Organization Information

Application Type *
Standard

Operator Type *
Independent

Primary Contact Name *
Shamonique Brantley

Has the School Leader Been Identified? *
(●) Yes ( ) No

Proposed Leader Name *
Dr. Charles Faust

Proposed School Leader Current Job/Position *
Superintendent/Executive Director

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

Is Management Organization Used
( ) Yes (●) No

Management Organization Name

Primary Contact Relation To Board *
None

Primary Contact Email *
sharmbrantley@newhope-cdc.org

Proposed Leader Name *
Dr. Charles Faust

Management Organization Contact Name

Primary Contact Phone *
9108075183

Management Organization Email

PrimaryContact Address *
401 S 7th Street

Unit/Suite *

Zip Code *
28401

City *
Wilmington

State *
North Carolina

Proposed Leader Job *
Superintendent/Executive Director

1. Application Contact and Student Enrollment Information

Q1. Name of Proposed Charter School

New H.O.P.E. Technology Preparatory Academy

Q2. Primary Contact's Alternate Telephone Number (xxx-xxx-xxxx)

- The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application

(910) 807-5183

Q3. Geographic County in which charter school will reside

New Hanover County

Q4. LEA/District Name

New Hanover County School District

Q5. Zip code for the proposed school site, if known. Please provide a primary zip code location and a secondary, or alternative, proposed zip code.

28401

Q6. Was this application prepared with the assistance of a third party such as a consultant or Charter Support Organization (CSO)?

I. Definition - Charter Support Organization (CSO) - A for profit or nonprofit, nongovernmental entity that provides:

a. assistance to developers during the application, planning, program design, and initial implementation of a charter school; or

b. technical assistance to operating charter schools, including specific and limited services such as but not limited to professional development, nonprofit board development, payroll, and curriculum development.

- ○ Yes
- ◉ No

Q10.Projected School Opening Month

August

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

- ○ Yes (Year-Round)
- ◉ No

Q12.Complete the Enrollment Summary table (see resources), providing grade levels and total projected student enrollment for Years 1-5.

- Please note: If applying as a **"FACE VIRTUAL"** remote academy, the applicant must provide separate enrollment figures for in-person and remote student cohorts (see resources).
- State law requires that a charter school serve a minimum of 80 students unless the school has a compelling reason such as serving a geographically remote student population. 115C-218.1(13).

☑ Upload Required **File Type:** excel **Max File Size:** 30 **Total Files Count:** 1

Q13.At full capacity, what is your estimated student enrollment and grade spans?

At full capacity, the proposed charter school will serve 380 students in grades 9–12. Full enrollment will be achieved by Year 5, with 95 students per grade level. The school will operate as a four-grade high school serving students in grades 9, 10, 11, and 12.

Q14. How did you determine the projected enrollment targets and grade levels listed in this application? Reference data, methodology, calculations and other factors used.

The projected enrollment targets and grade levels were determined based on the school's proposed phased high school model, facility capacity, staffing plan, and long-term financial sustainability. The school will operate as a grades 9–12 high school and will open following a planning year, as required for new charter schools.

Enrollment will begin in Year 1 with 95 students in grade 9, following a pre-operational planning year focused on facility readiness with our partner New H.O.P.E. Community Development Corporation, staff recruitment, curriculum finalization, and family enrollment. One additional grade level will be added each subsequent year, with 95 students per grade, until full enrollment of 380 students in grades 9–12 is reached by Year 5. This phased growth model is designed to support instructional quality, responsible staffing expansion, and effective use of facilities.

The target of 95 students per grade level reflects the school's instructional design, anticipated class sizes, and staffing ratios, while remaining consistent with the school's budget assumptions and projected revenue. Maintaining stable enrollment once full capacity is reached supports long-term financial viability and operational consistency.

This enrollment approach reflects a common and proven model for new high schools and ensures that growth is intentional, manageable, and aligned with the school's mission and operational capacity.

Q15. Provide a narrative explaining the projected demographics of your targeted county/LEA/region over the next 10-25 years. Reference data, methodology, calculations and other factors used.

- This information should provide evidence of school age populations corresponding to the grade levels you plan to serve, and whether those populations are increasing or decreasing. This information should support the applicant's stated demand for this charter school and the growth plan outlined in the enrollment chart provided in Q12.

The projected demographics of the targeted county and surrounding region were informed by a review of historical enrollment trends, population growth patterns, and regional development data, including publicly available data from the U.S. Census Bureau, North Carolina Office of State Budget and Management, and North Carolina Department of Public Instruction. These sources indicate that the region is expected to experience continued population growth and diversification over the next 10–25 years, driven by residential development, employment opportunities, and in-migration of families with school-aged children.

The school anticipates serving a student population reflective of the broader community, including students from a range of socioeconomic, racial, and ethnic backgrounds. Regional data show sustained growth among school-age populations and increasing demand for high-quality public school options, including charter schools. This demand is further supported by statewide charter enrollment trends, which have shown consistent growth over time.

The school's enrollment projections do not assume rapid or speculative growth but instead rely on a conservative, phased enrollment model that aligns with facility capacity, staffing, and operational readiness. The projected enrollment of 95 students per grade level is designed to be sustainable within the context of anticipated demographic trends and does not depend on capturing a disproportionate share of the local student population.

Over the long term, anticipated demographic stability and gradual population growth within the region support the school's projected enrollment at full capacity. The school's open-enrollment model and county-wide draw further allow it to serve students from multiple communities within the region, providing flexibility to respond to demographic shifts while maintaining stable enrollment.

This demographic analysis supports the school's conclusion that the proposed enrollment targets are realistic, sustainable, and aligned with long-term regional trends, ensuring the school can effectively serve students and remain operationally viable over time.

Q16.Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.

Enrollment Demographic Table

☑ Upload Required **File Type:** excel **Max File Size:** 30 **Total Files Count:** 1

Q17.Does the school plan to provide services to certain targeted subgroup(s)? If so, please explain.

Yes. The proposed charter school is designed to serve a single-gender student population of male students in grades 9–12. The school's educational model is intentionally structured to address the academic, social, and developmental needs of male students through targeted instructional strategies, school culture, and student supports.

The school will operate in compliance with all applicable state and federal laws, including Title IX requirements. Enrollment will be open to all eligible male students, and the school will not discriminate on the basis of race, ethnicity, disability, socioeconomic status, religion, or any other protected characteristic. All students enrolled will have equitable access to the school's academic programs, services, and extracurricular opportunities.

While the school is single-gender, it will provide appropriate supports and services for all students, including students with disabilities, English learners, and students from economically disadvantaged backgrounds, in accordance with state and federal requirements. The school's instructional program, staffing, and student support systems are designed to ensure that all enrolled students are served effectively and equitably.

Q18. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- (●) Yes
- ( ) No

Q19. Explanation (optional)

N/A

2. Non-Profit Corporation Information

Private Non-profit Corporation (NCGS 115C-218.1)

- The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Q20. Organization Type: Nonprofit Corporation or Municipality

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

(●) Non-Profit Corporation

( ) Municipality

Q21. Official name of the private, non-profit corporation as registered with the NC Secretary of State.

- This is the entity that will hold the Charter if final approval is granted by the NC Charter Schools Review Board (CSRB).

New H.O.P.E. Technology Preparatory Academy

Q22. Does the private non-profit listed as the responsible organization for the proposed charter school have 501(c)(3) status?

( ) Yes

(●) No

Q23. Has the organization applied for 501(c)(3) non-profit status?

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

( ) Yes

(●) No

Q24. Attach as Appendix F Federal Documentation of Tax-Exempt Status.

N/A

Upload Required **File Type:** pdf, image, excel, word, text, video **Max File Size:** 30 **Total Files Count:** 10

Q25. Name of Registered Agent and Address as listed with the NC Secretary of State

Robert Campbell

401 S 7th Street, Wilmington, NC, 28401

Q26. If applying as a municipality, please provide the name of municipality.

