Staffing</u>					
Administrators					
<i>Headmaster</i>	1	1	1	1	1
<i>Lower School Head</i>	1	1	1	1	1
<i>Upper School Head</i>	0	0	0	1	1
Clerical Support	2	2	3	4	4
Teachers	21	26	30	33	38
Librarian	0	0	0	0	1
Guidance Counselor	0	0	0	1	2
Teacher Assistants	6	6	6	6	6
Custodian	1	1	1	1	1
Maintenance	0	0	0	0	1
Other:					
<i>Business Mgr.</i>	1	1	1	1	1
<i>EC Coordinator</i>	1	1	1	1	1

Total Personnel	34	39	44	50	58

Discuss how the school will develop, mentor, retain, and evaluate staff in a format that matches the school's mission and educational program. Please include a timeline, steps to be taken, and a lead contact.

New Hope Charter School will provide for the professional development of faculty and staff primarily by hiring a well-experienced and qualified school leader with the professional capacity to mentor teachers of all experience levels. NHCS will attract and retain quality staff through the offering of a competitive salary and benefits package. The Board and headmaster will consistently uphold the school's position that teachers are to be evaluated and rewarded by their performance, not simply the number of years they have in the teaching profession. This market-oriented approach has been shown at existing charter schools to increase the likelihood of attracting confident, high quality teachers who are looking for a work environment that rewards them for their abilities, not their tenure.

As outlined in the timeline above, formal advertising for teaching positions will begin in February, 2013. However, even before that, efforts will be made to publicize the new school to prospective faculty as illustrated in the following table:

Fall, 2012: School marketing will commence in September, which, in addition to students, is likely to attract the attention of interested teachers. As soon as a headmaster can be selected, ideally in late fall, he or she will be encouraged to utilize professional relationships to contact prospective teachers of known quality.

Winter, 2013: Formal advertisement for teachers commences

Spring, 2013: Offers of employment are extended to teachers.

Prior to the selection of a headmaster, the lead contact for school employment will be one of the directors, Norman George.

Also include the following information for the proposed charter school:

- Process to advertise for and employ members of the school
- Procedures for grievance and/or termination
- Sample employment policies to be implemented by the proposed charter school
- Description, if the proposed charter school partners with an EMO, of the relationship that will exist between the charter school employees and the management company.

RECRUITMENT OF FACULTY AND STAFF

New Hope Charter School will advertise with local newspapers and will post the employment application on the School website. New Hope Charter School will implement a non-discrimination hiring policy on the basis of race, color, (HR) procedure, which will be fully compliant with the North Carolina state laws and No Child Left Behind. New Hope Charter School (NHCS) will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, religion, ancestry or athletic performance in the provision of employment and services. NHCS will practice non-sectarian employment practices. NHCS will require background checks of its employees as required by the applicable laws to ensure the safety of the school and all students.

DRAFT EMPLOYEE HANDBOOK

A. RULES OF CONDUCT

All employees of NHCS are expected to act with good common sense and in a professional manner. To ensure orderly operations and provide the safest possible work environment, NHCS expects all employees to abide by certain rules of conduct. While it is not possible to list all the forms of behavior that are considered unacceptable in the workplace, the following are examples of conduct which may result in disciplinary action in the sole and exclusive discretion of NHCS, up to and including discharge.

1. Destruction, damage, theft or unauthorized possession, use or removal of NHCS property or the property of others;
2. Inefficient or careless job performance or inability to perform job duties satisfactorily;
3. Failure to promptly report to the Headmaster an on-the-job injury or accident involving an employee, student or visitor of NHCS or involving NHCS property;
4. Negligence that results in injury to a NHCS employee, student or visitor or damage to NHCS property or the property of others;
5. Irregular attendance, including unreported or excessive tardiness or absence from work, or failure to request and obtain an approved leave of absence or extension of a leave of absence in a timely manner,
6. Insubordination, including refusal or failure to perform assigned work;
7. Possessing or being under the influence of alcohol or illegal drugs during working hours or while on NHCS premises;
8. Fighting, provoking a fight or threatening violence during working hours or while on NHCS premises;
9. Interfering with others in the performance of their jobs;
10. Sexual or other unlawful harassment;
11. Making malicious, false or derogatory statements that may damage the integrity or reputation of NHCS or fellow co-workers;
12. Misrepresenting or withholding pertinent facts in securing employment with NHCS;
13. Refusing to follow instructions of supervisors or other authorized personnel, being rude or discourteous to supervisors, fellow employees, or visitors or engaging in any action which endangers the health or safety of others;
14. Unauthorized use of NHCS telephones, computers or other equipment owned by NHCS;

15. Possession, display or use of explosives, firearms other dangerous weapons during working hours or while on NHCS premises;

16. Engaging in any activity which is in conflict with the best interests of NHCS; and

17. Failure or refusal to follow general policies, rules and procedures of NHCS.

These acts of misconduct are by no means a complete list, but are intended to serve as a general framework for employee conduct. NHCS reserves the right, in its sole and absolute discretion, to add or delete offenses and to take such disciplinary actions, up to and including discharge, as are necessitated by the particular circumstances of a given case.

B. ATTENDANCE

Regular, on-time attendance is very important to the effective operation of NHCS. Absenteeism and tardiness place a burden on all employees. Poor attendance and excessive tardiness may result in disciplinary action, up to and including discharge.

In the case of foreseeable absences, employees must provide the Headmaster with a sufficient explanation for the absence and obtain advance approval. In the rare instance when an employee is unexpectedly unable to work as scheduled or cannot avoid being late for work, the employee should notify the Headmaster as soon as possible in advance of the anticipated absence or tardiness.