N/A

Q27. Attach Appendix K Articles of Incorporation or Municipal Charter

- If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.
- If the applicant is a municipality, attach a copy of the municipal charter.

Upload Required **File Type:** pdf, image, excel, word **Max File Size:** 30 **Total Files Count:** 10

Q28. Attach as Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

Upload Required **File Type:** pdf, image, excel, word **Max File Size:** 30 **Total Files Count:** 10

3. Governance and Capacity

3.1. School Governing Body

Q29.Organization Street Address (if you have one)

- On the Organization Information page, you already provided the mailing address.

3.2. Governance

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

Q30.The private nonprofit corporation or municipality is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives. Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.

Upload Required **File Type:** excel **Max File Size:** 30 **Total Files Count:** 3

Q31.Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles, and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.

The proposed charter school will be governed by an independent nonprofit governing board that is legally responsible for ensuring the academic, operational, and financial success of the school. The governing board will act as the school's fiduciary body and will provide oversight consistent with the requirements of the North Carolina Charter Schools Act and the school's approved charter.

The governing board's primary duties include setting and upholding the school's mission and vision; establishing policies that guide academic programming, operations, and finance; ensuring compliance with all applicable federal, state, and local laws; approving the annual budget and monitoring the school's financial health; and evaluating the overall performance of the school. The board will focus on strategic governance and oversight, while delegating day-to-day operational authority to the school's lead administrator.

The governing board will recruit and hire the lead administrator through a formal, transparent process that may include the development of a job description aligned to the school's mission, public posting of the position, structured interviews, and reference and background checks. The board will select a candidate with demonstrated experience in instructional leadership, school operations, and organizational management.

Once hired, the lead administrator will report directly to the governing board and will be responsible for the daily management of the school, including staff supervision, instructional leadership, student services, and operational implementation. The governing board will supervise and evaluate the lead administrator on an annual basis using clearly defined performance goals tied to academic outcomes, organizational effectiveness, and compliance requirements. The board will provide ongoing support and accountability to ensure strong leadership and continuous school improvement.

This governance structure establishes a clear separation between board oversight responsibilities and school-level management, promoting accountability, effective decision-making, and long-term organizational stability.

Q32. Describe the size, current and desired composition, powers, and duties of the governing board.

The governing board will consist of 7 to 11 members, allowing for a range of expertise while remaining a manageable size for effective governance. The founding board is intentionally composed to reflect a balance of skills relevant to charter school oversight, including education, finance, legal compliance, nonprofit governance, community engagement, and organizational leadership.

The governing board holds full legal and fiduciary authority over the charter school. Its powers and duties include approving and monitoring the school's academic program; adopting policies related to operations, finance, and governance; approving the annual budget and ensuring financial sustainability; ensuring compliance with all applicable federal, state, and local laws; hiring, supervising, and evaluating the lead administrator; and monitoring progress toward academic and organizational goals.

The board will operate in accordance with its bylaws and will establish committees as needed to support its work, such as finance, governance, or academic oversight committees. The board's role is strategic and supervisory in nature and does not include involvement in the day-to-day operations of the school.

Q33. Describe the founding board's individual and collective qualifications for implementing the school design successfully.

Individually, founding board members bring professional experience and expertise aligned with the successful launch and oversight of a charter high school. Collectively, the board demonstrates capacity in strategic planning, fiscal oversight, educational leadership, compliance, and community engagement, all of which are critical to implementing and sustaining the school's design.

Board members possess experience working in or alongside public education systems, nonprofit organizations, and mission-driven initiatives. This collective background supports informed decision-making related to academic programming, organizational development, and accountability. The board's combined skill set enables it to provide effective oversight of the school's instructional model, financial operations, and leadership performance.

The founding board is committed to ongoing learning and will participate in governance training opportunities, including those provided or recommended by the North Carolina Office of Charter Schools, to ensure strong understanding of charter law, fiduciary responsibilities, and best practices in charter governance.

Q34. Explain how this governance structure and composition will help ensure the school's success, the board's evaluation of that success, and active stakeholder representation.

The proposed governance structure establishes a clear division of responsibility between board oversight and school-level management, ensuring accountability while allowing school leadership to focus on instructional and operational execution. This structure supports the school's success by enabling the board to maintain strategic focus on mission alignment, academic outcomes, financial health, and legal compliance.

The board will evaluate school success using multiple measures, including student academic performance, organizational effectiveness, financial sustainability, and compliance with charter requirements. Regular review of performance data and annual evaluation of the lead administrator will allow the board to monitor progress and make informed decisions to support continuous improvement.

Board composition and recruitment practices are designed to ensure meaningful stakeholder representation, including members with ties to the local community and an understanding of the student population served. This connection to the community supports responsive governance and reinforces the school's mission and public accountability.

Q35. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?

Founding board members were recruited through a deliberate process that considered professional expertise, commitment to the school's mission, and capacity to fulfill governance responsibilities. Prospective members were identified through professional networks, community connections, and outreach to individuals with relevant experience in education, nonprofit leadership, and organizational governance.

Candidates were selected based on their alignment with the school's mission, willingness to engage in active governance, and ability to contribute meaningfully to board decision-making. All board members understand their fiduciary duties and are committed to ethical governance and public accountability.

If a board position becomes vacant, the board will recruit new members using a similar process. Vacancies will be filled as promptly as practicable, generally within three to six months, to ensure continuity of governance and balanced board composition.

Q36. Describe the group's ties to and/or knowledge of the target community.

The founding board demonstrates strong knowledge of and connection to the target community through members' professional, civic, and educational involvement in the region. Board members are familiar with the educational landscape, community needs, and the families the school intends to serve.

This community knowledge informs the board's oversight of school policies, programming, and outreach efforts. The board's understanding of local context supports responsible decision-making and helps ensure the school remains responsive to students and families while maintaining high academic and operational standards.

The board is committed to ongoing engagement with families, community stakeholders, and local partners to strengthen the school's impact and ensure that governance decisions reflect community needs and priorities.

Q37. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including their roles and duties, and the reporting structure.

The governing board will meet at least monthly during the planning year and the school's first year of operation, and no fewer than eight times per year thereafter, in accordance with the board's bylaws and North Carolina open meetings requirements. Additional meetings may be scheduled as needed to address school startup, compliance, or urgent matters.

The board's strategic annual calendar will be structured to ensure regular oversight of academic performance, financial health, compliance, and organizational effectiveness. Key activities on the board calendar will include approval of the annual budget, review of financial statements, monitoring of academic performance data, policy review and adoption, evaluation of the lead administrator, and ongoing compliance monitoring. Board meetings will be planned to align decision-making with the school's operational and academic cycles.

The governing board may establish standing or ad hoc committees to support its work, such as a finance committee, governance committee, or academic oversight committee. Committees will make recommendations to the full board but will not exercise independent decision-making authority unless expressly authorized by the board. Committee activities and recommendations will be reported regularly to the full governing board.

The school may also establish advisory bodies, such as a parent or community advisory council, to provide input and feedback on school culture, communication, and community engagement. Advisory bodies will serve in a non-governing capacity and will not hold fiduciary or decision-making authority. Advisory groups will report to the lead administrator, who will share relevant feedback with the governing board as appropriate.

This structure ensures that the governing board maintains clear accountability and oversight while benefiting from stakeholder input and committee-level analysis to support informed decision-making.

Q38.What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

New governing board members will participate in a structured board orientation upon appointment to ensure a clear understanding of their roles, responsibilities, and legal obligations. Orientation will occur within the first 60 days of appointment and will include training on the North Carolina Charter Schools Act, fiduciary duties, board governance best practices, open meetings and public records requirements, and the school's mission, educational model, and organizational structure.

All board members will be required to participate in ongoing professional development to maintain effective governance and compliance. The board will participate in annual training opportunities provided or recommended by the North Carolina Office of Charter Schools, as well as other relevant charter governance organizations. Ongoing training will be scheduled at least annually, with additional sessions incorporated as needed based on changes in law, policy, or school needs.