C. SEXUAL AND OTHER UNLAWFUL HARASSMENT

It is the policy of NHCS to provide an environment that is free from unlawful harassment. Therefore, all forms of harassment related to an employee's race, color, religion, sex, gender, national origin, age, disability or any other characteristic protected by law constitute violations of this policy. In furtherance of this policy, NHCS strictly prohibits and will not tolerate the use of racial, religious, sexual, ethnic, disability-based, gender-based or age-related epithets, innuendoes, slurs or jokes within its facilities. In addition, all forms of verbal and physical harassment based on the above categories are strictly prohibited.

With regard to sexual harassment in particular, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature are considered instances of sexual harassment when:

- Such behavior has the purpose or effect of unreasonably interfering with an employee's work performance or creates an intimidating, hostile or offensive work environment,
- An employee's submission to or rejection of such conduct is used as the basis of employment decisions that affect the employee, or
- Submission to such conduct is implied or stated to be a term or condition of the employee's employment.

It is important to remember that behavior which one individual considers innocent or harmless may be regarded as sexual or other unlawful harassment by another person. Beyond being in violation of our NHCS policy, sexual and other unlawful harassment is against the law, and NHCS will not tolerate such harassment of its employees by anyone, including NHCS employees or individuals conducting business with NHCS. Any employee who violates the harassment policy or our commitment to equal employment opportunity will be subject to immediate disciplinary action, up to and including discharge.

If at any time an employee feels that he or she has been subjected to or has observed verbal or physical harassment, of a sexual nature or otherwise, the employee must report such conduct to the Headmaster immediately so that an investigation can be initiated and appropriate action taken. If for any reason the employee does not feel comfortable contacting the Headmaster about the matter, the employee must report the matter to a member of the NHCS Board of Directors. The confidentiality of all such inquiries will be respected to the fullest extent possible. Employees will not be retaliated against in any manner for reporting perceived harassment pursuant this policy.

D. OUTSIDE EMPLOYMENT

All full-time employees are expected to treat their employment with NHCS as their primary job. If you have another job or if you are doing work on your own, you must still have good attendance, perform satisfactory work and be available during the working hours assigned to you. Your other job must not conflict with the duties to which you have been assigned or give the appearance of such a conflict. Employees must inform the Headmaster of any outside employment in which they are involved.

Board Policy:

Except as set forth below, as a general rule, full and part-time employees may hold outside jobs separate from their regular employment with the Board as long as they are capable of continuing to meet the performance standards and requirements of their position with School's Community School. All employees will be evaluated in accordance with the same performance standards and will be subject to the school system's ongoing scheduling demands, regardless of any existing outside work requirements. In addition, if the Board of Education determines that an employee's outside work interferes with his or her performance or ability to meet the requirements of a particular position, the employee may be asked to terminate the outside employment if he or she wishes to remain employed by the Board of Education.

All employees of NHCS are prohibited from selling, trading, distributing or dealing in instructional materials and supplies, equipment, reference books or any other services or products in School's Community School except as expressly authorized in writing by the Headmaster or his or her designee. Employees are also prohibited from supplying or furnishing the names and/or addresses of students, parents or other employees to any entity or individual engaged in such activities. Employees are further prohibited from tutoring for compensation during or outside of regular work hours students with whom they exercise teaching, administrative or supervisory responsibility or from tutoring for compensation during work hours students with whom they do not exercise such responsibility. A parent can request written permission from the Headmaster to wave this policy if the Headmaster and the parent agree that the teacher involved would be the best person to tutor an individual child even though she/he is the child's classroom teacher.

Employees are prohibited from engaging in, soliciting, negotiating for or promising to accept outside employment with or render services for private interests when (1) the private interests are doing or seek to do business with the Board and the employee is or will soon be in a position to influence the business relationship either directly or indirectly, or (2) such conduct by the employee impairs the proper discharge of official Board business are further prohibited from engaging in a private business or service on Board property or using Board materials or equipment for such activities without written permission of Headmaster.

Evaluation of employees: Employee performance will be evaluated annually. Classroom teachers will be evaluated according to a rubric devised by the Headmaster and approved by the Board.

QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS: (G.S.115C-238.29F(e))

List the qualifications and appropriate licenses that each position must have to perform the job function(s). Describe the plan to meet the licensure requirements for teachers and paraprofessionals as prescribed by state law and No Child Left Behind. If individuals have already been identified for specific positions, please provide their qualifications and/or resumes in the appendices.

New Hope Charter School will implement a non-discrimination hiring policy on the basis of race, color, which will be fully compliant with the North Carolina state laws and No Child Left Behind.

□ New Hope Charter School (NHCS) will not discriminate on the basis of race, color, national origin, creed, sex, mental or physical disability, age, religion, or ancestry in the provision of employment and services.

□ NHCS will practice non-sectarian employment practices.

□ NHCS will require background checks of its employees to ensure the safety of the school and all students.

All administrators and teachers of the school will possess the necessary knowledge, skills, and personal characteristic required by and consistent with the vision and philosophies of the school. The school will promote and look for opportunities, including the commitment and willingness from all employees to work as a team to implement the school's goals.

Headmaster– An experienced school leader with proven teacher mentorship capabilities, public relations skills, thorough knowledge of the curriculum of NHCS and NC testing requirements and special education requirements.

Teachers – At least 75% of teachers of grades K – 5 , and 50% of teachers of grades 6 – 12 shall be certified to teach in the State of North Carolina. Teachers will be hired and retained based primarily upon teaching results, not length of teaching experience alone.

Administrative Assistant – clerical activities will include public reception, phone, administrative support, and other general office duties. The administrative assistant will have reasonable clerical experience in these areas.

Business Manager – proven abilities to procure supplies and equipment, manage spending, and make financial forecasts. Must be able to interface effectively with school accounting and reporting service providers.

Special Education Teachers and Coordinator – will hold the appropriate licensure for teaching or administrating special ED programs and will be highly qualified.

Teacher Assistants – Prior teaching assistant experience and/or education course work would be optimal for these positions without specific certificates or licenses required. A passion for children is a necessity.

ENROLLMENT and BUSINESS PLAN (GS 115C.238.29F(g)(1-7))

Provide a plan indicating how the school will reasonably reflect the demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

Marketing to potential students and parents is vital to the survival of a charter school. Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school State Statute regarding admissions GS 115C.238.29F(g) (1-7) carefully. Describe how the board will market the school to all populations (including various community ethnic groups, teachers and other employees, and the general public) to ensure that the school fully complies with the State Statute to mirror the diversity of the local education agency.

**Marketing Plan
New Hope Charter School**

New Hope Charter School directors and employees will direct marketing efforts to all demographic groups represented in the Chatham County LEA in which it will be chartered.

The New Hope Charter School will fully take advantage of the planning year to ensure that the school opens ready to educate. The focus of the marketing plan for New Hope Charter School is to educate our community as to the mission of our school. Specific plans include, but will not be limited to, the following:

Summer/Fall of 2012

- *The marketing committee, comprised of directors and members of the School Advisory Council will hold public education meetings, prepare an informational brochure, and publish several press releases on New Hope Charter School. Our marketing plan will enter a new stage after we receive preliminary approval this summer. Several Board members reside or work in the vicinity of the targeted populations and plan to hold community meetings.*

Fall of 2012 through Spring of 2013

- *Update both the English version and create a Spanish version of the school's brochure, which will include information on the charter school program and legislation. This brochure will also summarize the plans for New Hope Charter School in particular, with names, contact numbers and mission statement.*
- *Prepare additional press releases and/or letters to the editor, describing our school and the charter school program in general.*
- *Ask local newspapers to prepare an educational series on the charter school legislation.*
- *Develop materials for and initiate a comprehensive fundraising project.*
- *Design and launch a school website, which will include information about the school's mission, educational plans, and other features. Links will be included to the NC Charter School Office, Charter School associations, etc. Application status updates will be posted on the website and sent to an email list serve. A database will be created to begin a mailing list of those who have indicated an interest in the school.*
- *Institute our plan to encourage a rich cultural diversity among our student body. To accomplish this goal, NHCS will publish brochures and materials in English and Spanish. Through our diversity plan, we will strive to attract a student body from all ranges of socioeconomic means by broad distribution of NHCS materials, broadcasting information on a range of local radio stations and personal contact (door to door if necessary) by charter school directors and staff.*
- *Develop partnerships with community organizations and businesses through which to create educational, athletic, artistic and service programs.*
- *Initiate search for the School Principal/Director. Ideally, this person will be able to participate in marketing efforts prior to Summer 2013.*
- *Applications for appointment to the school's staff will be prepared and ready to distribute in late fall of 2012. Applications for admission to the school will also be prepared during this time. Job postings will be listed on the school's website, as well as distributed to local and regional newspapers. Postings will also be listed on educational employment websites.*
- *Open enrollment period will be closed for students in mid-February 2013, and a lottery will be held if over-enrollment has occurred. If all available spaces have not been filled on each grade level, the enrollment period will be extended.*

Late Spring/ Summer of 2012 & Beyond

- *An orientation and welcome meeting will be held with the school principal, teachers, board members, students and parents.*
- *Updates will be sent to the media on a regular basis.*
- *Final information about the opening of New Hope Charter School will be provided to the news media.*
- *Open houses will be scheduled and the public will be invited to attend.*
- *Ongoing marketing activities for the school year. We will actively participate in the "School News" page of the local newspapers, submitting articles and photographs of our student body and their activities. We will also take advantage of as many speaking opportunities as possible by offering programs to local civic groups such as Rotary Club, American Association of University Women, Veterans of Foreign Wars, etc.*
- *Brochures will be distributed through local businesses, the Chambers of Commerce, libraries, doctors' offices, health departments in Guilford County, Boys Club, Departments of Social Services, home school groups, recreational facilities, religious facilities of all denominations, and daycare centers. Brochures will also be sent to anyone making written, email, or telephone inquiries.*
- *Advertisements for public meetings will be placed in local newspapers, in free publications and on community bulletin boards. Signs will also be posted in grocery stores, businesses, and schools.*

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

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years approved in the projected enrollment tables. However, in subsequent years, the school may increase its enrollment only as permitted by G.S. 115C-238.29D(d), that is, an increase of 20% per year based on the previous year's enrollment. Any increase above 20% must be approved by the State Board of Education in accordance with G.S. 115C-238D(d).

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page. In describing your budgetary assumptions, explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?

Also, in narrative format, explain how your spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.

The school's mission places priority on academic and character preparedness for higher education. Consequently, program decisions, and their related expenditures, are focused on those areas. For example, curricular offerings include Advanced Placement courses, which have cost features somewhat different than regular classes do. Transportation costs are minimized through extensive work in organizing of student carpools, thus preserving funds in the school's budget for use in academic pursuits. Professional development is provided in various forms on a monthly basis, to ensure teachers have the training needed to effectively teach all students, not just the most precocious, at a high level.