Professional development topics will include, but are not limited to, academic oversight and accountability, financial oversight and budget monitoring, compliance and risk management, strategic planning, board–administrator roles and boundaries, and evaluation of the lead administrator. Training may occur during scheduled board meetings, retreats, workshops, or conferences.

Participation in required board training will be mandatory for all board members and will be tracked to ensure compliance with governance expectations. This comprehensive approach to board training and development supports informed decision-making, strong oversight, and continuous improvement, and helps ensure the long-term success and sustainability of the charter school.

Q39.Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

The governing board is committed to maintaining the highest standards of ethical conduct, transparency, and public accountability. Board members will adhere to a formal conflict of interest policy consistent with North Carolina law and best practices in charter school governance. This policy will require board members to act in the best interest of the school at all times and to avoid any actions that could result in an actual or perceived conflict of interest.

All board members will be required to complete annual conflict of interest disclosures and to promptly disclose any potential conflicts that arise during their service. If a board member has an actual or perceived conflict related to a matter under consideration, the member will recuse themselves from discussion and voting on that matter, and the recusal will be documented in the board's meeting minutes.

The board will not permit any conflicted individual to participate in decisions related to contracts, employment, compensation, or financial transactions in which they or an immediate family member may have a personal or financial interest. The board will also ensure that all procurement and contracting decisions are conducted through transparent, competitive processes when applicable.

At the time of application, no known relationships exist that would pose an actual conflict of interest. Should any potential or perceived conflicts arise in the future, the board will address them promptly and transparently in accordance with its policies to maintain public trust and compliance with applicable laws and regulations.

These ethical standards and procedures ensure that the governing board operates with integrity and that all decisions are made in the best interest of the school, its students, and the public.

Q40. Explain the decision-making processes the board will use to develop school policies.

The governing board will ensure full compliance with all applicable North Carolina open meetings, public records, and transparency laws, including those governing charter schools as public entities. Board meetings will be conducted in accordance with statutory requirements related to public notice, accessibility, and recordkeeping.

All regularly scheduled and special board meetings will be publicly noticed in advance, and meeting agendas will be made available to the public as required by law. Board meetings will be open to the public except when closed sessions are permitted and conducted in accordance with applicable legal requirements. Official board actions will be taken only in open session.

The governing board will maintain accurate meeting minutes and official records documenting board actions, decisions, and votes. Board records will be retained and made available for public inspection in compliance with North Carolina public records laws and the school's records retention policies.

The board will adopt policies and procedures to support transparency and legal compliance, and board members will receive training on open meetings, public records requirements, and ethical governance practices as part of their orientation and ongoing professional development. These practices ensure that the governing board operates with transparency, accountability, and public trust.

Q41. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.

The governing board will ensure that the charter school maintains appropriate insurance coverage and risk-management practices to protect the school, its students, staff, board members, and assets. Insurance coverage will be secured prior to the start of school operations and will be reviewed annually to ensure adequacy and compliance with state requirements and best practices.

The school will maintain, at a minimum, general liability insurance, educators' legal liability, directors and officers (D&O) liability, property insurance, workers' compensation, and any other coverage required by law or recommended for public charter schools. Coverage limits will be sufficient to address the school's operational risks and will be consistent with industry standards for charter schools in North Carolina.

The governing board will oversee the procurement and renewal of insurance coverage and will ensure that policies remain current and appropriate as the school grows. Risk-management responsibilities may be supported by the school's administration and professional service providers, with regular reporting to the board regarding coverage status, claims, and risk-related issues.

These insurance and risk-management practices help ensure the school's financial stability, protect public resources, and support a safe and secure learning environment for students and staff.

Q42. How will the board ensure grievances/concerns from parents and staff members are heard?

The governing board will ensure that grievances and concerns from parents and staff members are heard and addressed through a clear, accessible, and transparent grievance process. The board will adopt and maintain a formal grievance policy that outlines procedures for submitting, reviewing, and resolving concerns in a timely and respectful manner.

Parents and staff will be encouraged to raise concerns first at the school-level, beginning with the appropriate teacher, supervisor, or lead administrator, in order to promote prompt and effective resolution. If a concern is not resolved at the administrative level, individuals may submit a written grievance for review by the governing board in accordance with the school's grievance policy.

The governing board will review grievances objectively and ensure that concerns are addressed fairly, consistently, and in alignment with school policies and applicable laws. When appropriate, the board may delegate initial review to a committee or request additional information from school leadership while retaining final oversight responsibility. All grievance proceedings will respect confidentiality and due process.

The board will also ensure that information about grievance procedures is clearly communicated to parents and staff through the school's handbook, website, and other official communications. By establishing multiple avenues for communication and a structured escalation process, the governing board promotes accountability, responsiveness, and trust within the school community.

Q43. Attach as Appendix Organizational Chart.

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

Q44. Attach as Appendix Charter School Board Member Information Form and Resume.

- How were you recruited and Why do you wish to serve - are asked twice, in succession. Just a redundancy we need to remove.
- The very first question - Have you ever served before? is a Yes or No. About 6-7 questions down, they are asked to describe their past board service. I would move that up to the Yes/No question to tie the two together.

See attached.

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

Q45. Attach Appendix For Each Board Member: Charter School Board Member Background Certification Statement and Completed Background Check. PLEASE NOTE: A background check that does not meet the following requirements will be deemed incomplete and could jeopardize the submission status of your application.

- **Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- **Background check must include any additional aliases that have been used by the individual.**
- **Background check must include a completed county level check for any county returned in the Social**

Security Trace.

- **Background check must include a completed nationwide check.**

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

3.3. Staffing: Hiring, Management, and Evaluation

Q46.Projected Staff: Complete the staffing chart below outlining your staffing projections.

Upload Required **File Type:** excel **Max File Size:** 30 **Total Files Count:** 10

Q47.Explain the board's strategy for recruiting and retaining high-performing teachers.

The governing board understands that a high-quality instructional staff is critical to achieving the school's academic goals and fulfilling its mission. Accordingly, the board's role is to establish clear expectations, policies, and oversight structures that support the recruitment, development, and retention of effective educators, while delegating implementation to school leadership.

To support effective recruitment, the board will ensure that the school maintains board-approved staffing policies and compensation frameworks that are competitive, fiscally responsible, and aligned with the school's instructional model and long-term sustainability. Recruitment practices will prioritize candidates who demonstrate strong instructional capacity, professional integrity, and alignment with the school's mission, culture, and student population. The board will monitor staffing plans and hiring outcomes to ensure that the school has the capacity to implement its academic program with fidelity.

To promote retention, the board will provide oversight of systems that support teacher effectiveness and professional growth. This includes ensuring that school leadership implements clear performance expectations, meaningful evaluation processes, and ongoing professional development aligned to student learning needs and school priorities. The board recognizes that effective retention is closely tied to strong leadership, positive working conditions, and opportunities for continuous improvement, and will monitor these factors through regular reporting and data review.

The board will also review staff retention data, working-conditions indicators, and organizational health measures as part of its ongoing oversight responsibilities. When trends or concerns are identified, the board will work with school leadership to ensure that appropriate strategies and supports are implemented. Through consistent oversight, policy alignment, and data-informed decision-making, the governing board will help ensure that the school is able to attract, support, and retain high-performing teachers who contribute to strong academic outcomes and long-term organizational success.

Q48.If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school.

Not Identified.

Q49. If the school leader has been identified, attach the school leader's one-page resume as Appendix

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

Applicant Comments :

N/A

Q50. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

The relationship between charter school employees and the governing board will be clearly defined, professional, and structured to ensure accountability while preserving appropriate operational autonomy. The governing board will act as the school's legal and fiduciary authority and will not be involved in the day-to-day management of school operations or personnel.

All charter school employees will report to the school's lead administrator, who is the board's sole employee and the board's primary point of contact for operational and personnel matters. The lead administrator will be responsible for hiring, supervising, evaluating, and, when necessary, dismissing school staff in accordance with board-approved policies and applicable laws. This clear line of authority ensures consistency, transparency, and effective management.