The establishment and building of both maintenance and contingency reserves are prudent financial practices that New Hope Charter School will follow. The school will budget up to 8% of its revenues for the two reserves. Since it is expected that the school will rent facilities on a fully net basis (triple net lease), facility maintenance costs will be the responsibility of the school as tenant. In the earlier years of the lease, the Board expects maintenance requirements to be fairly low, with the need for contingency reserves given the uncertainties of a start-up charter school operation being comparatively high. As such, the allocation of reserves is planned in accordance with the following table:

<i>Reserve Budget</i>					
<i>Year</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
<i>Total Revenues</i>	<i>\$3,294,873</i>	<i>\$3,844,018</i>	<i>\$4,393,164</i>	<i>\$5,124,309</i>	<i>\$5,491,454</i>
<i>Reserve Target 8%</i>	<i>\$263,590</i>	<i>\$307,521</i>	<i>\$351,453</i>	<i>\$409,945</i>	<i>\$439,316</i>
<i>Budgeted Reserve</i>					
<i>Budgeted Reserves:</i>					
<i>Maintenance Reserve</i>	<i>\$80,000</i>	<i>\$115,000</i>	<i>\$165,000</i>	<i>\$200,000</i>	<i>\$190,000</i>
<i>Contingency Reserve</i>	<i>\$185,000</i>	<i>\$185,000</i>	<i>\$185,000</i>	<i>\$200,000</i>	<i>\$190,000</i>
<i>Total Reserves</i>	<i>\$265,000</i>	<i>\$300,000</i>	<i>350,000</i>	<i>\$400,000</i>	<i>\$380,000</i>

As the preceding table shows, the New Hope Charter School operating budget generally supports the targeted rule of thumb, ensuring that the school will be in a position to afford significant capital outlays for major replacements or contingencies within just a few years of operations.

**PROJECTED ENROLLMENT
2013-14 through 2017-2018**

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

List LEA #1 – Chatham

List LEA #2 – Wake

List LEA #3 – _____

GRADES		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3
Kindergarten	K	<u>40</u>	<u>40</u>	_____	<u>40</u>	<u>40</u>	_____	<u>40</u>	<u>40</u>	_____	<u>40</u>	<u>40</u>	_____	<u>40</u>	<u>40</u>	_____
First	1	<u>40</u>	<u>40</u>	_____	<u>40</u>	<u>40</u>	_____	<u>40</u>	<u>40</u>	_____	<u>40</u>	<u>40</u>	_____	<u>40</u>	<u>40</u>	_____
Second	2	<u>40</u>	<u>40</u>	_____	<u>40</u>	<u>40</u>	_____	<u>40</u>	<u>40</u>	_____	<u>40</u>	<u>40</u>	_____	<u>40</u>	<u>40</u>	_____
Third	3	<u>40</u>	<u>40</u>	_____	<u>40</u>	<u>40</u>	_____	<u>40</u>	<u>40</u>	_____	<u>40</u>	<u>40</u>	_____	<u>40</u>	<u>40</u>	_____
Fourth	4	<u>40</u>	<u>40</u>	_____	<u>40</u>	<u>40</u>	_____	<u>40</u>	<u>40</u>	_____	<u>40</u>	<u>40</u>	_____	<u>40</u>	<u>40</u>	_____
Fifth	5	<u>40</u>	<u>40</u>	_____	<u>40</u>	<u>40</u>	_____	<u>40</u>	<u>40</u>	_____	<u>40</u>	<u>40</u>	_____	<u>40</u>	<u>40</u>	_____
Sixth	6	_____	_____	_____	<u>40</u>	<u>40</u>	_____	<u>40</u>	<u>40</u>	_____	<u>40</u>	<u>40</u>	_____	<u>40</u>	<u>40</u>	_____

PROJECTED ENROLLMENT 2013-14 through 2017-2018 (continued)

		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA 1	LEA 2	LEA 3												
Seventh	7	—	—	—	—	—	—	40	40	—	40	40	—	40	40	—
Eighth	8	—	—	—	—	—	—	—	—	—	40	40	—	40	40	—
Ninth	9	—	—	—	—	—	—	—	—	—	—	—	—	40	40	—
Tenth	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Eleventh	11	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Twelfth	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	LEA Totals	<u>240</u>	<u>240</u>	—	<u>280</u>	<u>280</u>	—	<u>320</u>	<u>320</u>	—	<u>360</u>	<u>360</u>	—	<u>400</u>	<u>400</u>	—
Overall Total Enrollment		<u>480</u>			<u>560</u>			<u>640</u>			<u>720</u>			<u>800</u>		

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>--State ADM Funds</i>	<u>\$2,318,541</u>	<u>\$2,704,964</u>	<u>\$3,091,388</u>	<u>\$3,477,811</u>	<u>\$3,864,234</u>
<i>--Local Per Pupil Funds</i>	<u>\$976,332</u>	<u>\$1,139,054</u>	<u>\$1,301,776</u>	<u>\$1,464,498</u>	<u>\$1,627,220</u>
<i>--Federal Funds</i>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
<i>--Grants*</i>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
<i>--Foundations*</i>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
<i>--Private Funds*</i>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
<i>--Other Funds*</i>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
TOTAL INCOME	<u>\$3,294,873</u>	<u>\$3,844,018</u>	<u>\$4,393,164</u>	<u>\$5,124,309</u>	<u>\$5,491,454</u>
<p>*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.</p>					

Budget (continued): Revenue Projections 2013-14 through 2017-2018

**SHOW CALCULATIONS
FOR FIGURING STATE
AND LOCAL DOLLARS
FOR THE PROPOSED
CHARTER SCHOOL**

See <http://www.ncpublicschools.org/fbs/stats/index.html>
(OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data)

The formula for figuring these allotments can be found in the Resource Guide.