The board's role with respect to employees is one of oversight rather than supervision. The board will establish and approve personnel policies, compensation frameworks, and evaluation systems that support the school's mission, instructional model, and long-term sustainability. The board will monitor implementation through regular reports from the lead administrator and will hold the lead administrator accountable for staff performance, organizational culture, and compliance with employment laws and policies.

Board members will not direct, evaluate, or supervise individual employees and will avoid involvement in operational decision-making. Employees who have concerns or grievances will follow the school's established administrative procedures, beginning with school leadership. Matters that rise to the board level will be addressed through formal grievance or appeal processes consistent with board policy.

This governance structure ensures a respectful and professional relationship between the board and school employees, promotes effective leadership and accountability, and aligns with best practices and statutory requirements for charter school governance in North Carolina.

Q51. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal

background checks.

The governing board will establish and approve clear personnel policies that govern the hiring and dismissal of all charter school employees, ensuring compliance with applicable federal and state laws while maintaining appropriate oversight. The board will delegate responsibility for the day-to-day implementation of these procedures to the school's lead administrator, who is the board's sole employee.

The lead administrator will be responsible for recruiting, hiring, supervising, evaluating, and, when necessary, dismissing school personnel in accordance with board-approved policies, employment laws, and the school's mission and instructional model. Hiring procedures will include verification of credentials, reference checks, and completion of all required pre-employment documentation. The board will ensure that personnel policies clearly define roles, qualifications, evaluation standards, and grounds for dismissal.

The governing board will require that criminal background checks be conducted for all prospective employees prior to employment, in accordance with North Carolina law and charter school requirements. Background checks will include, at a minimum, state and federal criminal history checks and any other screenings required for individuals working in public schools. No individual will be permitted to begin employment until all required background checks have been completed and reviewed, and eligibility for employment has been confirmed.

Dismissal procedures will be clearly outlined in board-approved personnel policies and will ensure due process, fairness, and legal compliance. The lead administrator will have authority to take appropriate disciplinary action, including dismissal, consistent with policy and law. The board will not be involved in individual personnel decisions but will retain oversight responsibility to ensure that personnel actions are carried out appropriately, consistently, and in alignment with school policies.

The board will monitor personnel practices through regular reports from the lead administrator, including staffing updates, compliance with background check requirements, and trends related to hiring, retention, and dismissal. Through this structure, the governing board ensures effective personnel management, legal compliance, and accountability while allowing school leadership to manage operations efficiently and professionally.

Q52. Outline the school's proposed salary range and employment benefits for all levels of employment.

The school's salary structure is designed to attract and retain high-quality staff while maintaining financial sustainability within state, local, and federal per-pupil revenue. Instructional staff salaries are positioned at or slightly above comparable New Hanover County Schools rates to support competitive recruitment and retention.

Instructional Staff Compensation:

- Core Content, Electives, and Exceptional Children Teachers: $48,000 (Year 1) scaling to $58,000 (Year 5)
- School Counselor: $52,000 (Year 1) scaling to $65,000 (Year 5), reflecting market demand for licensed school counselors
- College & Career Advisor (Year 3 onward): $42,000 scaling to $44,558

School Leadership and Administration:

- Hired Principal: $72,000 (Year 1) scaling to $81,037 (Year 5)
- Assistant Administrator/Dean (Year 3 onward): $60,000 scaling to $63,654
- Finance Officer (Year 2 onward): $42,000 scaling to $50,923
- Clerical/Office Manager: $34,000 (Year 1) scaling to $40,431 (Year 5)

Support Personnel:

- Custodians (Year 2 onward, employees beginning Year 2 after a Year 1 contracted model): $28,000 scaling to $30,596
- Food Service Staff (Year 3 onward, vendor liaison and meal program oversight): $28,000 scaling to $29,705

Employee Benefits are incorporated directly into the personnel budget and include:

- **Retirement:** North Carolina Teachers' and State Employees' Retirement System (TSERS) at the current employer contribution rate of 24.67% of eligible salaries
- **Medicare:** 1.45% of salaries per federal statute
- **Social Security:** Blended 3% of total payroll (TSERS-covered certified staff are exempt from FICA-OASDI; non-certified staff are subject to the standard 6.2% rate)
- **Health Insurance:** Budgeted at $8,500 per employee annually
- **Professional Development:** Scaling from $6,000 in Year 1 to $24,000 in Year 5, plus dedicated staff travel for off-site PD ranging from $1,500 to $7,000 across the five-year budget

This compensation and benefits structure reflects a deliberate balance between competitiveness and sustainability. By positioning teacher salaries at or above local district rates while investing in benefits and professional growth, the school is positioned to recruit, develop, and retain a strong team capable of delivering high-quality instruction and supporting long-term organizational success.

Q53. Provide the procedures for handling employee grievances and/or termination.

The governing board will adopt and maintain written personnel policies that establish clear, fair, and legally compliant procedures for addressing employee grievances and termination. These procedures will be designed to ensure due process, consistency, and professionalism, while maintaining appropriate separation between board oversight and school-level management.

Employees will be encouraged to resolve concerns at the lowest appropriate administrative level. The grievance process will follow a structured sequence as outlined in board-approved policy:

1. **Informal Resolution:**
An employee will first present the concern to their immediate supervisor or the lead administrator in an effort to resolve the issue informally and promptly.
2. **Formal Grievance:**
If the concern is not resolved, the employee may submit a written grievance to the lead administrator within the timelines established by policy. The grievance must clearly state the nature of the concern and the relief sought.
3. **Administrative Review:**
The lead administrator will review the grievance, conduct any necessary fact-finding, and issue a written decision within the timeframe specified in policy.
4. **Board Appeal:**
If the employee believes that the grievance was not resolved in accordance with policy, the employee may appeal to the governing board. The board's review will be limited to determining whether established procedures were followed and whether the decision was consistent with board policy and applicable law. The board will not re-investigate facts or engage in day-to-day personnel management.

All grievance proceedings will be conducted in a confidential, professional manner and in compliance with applicable employment laws.

Employee Termination Procedures

Termination procedures will be clearly defined in board-approved personnel policies and will ensure fairness, documentation, and legal compliance. The lead administrator will have authority to impose disciplinary action, up to and including termination, consistent with policy and law.

Termination decisions may be based on documented performance deficiencies, misconduct, violation of policy, or other grounds identified in personnel policies. Employees will be provided with notice of the action and an opportunity to respond, as required by policy and applicable law.

The governing board will not participate in individual termination decisions but will retain oversight responsibility through policy adoption and regular monitoring of personnel practices. The board may review termination actions only through the grievance or appeal process outlined in policy and will ensure that actions are implemented consistently and lawfully.

Through these procedures, the governing board ensures that employee grievances and termination matters are handled in a structured, equitable, and legally compliant manner.

Q54. Identify any positions that will have dual responsibilities and the funding source for each position.

During the planning year and initial years of operation, the charter school anticipates that certain positions may carry dual responsibilities in order to support operational efficiency, fiscal responsibility, and effective school startup. Any dual roles will be clearly defined, aligned with employee qualifications, and structured to ensure that all responsibilities are performed effectively without compromising instructional quality or compliance.

The lead administrator may hold dual responsibilities related to instructional leadership and school operations, including oversight of academic programming, staff supervision, compliance, and day-to-day organizational management. This position will be fully funded through state per-pupil revenue and other applicable public funding sources allocated to school administration.

An operations or business support role may include dual responsibilities related to finance, compliance, and human resources coordination, such as payroll processing, budgeting support, purchasing, and records management. This position may be full-time or part-time depending on enrollment and operational needs and will be funded through state and local operational funds.

Instructional staff may also assume limited dual roles, such as teacher leadership, mentoring, curriculum coordination, or student support functions, consistent with their qualifications and workload capacity. Any additional responsibilities assigned to instructional staff will be aligned with the school's instructional model and supported through the school's general operating budget.