Year	2013-14	2014-15	2015-16	2016-17	2017-18
State ADM Funds:					
Enrollment	480	560	640	720	800
Funds/Pupil	\$4,465.44	\$4,465.44	\$4,465.44	\$4,465.44	\$4,465.44
Est. Headcount	48	56	64	72	80
Children w/Disabilities					
\$/Headcount	\$3,648.53	\$3,648.53	\$3,648.53	\$3,648.53	\$3,648.53
Total State Funding	\$2,318,541	\$2,704,964	\$3,091,388	\$3,477,811	\$3,864,234

Local Funding:					
Enrlmnt Chatham	240	280	320	360	400
Local \$/Pupil	\$2,435.99	\$2,435.99	\$2,435.99	\$2,435.99	\$2,435.99
Enrollment Wake	240	280	320	360	400
Local \$/Pupil	\$1,632.06	\$1,632.06	\$1,632.06	\$1,632.06	\$1,632.06
Total Local Funding	\$976,332	\$1,139,054	\$1,301,776	\$1,464,498	\$1,627,220

Budget (continued): Expenditure Projections 2013-14 through 2017-2018

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>PERSONNEL</i>					
<i>Total # of staff and Projected Costs</i>	#34 <u>\$1,274,000</u>	#39 <u>\$1,500,000</u>	#44 <u>\$1,695,000</u>	#50 <u>\$2,000,000</u>	#58 <u>\$2,347,000</u>
--Administrator(s)	#2 <u>\$135,000</u>	#2 <u>\$138,000</u>	#2 <u>\$140,000</u>	#3 <u>\$200,000</u>	#3 <u>\$210,000</u>
--Clerical	#2 <u>\$66,000</u>	#2 <u>\$68,000</u>	#3 <u>\$102,000</u>	#4 <u>\$140,000</u>	#4 <u>\$144,000</u>
--Teachers	#21 <u>\$798,000</u>	#26 <u>\$1,014,000</u>	#30 <u>\$1,170,000</u>	#33 <u>\$1,320,000</u>	#38 <u>\$1,520,000</u>
--Librarians	#_____ \$ _____	#_____ \$ _____	#_____ \$ _____	#_____ \$ _____	#1 <u>\$35,000</u>
--Guidance	#_____ \$ _____	#_____ \$ _____	#_____ \$ _____	#1 <u>\$50,000</u>	#2 <u>\$95,000</u>
--Teacher Assistants	#_____ \$ _____	#_____ \$ _____	#_____ \$ _____	#6 <u>\$158,000</u>	#6 <u>\$165,000</u>
--Custodian	#6 <u>\$150,000</u>	#6 <u>\$152,000</u>	#6 <u>\$154,000</u>	#1 <u>\$37,000</u>	#1 <u>\$38,000</u>
--Maintenance	#1 <u>\$35,000</u>	#1 <u>\$36,000</u>	#1 <u>\$36,000</u>	#_____ \$ _____	#1 <u>\$40,000</u>
--Food Service	#_____ \$ _____	#_____ \$ _____	#_____ \$ _____	#_____ \$ _____	#_____ \$ _____
--Bus Driver	#_____ \$ _____	#_____ \$ _____	#_____ \$ _____	#_____ \$ _____	#_____ \$ _____
--Other(special ed coordinator and business mgr.)	#_____ \$ _____	#_____ \$ _____	#_____ \$ _____	#_____ \$ _____	#2 <u>\$100,000</u>
	#2 <u>\$90,000</u>	#2 <u>\$92,000</u>	#2 <u>\$93,000</u>	#2 <u>\$95,000</u>	\$ _____
	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
		\$ _____	\$ _____	\$ _____	\$ _____
		\$ _____	\$ _____	\$ _____	\$ _____
<i>EMPLOYEE BENEFITS</i>					
<i>STAFF DEVELOPMENT</i>	<u>\$319,000</u>				<u>\$590,000</u>
<i>MATERIALS AND SUPPLIES</i>		<u>\$375,000</u>	<u>\$424,000</u>	<u>\$500,000</u>	<u>\$30,000</u>
<i>OFFICE SUPPLIES</i>	<u>\$12,000</u>	<u>\$15,000</u>	<u>\$16,000</u>	<u>\$20,000</u>	<u>\$150,000</u>
<i>INSTRUCTIONAL EQUIPMENT</i>	<u>\$100,000</u>	<u>\$120,000</u>	<u>\$130,000</u>	<u>\$140,000</u>	<u>\$45,000</u>
<i>OFFICE EQUIPMENT</i>	<u>\$30,000</u>	<u>\$120,000</u>	<u>\$130,000</u>	<u>\$140,000</u>	<u>\$45,000</u>
	<u>\$50,000</u>	<u>\$35,000</u>	<u>\$36,000</u>	<u>\$40,000</u>	<u>50,000</u>
	<u>\$40,000</u>	<u>\$50,000</u>	<u>\$50,000</u>	<u>\$50,000</u>	<u>40,000</u>
		<u>\$40,000</u>	<u>\$35,000</u>	<u>\$35,000</u>	

Budget (continued): Expenditure Projections 2013-14 through 2017-2018

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>TESTING MATERIALS</i>	<u>\$20,000</u>	<u>\$25,000</u>	<u>\$35,000</u>	<u>\$45,000</u>	<u>\$60,000</u>
<i>INSURANCE</i>	<u>\$35,000</u>	<u>\$37,000</u>	<u>\$39,000</u>	<u>\$42,000</u>	<u>\$45,000</u>
<i>UTILITIES</i>	<u>\$60,000</u>	<u>\$64,000</u>	<u>\$68,000</u>	<u>\$75,000</u>	<u>\$90,000</u>
<i>RENT</i>	<u>\$700,000</u>	<u>\$750,000</u>	<u>\$800,000</u>	<u>\$1,000,000</u>	<u>\$1,100,000</u>
<i>MAINTENANCE & REPAIR</i>	<u>\$50,000</u>	<u>\$50,000</u>	<u>\$50,000</u>	<u>\$60,000</u>	<u>\$70,000</u>
<i>TRANSPORTATION</i>	<u>\$10,000</u>	<u>\$15,000</u>	<u>\$18,000</u>	<u>\$25,000</u>	<u>\$40,000</u>
<i>MARKETING</i>	<u>\$12,000</u>	<u>\$15,000</u>	<u>\$15,000</u>	<u>\$15,000</u>	<u>\$20,000</u>
<i>FOOD/CAFETERIA SUPPLIES</i>	<u>\$5,000</u>	<u>\$8,000</u>	<u>\$10,000</u>	<u>\$15,000</u>	<u>\$25,000</u>
<i>PROFESSIONAL DEVELOPMENT</i>					
<i>Contracted Services</i>	<u>\$300,000</u>	<u>\$300,000</u>	<u>\$400,000</u>	<u>\$400,000</u>	<u>\$400,000</u>
<i>Maintenance Reserve</i>	\$80,000	\$115,000	\$165,000	<u>\$200,000</u>	<u>\$190,000</u>
<i>Contingency Reserve</i>	\$185,000	\$185,000	\$185,000	<u>\$200,000</u>	<u>\$190,000</u>
TOTALS	\$3,282,000	\$3,699,000	\$4,171,000	\$4,862,000	\$5,482,000

BUDGET NARRATIVE: Please include additional information that showcases all assumptions for your budgetary calculations. For instance, you may start the first year with 10 teachers but plan to add 2 teachers each year. The increase may be seen in the budget; however, the specific assumptions are missing beyond the projected first year. Use this space to explain, in depth, your budget calculations for years 2 through 5.

The expense budget shown above assumes a ratio of teachers to student population of 1/24 plus special ed teachers amounting to one for every 25 EC students (assumes EC population is 10% of total enrollment). Rent assumed to be on modular buildings initially with increases from additional classrooms installed as enrollment grows. Contracted Services rises as programs are enhanced for upper grades.

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	\$ <u>0</u>
Certificates of Deposit	\$ <u>0</u>
Bonds	\$ <u>0</u>
Real Estate	\$ <u>0</u>
Capital Equipment	\$ <u>0</u>
Motor Vehicles	\$ <u>0</u>
Other Assets	\$ <u>0</u>
TOTAL	\$ <u>0</u>

ADDITIONAL NOTES:

SCHOOL AUDITS:

PROGRAM AUDITS: GS 115C-238.29B(b)(6)

Describe the procedure and method for evaluating the overall effectiveness of the proposed charter school program as related to the mission of the school.

The Board of New Hope Charter will receive monthly reports from the Headmaster as to the general conditions of school operations. These will be viewed in light of the school's mission at monthly Board meeting. Additionally, at least once each year, the Board will meet specifically to review external and internal financial and academic audits by which to measure statistically how the school is performing overall. The Board will have a reading of the mission statement at each board meeting in order to keep it a prime consideration for board action.

FINANCIAL AUDITS: GS 115C-238.29F(f)(1)

Describe the procedure and method for conducting an independent financial audit for the proposed charter school. Give the name of the firm approved by the NC Local Government Commission (GCC) that will conduct the audit. Include the complete mailing address, telephone number and fax number.

Financial audits will be performed in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Governmental Auditing Standards, issued by the Comptroller General of the United States.

The audit will be performed by:

Roger Mills of Petway, Mills & Pearson, PA
5116 Bur Oak Cr.
Raleigh, NC 27612

CIVIL LIABILITY AND INSURANCE (GS 115C-238.29F(c))

State the proposed coverage for:

Comprehensive General Liability	\$1,000,000 per occurrence/\$2,000,000 aggregate
Officers and Directors/Errors and Omissions	\$1,000,000 per occurrence/\$3,000,000 aggregate
Property Insurance	\$3,000,000
Motor Vehicle Liability	\$1,000,000 combined single limit
Bonding	
Minimum amount:	\$250,000
Maximum amount:	\$250,000
Other	Umbrella: \$1,000,000 per occurrence/\$ 1,000,000 aggregate. The umbrella policy is over the school Board's general liability policy, auto, sexual abuse and misconduct and school leaders errors & omissions policy.

If you, as an applicant, have already received quote from an insurance organization, please provide a copy within the appendices.

See Resource Manual for Minimums allowed by SBE Policy.

TRANSPORTATION (G.S. 115C-238.29F(h))

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation.

New Hope Charter School Transportation Plan and Procedures

In accordance with state law, we do not allow transportation to be a barrier to any child attending the school. We expect that most parents will provide transportation for their children. However, we recognize this may not be a viable option for all parents. Therefore, the school will designate a dean as the school's Transportation Liaison to facilitate and coordinate transportation needs. Interested families may participate through sign-up forms that the dean coordinates by matching families with an appropriate carpool.

Additionally, the Board and NHA work diligently so that the school is open and accessible to all students, including low-income students and students experiencing homelessness. The school will provide free transportation for students who are currently experiencing homelessness.

FACILITY (GS 115C-238.29D(c))

Describe the facility in which the school will be located. Include information on how the site is appropriate to your instructional program. Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a facility and has provided a valid Certificate of Occupancy for Educational use to The Office of Charter Schools.

The New Hope Charter School Board has not yet secured a facility. It anticipates locating in Eastern Chatham County on a rented campus initially developed with modular buildings, depending on the availability of capital financing.