As enrollment increases and the school reaches full capacity, the governing board will evaluate staffing needs and may separate dual roles into distinct positions as financially feasible. The board will ensure that all positions, whether single- or dual-responsibility, are funded through appropriate public funding sources and aligned with the school's approved budget and long-term financial plan.

Q55. Describe the plans to have qualified staffing adequate for serving all student needs including SWD, ML, and AIG students.

The governing board will ensure that the charter school maintains qualified staffing and appropriate service delivery systems to meet the needs of all students, including students with disabilities (SWD), multilingual learners (ML), and academically and intellectually gifted (AIG) students. The board will establish policies and oversight structures that ensure compliance with all applicable federal and state requirements while delegating day-to-day implementation to school leadership.

Students with Disabilities (SWD)
The school will provide special education services in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and all applicable North Carolina laws and policies. Qualified and appropriately licensed special education personnel will be employed or contracted to support identification, evaluation, service delivery, and compliance requirements. Services will be provided through a continuum of service delivery models, including inclusion, co-teaching, small-group instruction, and related services, as determined by students' Individualized Education Programs (IEPs). The school will ensure that general education teachers receive training and support to effectively serve students with disabilities within inclusive settings.

Multilingual Learners (ML)
The school will provide services for multilingual learners in compliance with federal and state requirements. Qualified personnel with appropriate training and experience will support English language development and access to the core instructional program. Instructional strategies will be designed to support language acquisition while ensuring meaningful participation in grade-level content. The school will monitor student progress and adjust services as needed to ensure continued growth in English proficiency and academic achievement.

Academically and Intellectually Gifted (AIG) Students
The school will provide appropriate instructional differentiation and enrichment opportunities for students identified as academically and intellectually gifted. Qualified instructional staff will implement strategies such as differentiated instruction, advanced coursework, enrichment activities, and acceleration as appropriate. Professional development will support teachers in identifying and meeting the needs of advanced learners within the school's instructional model.

Oversight and Capacity
The governing board will monitor staffing plans, service delivery models, and compliance indicators through regular reporting from the lead administrator. As enrollment grows and student needs evolve, the board will evaluate staffing levels and service delivery approaches to ensure that the school continues to meet the needs of all learners effectively and in compliance with applicable requirements.

Through qualified staffing, appropriate service delivery models, and consistent board oversight, the school will ensure equitable access to high-quality instruction and support for all students, including SWD, ML, and AIG populations.

Q56. How will teachers be evaluated? What system or tool will be utilized?

The charter school will implement a fair, consistent, and legally compliant teacher evaluation system designed to support instructional effectiveness, professional growth, and accountability. The governing board will establish and approve policies governing teacher evaluation and will delegate responsibility for implementation to the school's lead administrator.

Teachers will be evaluated using an evaluation framework aligned with the North Carolina Professional Teaching Standards and applicable state requirements for charter schools. The evaluation system will include multiple measures of teacher performance, such as classroom observations, professional responsibilities, instructional practice, and student learning outcomes, as appropriate.

The lead administrator or other qualified instructional leaders will conduct regular observations and provide timely, constructive feedback focused on improving instructional practice and student achievement. Teachers will receive both formative feedback throughout the school year and summative evaluations conducted in accordance with board-approved timelines and procedures.

The evaluation process will emphasize professional growth and continuous improvement. Evaluation results will be used to inform individualized professional development, coaching, and support, as well as personnel decisions consistent with school policy. Teachers will be provided with opportunities to reflect on feedback, set professional growth goals, and engage in targeted development aligned with school priorities.

The governing board will not participate in individual teacher evaluations but will provide oversight by approving evaluation policies and monitoring implementation through reports from the lead administrator. The board will ensure that the evaluation system is implemented consistently, supports instructional quality, and complies with applicable state and federal requirements.

Through a structured, standards-aligned evaluation system and ongoing instructional feedback, the school will promote effective teaching practices, support professional growth, and maintain high expectations for instructional performance in alignment with the school's mission and educational program.

Q57. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).

The governing board will ensure that all school positions are clearly defined and staffed by qualified individuals who possess the skills, experience, and licensure necessary to effectively perform their assigned responsibilities. The board will approve job descriptions and minimum qualifications for each position and will delegate responsibility for day-to-day supervision and evaluation to the school's lead administrator.

Lead Administrator (School Leader)
The lead administrator will be responsible for overall instructional leadership, school operations, staff supervision, compliance, and implementation of the school's mission and educational program. Qualifications will include demonstrated experience in school leadership, instructional oversight, and organizational management. The lead administrator will meet all licensure or qualification requirements applicable to charter school leaders under North Carolina law.

Instructional Staff (Teachers)
Teachers will be responsible for delivering high-quality instruction aligned with state standards and the school's instructional model, assessing student learning, and supporting student growth. Teachers will be required to meet North Carolina teacher licensure requirements or allowable charter school alternatives, as applicable. Qualifications will include subject-area expertise, instructional skill, and a commitment to continuous professional growth.

Exceptional Children (EC) and Student Support Staff
Personnel providing services to students with disabilities, multilingual learners, or other specialized populations will hold appropriate credentials, licenses, or certifications as required by state and federal law. Responsibilities will include service delivery, compliance documentation, collaboration with instructional staff, and monitoring student progress.

Operations and Support Staff
Operations and support staff will be responsible for administrative, operational, and support functions necessary for effective school operation, such as finance, compliance, records management, and student services. Qualifications will align with the responsibilities of each role and may include relevant education, training, or professional experience.

Oversight and Compliance
The governing board will ensure that hiring practices align with approved job descriptions, qualification requirements, and licensure standards. The lead administrator will be responsible for verifying credentials and maintaining personnel records. The board will monitor staffing capacity and compliance through regular reporting and will ensure that staffing structures support effective implementation of the school's academic and operational programs.

Through clearly defined roles, appropriate qualifications, and compliance with licensure requirements, the school will maintain staffing capacity necessary to support high-quality instruction, effective operations, and student success.

Q58. Identify the positions responsible for maintaining teacher license requirements and professional development.

The governing board will ensure that clear responsibility is assigned for maintaining teacher licensure requirements and overseeing professional development, while providing appropriate oversight through board-approved policies.

The lead administrator will be primarily responsible for ensuring that all instructional staff meet applicable teacher certification and licensure requirements in accordance with state and federal law. This responsibility will include verifying licensure status at the time of hire, monitoring license renewal timelines, maintaining required documentation, and ensuring compliance with North Carolina licensure requirements and any allowable charter school alternatives.

The lead administrator will also be responsible for planning, implementing, and monitoring the school's professional development program to ensure alignment with instructional priorities, student needs, and licensure requirements. This includes coordinating required training, supporting teachers in meeting continuing education and renewal requirements, and ensuring access to ongoing professional learning opportunities.

Where appropriate, instructional leaders or designated staff may support the lead administrator in tracking licensure documentation, coordinating professional development activities, and maintaining records, under the supervision of the lead administrator.

The governing board will not manage licensure or professional development activities directly but will provide oversight by approving relevant policies and monitoring compliance through regular reporting from the lead administrator. Through this structure, the school will ensure that teacher licensure requirements are met and that professional development supports instructional quality and continuous improvement.

Q59. Explain the school's professional development model or plan. The plan should describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.

The charter school will implement a comprehensive professional development model designed to support instructional effectiveness, continuous improvement, and compliance with state and federal teacher certification and licensure requirements. The governing board will approve policies governing professional development and will provide oversight to ensure alignment with the school's mission, staffing plan, and budget, while delegating implementation to the school's lead administrator.

The professional development program will be aligned with the North Carolina Professional Teaching Standards, the school's instructional model, and identified student learning needs. Professional development will include a combination of job-embedded coaching, collaborative planning, targeted training sessions, and required compliance-based training. This approach is designed to support both new and experienced teachers and to promote consistent instructional quality across the school.

The lead administrator will be responsible for planning, coordinating, and monitoring professional development activities. This will include ensuring that teachers receive training necessary to meet licensure and certification requirements, including required continuing education, renewal credits, and any state-mandated training. The lead administrator will also ensure that professional development activities are aligned with evaluation results and schoolwide instructional priorities.

Professional development will occur throughout the school year and may include:

- Ongoing instructional coaching and feedback based on classroom observations
- Collaborative professional learning communities focused on curriculum, assessment, and instructional strategies
- Training related to serving diverse learners, including students with disabilities, multilingual learners, and academically and intellectually gifted students
- Required training related to compliance, ethics, safety, and student support services

The school's professional development plan is designed to be fiscally sustainable and is aligned with the projected staffing and funding outlined in the proposed budget. Professional development costs, including training materials, external consultants, and staff time, will be incorporated into the school's operating budget and adjusted as enrollment grows.

The governing board will monitor implementation of the professional development program through regular reports from the lead administrator, including information related to participation, alignment with licensure requirements, and impact on instructional practice. Through this structured and aligned professional development model, the school will support teacher growth, maintain compliance with licensure requirements, and promote high-quality instruction in support of student achievement.

3.4. Staff Evaluations and Professional Development

Q60. Identify the positions responsible for maintaining teacher license requirements and professional development.

The governing board will ensure that clear responsibility is assigned for maintaining teacher licensure requirements and overseeing professional development through board-approved policies, while delegating implementation to school leadership.

The lead administrator will be primarily responsible for ensuring that all instructional staff meet applicable North Carolina teacher certification and licensure requirements. This responsibility will include verifying licensure status at the time of hire, monitoring renewal timelines, maintaining required documentation, and ensuring ongoing compliance with state and federal requirements and any allowable charter school licensure provisions.

The lead administrator will also oversee the planning, coordination, and implementation of the school's professional development program to ensure alignment with instructional priorities, evaluation results, student needs, and licensure requirements. This includes ensuring that teachers have access to required training, continuing education opportunities, and professional learning necessary for license maintenance and instructional improvement.

As appropriate, instructional leaders or designated staff may assist with tracking licensure documentation, coordinating professional development activities, and maintaining records under the supervision of the lead administrator.

The governing board will not manage licensure or professional development activities directly but will provide oversight by approving relevant policies and monitoring compliance through regular reports from the lead administrator. This structure ensures accountability, legal compliance, and alignment with best practices and the expectations of the North Carolina Office of Charter Schools.

Q61.Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. The plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.

The charter school will implement a comprehensive and coherent staff support system designed to mentor, retain, and evaluate employees in alignment with the school's mission, educational program, and accountability expectations. This system integrates mentoring, evaluation, professional development, and licensure compliance to support instructional quality, staff growth, and organizational stability. The governing board will provide oversight through board-approved policies while delegating implementation to the school's lead administrator.

Mentoring and Support

New teachers and staff will receive structured onboarding and mentoring to support successful transition into the school's instructional model and professional culture. Mentoring will include orientation to school expectations, instructional practices, student support systems, and compliance requirements. Experienced educators or instructional leaders may provide coaching, modeling, and ongoing guidance, particularly for early-career teachers or those new to the school's program. Job-embedded support and collaborative planning will reinforce instructional consistency and professional growth.

Evaluation and Feedback

Teachers will be evaluated using an evaluation system aligned with the North Carolina Professional Teaching Standards and applicable charter school requirements. Evaluations will include multiple measures, such as classroom observations, professional responsibilities, and student learning indicators, as appropriate. The lead administrator or other qualified instructional leaders will conduct regular observations and provide timely, constructive feedback. Evaluation results will be used to identify strengths, areas for growth, and targeted support needs.

Professional Development and Licensure Compliance

Professional development will be directly informed by evaluation results, student performance data, and schoolwide instructional priorities. The lead administrator will ensure that professional development supports continuous improvement and enables teachers to meet certification and licensure requirements prescribed by state and federal law. Opportunities will include job-embedded coaching, collaborative learning, targeted training sessions, and required compliance-based training. Professional development activities and related costs will align with the projected staffing and funding outlined in the proposed budget.

Retention and Continuous Improvement

The school's approach to mentoring, evaluation, and professional development is designed to promote staff retention by fostering a supportive professional environment, clear expectations, and opportunities for growth and leadership. The governing board will monitor staff retention trends, evaluation implementation, and organizational health indicators through regular reporting from the lead administrator. When concerns are identified, the board will work with school leadership to ensure appropriate strategies and supports are implemented.

Through this integrated system of mentoring, evaluation, professional development, and licensure compliance, the school will support high-quality instruction, promote professional growth, and retain effective staff, ensuring alignment with the school's mission, educational program, and long-term sustainability.

Q62.Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

The school's professional development plan is designed to ensure effective implementation of the educational program by building instructional capacity, promoting continuous improvement, and aligning teacher practice with the school's mission and student needs. Professional development will be structured, ongoing, and responsive, incorporating both internal and external learning opportunities and balancing schoolwide priorities with individualized support.

Core Components

1. Job-Embedded Instructional Coaching
Professional development will include job-embedded coaching focused on improving instructional practice, classroom management, and student engagement. Instructional leaders will provide observation-based feedback, modeling, and targeted support aligned with the school's instructional framework and academic goals. This approach supports immediate application of learning and continuous improvement in practice.
2. Collaborative Professional Learning
Teachers will participate in collaborative planning and professional learning communities focused on curriculum alignment, assessment, data analysis, and instructional strategies. These collaborative structures support consistency across classrooms, shared accountability for student outcomes, and alignment with the school's educational program.
3. Targeted and Differentiated Training
Professional development will be differentiated based on teacher experience, licensure status, evaluation results, and student needs. Targeted training may include support for early-career teachers, content-specific professional learning, and training related to serving diverse learners, including students with disabilities, multilingual learners, and academically and intellectually gifted students.
4. Compliance and Required Training
The professional development plan will include required training related to licensure, ethics, student safety, legal compliance, and instructional responsibilities. These components ensure that staff meet state and federal requirements while maintaining a safe and effective learning environment.

Internal and External Professional Development

Professional development will be delivered through a combination of internal and external sources. Internal professional development will be led by school leadership and instructional staff and will focus on curriculum implementation, instructional practices, and schoolwide priorities. External professional development opportunities, such as workshops, conferences, consultants, or state-provided training, may be utilized to build specialized expertise or address specific instructional or compliance needs.

Individualized and Schoolwide Focus

The professional development plan will include both uniform, schoolwide training aligned with the educational program and individualized professional learning based on teacher evaluation results and professional growth goals. This balanced approach ensures coherence across the instructional program while addressing individual teacher needs and supporting continuous growth.

The governing board will provide oversight by approving professional development policies and monitoring implementation through reports from the lead administrator. Through these core components, the professional development plan will support effective implementation of the educational program, strengthen instructional quality, and promote sustained student success.

Q63.Provide a schedule and explanation of professional development that will take place prior to the school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Prior to the school's opening, New Hope Technology Preparatory Academy will implement a structured induction and professional development program designed to prepare staff to effectively deliver the school's educational program and instructional model. This pre-opening professional development period will focus on establishing instructional coherence, school culture, and operational readiness, while ensuring that teachers are prepared to implement any unique or particularly challenging aspects of the curriculum.

During the induction period, professional development will include multiple consecutive days of training immediately prior to the start of the school year. This training will be led by the lead administrator and instructional leaders, with support from external providers as appropriate. The schedule will be designed to allow sufficient time for orientation, instructional planning, collaboration, and practice.