Name of the facility (if known): _____

Address: _____

City/State/Zip: _____

Description of the facility:

Total square feet: _____

Number of Classrooms: _____

Number of Restrooms: _____

Other Rooms: _____

Auditorium: _____

Gymnasium: _____

Music Room: _____

Art Room: _____

Laboratory: _____

Ownership: Fee Simple or Lease

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

(a) Term of the Lease: _____

(b) Type of Lease: _____

(c) Rent: \$ _____ per month

Name of Landlord: _____

Address: _____

City/State/Zip: _____

Phone: _____

Fax: _____

Document inspections for the following:

(a) Fire: _____

(b) Safety: _____

(c) Handicapped accessibility? _____

Describe how the maintenance will be provided for the facility.

Maintenance will be provided initially through contracted service providers and/or the modular building landlord. Eventually, the Board expects to hire full time maintenance staff once permanent buildings are constructed on campus.

Describe the method of finding a facility if one is not readily available at this time including information about the spatial needs of the school to best suit your adopted educational program and instructional methodologies. Does the applicant have a facility contingency plan should their initial efforts not be successful?

The Board is comprised of individuals with a wealth of experience locating sites and developing them for schools. Once a site is located, the Board will consult with design professionals to ensure facilities are provided that are adequate for school use, as well as compliant with local building codes for educational occupancy standards.

HEALTH AND SAFETY REQUIREMENTS (G.S. 115C-238.29F(a))

Describe how the school plans to adhere to the requirements of the health and safety laws and regulations of the federal and state governments. Address how the proposed charter school will meet the following requirements:

- Safety

The school will maintain a safe learning environment by requiring all personnel to participate in emergency response training. Evacuation maps will be posted in every hall way and classroom and office suite in the buildings. The students will be drilled on the proper response to each emergency situation.

- Immunization of Students

The school will require all incoming students to be immunized according to the North Carolina rules delineated in 15A NCAC 19A.004.

1. Upon enrollment in the school, the registrar shall request that the parents/guardian produce the students immunization record.

a. If the record is available, the registrar will review it. If the student is in full compliance, the registrar will make a copy for the students records and forward a copy to the appropriate agency. Students who provide proof of a state exemption from immunization will be considered in compliance.

b. If the student is in partial compliance, the parent/guardian will be given a list of immunizations that are required prior to attending class. The registrar will make phone calls and mail postcards reminding the

parent/guardian that the required immunizations must be obtained before the student will be permitted to attend classes. One week prior to the start of classes a final notice will be sent to the parent/ guardian.

Noncompliant students will not be permitted to attend classes.

2. The school will maintain immunization records for all students which shall contain information required by GS 130-A-154 which records may be inspected by the county or state Health Departments. When a child transfers from the school, the school shall send a copy of the immunization records at no charge.

3. The principal shall file an immunization report with the Department of Environment, Health and natural Resources within 60 days of the start of a new school year

Fire and Safety Regulations The school, in order to obtain a Certificate of Occupancy, had the Mecklenburg County health and fire inspections performed before the school moved to the current facility in 2009. The school will abide by all fire and safety regulations promulgated by the state or Mecklenburg County and submit to all inspections by the state or local authorities as required by law. To ensure the safety of the students staff and visitors, the school will establish a safety plan to inform the students staff and visitors of the procedures to follow in the event of emergencies, including , but not limited to the following:

Fire

Storms, Hurricanes and Tornados

Bomb Threat/Explosion

Intruder on Campus

Weapon on Campus

Hostage Situation

Missing or Runaway Student

Fire

It shall be the duty of the. Principal to conduct a fire drill during the first week after the opening of school and thereafter at least one fire drill each school month in each building in his/her charge. Fire drills shall include all pupils and school employees, and the use of various ways of egress to stimulate evaluation of said buildings under various conditions, and such other regulations as shall be prescribed for fire safety by the Commissioner of Insurance, the Superintendent of Public Instruction and the State Board of Education. A copy of the evacuation plan and routes shall be posted in each classroom, hallway and office suite.

It shall be the duty of the Security Guard to inspect each of the buildings at least bi-weekly during the regular school session. This inspection shall include the gymnasium, (when built), storage rooms, as well as all classrooms. This inspection shall be for the purpose of keeping the buildings safe from the accumulation of trash and other fire hazards

Storms & Tornadoes

Storm-safe areas will be designated for each class and office suite. These will be located on the ground floor away from windows and along structural walls. In the event that the National Weather Service issues an imminent threat of severe storms or tornadoes, the Principal will alert all classes and personnel to proceed to storm-safe areas as opposed to fire-safe areas. Storm drills will occur at the beginning of each regional storm season. These will be carried out in the similar fashion as fire drills.

Evacuation

Building evacuation plans will be posted in each classroom, hallway and office suite. The principal shall be responsible for training the staff in proper evacuation procedures. The teachers and staff will train the students on proper building evacuation plans.

Bomb Threat/Explosion

The principal will train the staff of the proper steps to follow in the case of a bomb threat or explosion. The principal will also be responsible for notifying law enforcement officials. The custodian or a designated staff member shall be responsible for turning off the gas lines to the buildings. Two-way radios will not be used and the bell system will be turned off. The staff shall be notified by code that there is imminent danger. Teachers will keep students calm and evacuate their classes from the buildings.

Intruder on Campus

If a dangerous person is located on or near the campus, the principal shall notify the staff by code. Teachers will be trained on proper lock down procedures and proper signaling techniques. The bell system will be turned off. Each classroom will have visual signals to notify the principal and law enforcement of the situation within their classroom.

Weapon on Campus

The principal shall notify law enforcement officials. The weapon and the individuals that own or possess the weapon shall be turned over to law enforcement officials immediately.

Hostage Situation

The same procedures will be followed as when an intruder is on campus. Teachers will lock down their classrooms and use signaling techniques to advise the principal and/or law enforcement of the situation in their classroom.