Pre-opening professional development will address the following key areas:

- **School Mission, Culture, and Expectations:**
  Staff will be oriented to the school's mission, vision, educational philosophy, and expectations for professional conduct, collaboration, and student support. This will include training on school culture, student engagement strategies, and family communication.
- **Curriculum and Instructional Model:**
  Teachers will receive training on the school's curriculum, instructional framework, and alignment to state standards. This will include guidance on lesson planning, instructional strategies, assessment practices, and use of instructional materials. Particular attention will be given to any unique instructional approaches or programmatic elements central to the school's design.
- **Serving Diverse Learners:**
  Professional development will include preparation for serving students with disabilities, multilingual learners, and academically and intellectually gifted students. Training will focus on differentiation, inclusive instructional practices, progress monitoring, and collaboration with support staff.
- **Assessment, Data, and Evaluation:**
  Teachers will be trained on assessment systems, data use protocols, and expectations related to instructional improvement and accountability. This will include understanding how evaluation processes and feedback support professional growth.
- **Compliance, Safety, and Operations:**
  Required training related to licensure, ethics, student safety, legal compliance, and school procedures will be provided to ensure staff readiness and adherence to state and federal requirements.

The pre-opening induction period is designed to ensure that teachers begin the school year with a shared understanding of expectations, strong familiarity with the instructional program, and the skills necessary to implement the school's educational model with fidelity. The governing board will provide oversight by approving professional development policies and monitoring readiness through reports from the lead administrator.

Q64. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

The charter school will provide ongoing professional development throughout the school year to support instructional effectiveness, continuous improvement, and compliance with state and federal requirements. Professional development will be embedded into the school's calendar, daily schedule, and staffing structure to ensure sustainability and meaningful impact without reducing instructional time for students.

Professional Development Time Commitment
Teachers will participate in professional development activities on a regular basis throughout the school year. This will include a combination of full-day professional development sessions, scheduled early-release or late-start days, and ongoing job-embedded learning opportunities. Collectively, professional development is expected to total the equivalent of multiple full days per school year, consistent with best practices and licensure requirements.

Calendar and Schedule Alignment
The school's academic calendar will intentionally include designated professional development days for staff prior to the start of the school year and at strategic points during the year. In addition, the daily schedule will incorporate time for collaborative planning, professional learning communities, and instructional coaching. These structures ensure that professional development is continuous, job-embedded, and directly connected to classroom practice.

Staffing Structure and Support
The staffing structure is designed to support professional development without disrupting instructional delivery. Instructional leaders and the lead administrator will facilitate professional development sessions, provide coaching and feedback, and support collaborative learning. Where appropriate, coverage arrangements or adjusted schedules may be used to allow teachers to participate in targeted professional development activities.

Alignment to Instructional Priorities
Professional development time will focus on curriculum implementation, instructional strategies, assessment and data use, serving diverse learners, and compliance-based training. Activities will be aligned with teacher evaluation results, student performance data, and schoolwide instructional priorities to ensure relevance and effectiveness.

The governing board will provide oversight by approving the professional development calendar and monitoring implementation through regular reports from the lead administrator. By embedding professional development into the school's calendar, daily schedule, and staffing structure, the school ensures that professional learning is sustained, aligned with instructional goals, and supportive of high-quality teaching and student achievement.

3.5. Student Recruitment

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

Q65. Marketing Plan: Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve.

Marketing Plan

New Hope Technology Preparatory Academy (NHTPA) will implement a comprehensive, data-driven marketing, recruitment, and engagement strategy designed to ensure that enrollment reflects the racial, ethnic, and socioeconomic composition of New Hanover County Schools (NHCS), while maintaining a broad, inclusive, and high-quality approach that ensures all students and families have equitable access to information and opportunity.

NHTPA is a tuition-free, all-boys public charter school scheduled to open in Fall 2028, serving grades 9 through 12, with an additional two-year College Credential Pathway. The school will launch with approximately 95 ninth-grade students and grow annually to a total enrollment of approximately 380 students. The founding class will primarily consist of students who are currently in the 7th grade, requiring an intentional, multi-year engagement strategy beginning immediately.

1. Data-Driven Recruitment and Targeted Outreach Strategies

NHTPA's recruitment strategy is grounded in both public demographic data and historical engagement data collected through the New Hope umbrella of programs. Through prior initiatives, the organization has developed a strong understanding of community needs, communication preferences, and effective outreach channels across New Hanover County.

Using Zoho Analytics, the organization has tracked trends across thousands of families served, including geographic reach, service demand, and engagement behavior. In addition, the consistent use of the question "How did you hear about us?" across digital forms has produced longitudinal insights into which outreach channels are most effective within the county.

Digital Engagement Insights (National + Local Context)

- Nationally, ~71% of U.S. adults use Facebook, with particularly strong usage among parents ages 30–55
- Approximately 74% of parents report using Facebook for information and community engagement
- 90% of teens use YouTube, with growing engagement across Instagram and short-form video platforms

Locally:

- Over 90% of households in New Hanover County have internet access, enabling strong digital outreach capacity
- NHCS reflects a diverse population, with ~19% Hispanic/Latino students, reinforcing the need for broad, inclusive communication

- Historical New Hope data confirms that Facebook, direct outreach, and community-based engagement are the highest-performing channels locally

Targeted Outreach Execution

- Website as central ecosystem (expanded below)
- Facebook (primary parent engagement channel)
- LinkedIn (professional and partner engagement)
- Press/media outreach
- Email/SMS campaigns
- AI + analytics optimization using Zoho Analytics

2. Website as a Central Engagement and Connection Ecosystem

The NHTPA website will function as more than a static information hub—it will serve as a dynamic engagement and connection platform for students, families, and community partners.

The website will enable:

Two-Way Engagement and Communication

- Interest forms, surveys, and feedback loops
- Parent inquiries and direct communication channels
- Event registrations and RSVP functionality
- Opportunities for partners to connect, collaborate, and support

Comprehensive School Information Access

- Detailed curriculum and STEM pathway information
- Academic programs and College Credential Pathway details
- Extracurricular activities, athletics, and student life
- School calendar, upcoming events, and announcements
- Staff directory and leadership profiles
- Mission, vision, and core values

Family and Student Support Resources

- Enrollment guidance and timelines
- Orientation materials and onboarding resources
- Academic support tools and learning resources
- College and career readiness materials

Community and Partner Integration

- Partnership opportunities for businesses, colleges, and organizations
- Volunteer and mentorship sign-ups
- Sponsorship and engagement opportunities

Data and Personalization

- Integration with Zoho Analytics to track engagement behavior
- Identification of high-interest content areas
- Ability to tailor communication and outreach based on user interaction

This approach ensures the website becomes a central touchpoint for continuous engagement, not just initial recruitment—supporting students and families throughout their entire journey with NHTPA.

3. Early Pipeline Development: Engaging Current 7th-Grade Students and Families

NHTPA will begin engagement immediately with current 7th-grade students and their families through:

- Middle school partnerships and presentations
- Targeted family sessions
- Early interest forms and communication pipelines
- STEM exposure and career awareness

4. Community-Based Outreach and Brand Visibility

NHTPA will maintain strong visibility through:

- Impact cards, brochures, banners, and branded materials
- Participation in:

- Back-to-School Backpack Bash
- Local parades and festivals
- School and community events

Historical data confirms that in-person engagement remains one of the most effective trust-building methods in New Hanover County.

5. Branded Apparel and Promotional Visibility Strategy

NHTPA will leverage branded apparel and promotional materials as a key component of awareness, identity-building, and community engagement.

Why Apparel and Promotional Items Matter (Data-Informed)

- The U.S. promotional products industry reports that over 80% of consumers remember a brand after receiving a promotional item
- Approximately 7 in 10 consumers own promotional apparel, making it one of the most retained and visible forms of marketing (Promotional Products Association International – PPAI)
- Promotional items generate thousands of impressions over their lifetime, particularly apparel and car-based items

Applied locally:

- In community-oriented regions like New Hanover County, school identity and visibility through apparel (e.g., sports, school pride) play a significant role in awareness and affiliation
- Observational and community engagement data from local schools indicate that shirts, hoodies, and decals are among the most visible forms of school branding

NHTPA Branded Materials Will Include:

- T-shirts, polos, and hoodies
- Hats and athletic wear
- Mugs and water bottles
- Car magnets and bumper stickers
- Yard signs and flags
- Bookbags and drawstring bags

- Lanyards and school accessories

Strategic Use of Apparel

- Distributed at community events and engagement sessions
- Used by students, families, and staff to build identity and visibility
- Provided to early supporters and ambassadors to organically expand awareness
- Integrated into school culture and pride initiatives

These materials serve as mobile, community-based marketing tools, reinforcing brand presence across neighborhoods, events, and daily activities.