Missing or Runaway

- Food Inspections

The school will contract with outside restaurants to provide lunches to the students that are interested in purchasing lunches. The school is not required to have food inspections performed on the facility. The outside contractors have to comply with state and local health regulations and requirements.

- Hazardous Chemicals

The school has contacted for a cleaning company to clean the school. That company must comply with federal and state laws and rules regarding hazardous materials. The chemistry teachers are responsible to maintain chemicals used in the course of their classes. All hazardous chemicals will be handled, stored, maintained and disposed of in a manner consistent with all federal, state and local laws, rules and regulations.

- Bloodborne Pathogens In accordance with the regulations established by the United States Department of Labor pursuant to the Occupational Safety and Health Act and the North Carolina Occupational Safety and Health Bloodborne Pathogens Standard, the school shall have in effect a Bloodborne Pathogens Exposure Control Plan. The plan shall be designed to eliminate or minimize employee exposure to infectious bodily fluids and bodily secretions. The plan will include appropriate employee training and specific precautions that all employees must take when dealing with blood and other bodily fluids.

- The school will comply with all laws, regulations and ordinances established by Chatham County regarding bloodborne pathogens. Our Exposure Control Plan for bloodborne pathogens will apply to all staff, students and others who have the potential for occupational or accidental exposure to blood or other potentially infectious materials. The objective of this plan will be to prevent and minimize exposure. It will be the responsibility of each employee to adhere to the policy of the school

a. It is generally considered that school employees constitute a category II or III risk level of exposure to bloodborne pathogens.

- b. Category II employees are those who deal with sick or injured students, check for head lice, or handle waste.
- c. Category III employees generally are persons with little or no risk of contact with bloodborne pathogens.

All school employees whose job description involves direct contact with children will receive training specific to infection control with regard to bloodborne pathogens prior to the opening of school. Employees will be responsible for attending health and safety orientation annually. Direct contact staff will be encouraged to obtain Hepatitis B vaccinations. If a staff member chooses not to be vaccinated, a refusal form shall be signed by the staff member and filed in the employee's staff file.

Exposure Control

All blood and body substances are considered potentially infectious and will be handled in the same manner to prevent transmission of infectious agents. Personal protective equipment (PPE) will be kept available in each classroom of the school. This will consist of latex gloves, non allergenic gloves, and resuscitation mask. Gloves will be worn during head lice checks and at any time contact with blood or body substances is likely. Mouth to mouth resuscitation will be performed using a resuscitation mask. Hand washing facilities with hot and cold running water, soap and an approved drying device will be readily available for use. Hands will be washed after contact with any blood or body fluid and immediately after gloves are removed.

1. Any staff or child who is diagnosed as having bloodborne diseases, such as AIDS, HIV, HBV, etc., shall be allowed to continue to attend duties/school unless it is determined that the staff/child is too ill to attend or presents a health risk to others. In any case of communicable disease, strict adherence to control measures as defined by OSHA and the North Carolina Department of Environment, Health and Natural Resources, Division of Health Services will be observed.
2. When an employee or child is diagnosed with a bloodborne pathogen, the following procedure will be followed:
 - a. Strict confidentiality of the infected individual will be observed. Only the panel outlined below and those individuals delineated by the panel will be advised of the individual's condition. All involved will sign a statement of confidentiality.
 - b. A determination from the individual's physician will be obtained as to the individual's ability to return to school/duties. If the individual is determined to be able to return to school/duties, a panel that consists of the staff or in the case of a child, the child's parents, the staff or child's physician, the Principal, and a member of the Safety Committee will be formed. This panel will determine who needs to be aware of the individual's condition and how to ensure confidentiality requirements are followed.

- Diabetes care plans

At the beginning of the school year, the school provides required literature to the parents of all students and the documents to request an individual diabetes care plan with the guidelines adopted by the State Board of Education under G.S. 115C-12(31). In addition, the staff are instructed on diabetes and what to do in the event a student has an adverse reaction. Designated staff members have been trained in how to deal with a diabetic emergency. And the appropriate medicines are maintained on the premises.

- Providing students in grades 9-12 with information on how a parent may lawfully abandon a newborn

At the beginning of the school year students and parents are provided with handouts on the proper way a parent can abandon a new born baby pursuant G.S.7B-500.

- Providing parents and guardians with information about:

Meningococcal meningitis and influenza and their vaccines at the beginning of each year

The New Hope Charter School will provide parents and guardians with information about meningococcal meningitis and influenza and their vaccines at the beginning of every school year. This information shall include the causes, symptoms, and how meningococcal meningitis and influenza are spread and the places where parents and guardians may obtain additional information and vaccinations for their children.

○ Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases

The school will provide parents and guardians with information about cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases. This information will be provided at the beginning of the school year to parents of children entering grades five through 12. This information will include the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and the places where parents and guardians may obtain additional information and vaccinations

VII. LEA IMPACT STATEMENT

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will locate within seven days of the submission of the application to the Office of Charter Schools. Applicants are encouraged to submit their application to the LEA first so that proof of submission can be included in the complete application packet. The LEA may then submit information or comment directly to the Office of Charter Schools for consideration by the State Board of Education.

Please attach to this application a return receipt, or other documentation, verifying the applicant's timely submission of a copy of this application to the LEA.

VIII. APPENDICES (OPTIONAL)

You may include numbered and indexed appendices to provide additional information that you believe will assist the State Board of Education in the consideration of your application.

VIII. SIGNATURE PAGE

The foregoing application is submitted on behalf of New Hope Charter School directors Patricia Bryce, Glenn Futrell, Norman George, Roger Gerber, and John McConnell (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: Norman L. George III

Position: Director

Signature: _____

Date:

Sworn to and subscribed before me this

_____ day of _____, 20_____.

Notary Public

Official Seal

My commission expires: _____, 20_____.