6. Bilingual and Culturally Responsive Marketing

- ~8% of New Hanover County residents speak a language other than English at home
- ~19% of NHCS students identify as Hispanic/Latino

NHTPA will provide:

- English and Spanish materials
- Translation support
- Multilingual website functionality
- Data-informed language strategy

7. Accessibility and Inclusive Communication

- ~5–6% of individuals report hearing difficulty
- ~2–3% report vision difficulty

NHTPA will ensure:

- Accessible website (WCAG-informed)
- Captioned and audio-supported content
- High-contrast, readable materials
- Multimodal communication

8. Multi-Channel Marketing and Continuous Engagement

NHTPA will maintain ongoing engagement with:

- Students
- Parents
- Community organizations
- Colleges and universities
- Business and workforce partners

9. Phased Strategy: Year 0 Through Year 4

NHTPA will implement a structured, multi-year marketing and engagement strategy that evolves from awareness and pipeline development to sustained enrollment, retention, and community integration. Each phase is guided by data, informed by community engagement trends, and continuously refined using Zoho Analytics and AI-supported insights.

Year 0 (Pre-Launch: 2026 – Fall 2028)

Primary Objective: Awareness, trust-building, and pipeline development (current 7th–8th grade students)

This phase is critical to establishing NHTPA's presence, building credibility, and developing a strong enrollment pipeline well in advance of opening.

Key Focus Areas:

- Early student and family engagement
- Brand awareness across New Hanover County
- Data collection and pipeline tracking
- Partnership development

Core Strategies:

1. Pipeline Development (Students + Families)

- Launch and promote interest forms targeting current 7th-grade students
- Build and maintain a prospective student database segmented by grade and engagement level
- Host recurring:
    - Information sessions

        - Parent forums
        - Virtual webinars
    - Establish monthly communication cadence (email/SMS updates)

2. Middle School Engagement
    - Conduct presentations at middle schools (public, private, homeschool networks)
    - Partner with counselors and administrators to distribute materials
    - Participate in school events (where permitted)

3. Community Presence and Visibility
    - Attend high-traffic events:
        - Back-to-School Backpack Bash
        - Community festivals and parades
    - Deploy branded materials:
        - Impact cards, banners, table setups
    - Begin apparel distribution strategy (shirts, hoodies, magnets, etc.) to early supporters

4. Digital and Media Strategy
    - Launch targeted Facebook campaigns (parents of middle school students)
    - Build LinkedIn presence for partnerships and credibility
    - Issue press releases announcing:
        - School vision
        - Progress milestones
    - Drive all traffic to website for conversion (interest forms)

5. Website Activation (Full Engagement Platform)
    - Launch full website ecosystem:
        - Interest forms, event registration

- Program details, FAQs
- Partner inquiry forms

- Track:
  - Traffic sources
  - Engagement behavior
  - Conversion rates

6. Data and Analytics Infrastructure

- Use Zoho Analytics to:
  - Track “How did you hear about us?” trends
  - Identify top-performing outreach channels
  - Monitor geographic engagement gaps
- Use AI tools to refine targeting and messaging

7. Partnership Development

- Initiate relationships with:
  - Colleges (dual enrollment pathway alignment)
  - Businesses (internships, exposure opportunities)
  - Community organizations

Success Indicators:

- Strong interest form pipeline (multi-year tracking)
- High engagement rates across events and digital channels
- Balanced geographic representation across New Hanover County
- Established brand recognition within community

Year 1 (Launch Year: Fall 2028 – 2029)

Primary Objective: Enrollment execution, onboarding, and credibility establishment

Key Focus Areas:

- Convert pipeline → enrolled students
- Build strong family experience
- Maintain momentum for next cohort

Core Strategies:

1. Enrollment Conversion
    - Direct outreach to all Year 0 leads
    - Application support sessions (in-person + virtual)
    - Clear communication of lottery and enrollment process
2. Family Onboarding and Engagement
    - Orientation sessions for students and families
    - Launch parent communication channels:
        - Email groups
        - SMS updates
        - Website parent portal (if applicable)
3. Brand Visibility Through First Cohort
    - Highlight:
        - First day of school
        - Student experiences
        - Academic and extracurricular activities
    - Capture and share content across:
        - Website
        - Social media

- Press outlets

4. Continued Recruitment (Next Cohort)

- Begin outreach to rising 7th–8th graders
- Maintain event presence and digital campaigns

5. Apparel and Identity Building

- Distribute branded apparel to students and families
- Establish school pride and visible community presence

6. Data Optimization

- Evaluate:
  - Enrollment conversion rates
  - Channel effectiveness
- Refine outreach strategies for Year 2

Success Indicators:

- Full enrollment of first cohort
- High family satisfaction and engagement
- Strong retention and positive community perception

Year 2 (Expansion Year 1)

Primary Objective: Growth, refinement, and community integration

Key Focus Areas:

- Recruit second cohort
- Strengthen partnerships
- Enhance brand credibility

Core Strategies:

1. Recruitment Expansion

- Increase reach through:
    - Expanded digital campaigns (add Instagram/YouTube)
    - Broader community partnerships
- Target younger pipeline (6th–7th grade awareness)

2. Student and Family Engagement

- Introduce:
    - Mentorship programs
    - Leadership development opportunities
- Increase parent involvement through:
    - Events
    - Volunteer opportunities

3. Partnership Activation

- Formalize partnerships with:
    - Colleges (dual enrollment pathways)
    - Businesses (career exposure, internships)

4. Storytelling and Outcomes Marketing

- Share:
    - Student success stories
    - Academic progress
    - Program highlights

5. Website Evolution

- Expand resources:
    - Student support tools
    - College/career readiness content

- Increase personalization using engagement data

Success Indicators:

- Increased application volume
- Strong second cohort enrollment
- Expanded partner network

Year 3 (Expansion Year 2)

Primary Objective: Brand establishment and program maturity

Key Focus Areas:

- Strengthen institutional identity
- Scale engagement and visibility

Core Strategies:

1. Brand Amplification

- Position NHTPA as a premier STEM-focused institution
- Increase media presence and thought leadership

2. Alumni Pipeline (Emerging)

- Begin tracking early cohorts for:
  - College credential progress
  - Career pathway alignment

3. Advanced Engagement

- Host:
  - Community showcases
  - STEM events
  - Partner-led workshops

4. Apparel Expansion

- Launch broader branded merchandise strategy:
    - Spirit wear
    - Community ambassador gear

5. Data Maturity

- Use multi-year data to:
    - Predict enrollment trends
    - Optimize outreach investments

Success Indicators:

- Strong brand recognition across county
- Consistent enrollment demand
- High engagement across stakeholders

Year 4 (Full Enrollment + First Senior Class)

Primary Objective: Sustainability, outcomes visibility, and long-term positioning

Key Focus Areas:

- Showcase outcomes
- Solidify institutional reputation
- Ensure long-term enrollment stability

Core Strategies:

1. Outcomes-Based Marketing

- Highlight:
    - Graduation outcomes
    - College credential achievements
    - Career placements

2. Alumni and Ambassador Network

- Engage students and families as ambassadors
- Use testimonials to drive future enrollment

3. Community Integration

- Deep partnerships with:
  - Workforce organizations
  - Higher education institutions

4. Scaled Marketing Strategy

- Fully integrated multi-channel approach:
  - Digital
  - Community
  - Institutional partnerships

5. Continuous Improvement

- Use longitudinal data from:
  - Zoho Analytics
  - Engagement tracking
- Refine long-term strategy

Success Indicators:

- Full enrollment (380 students)
- Strong graduation and pathway outcomes
- Sustained application demand exceeding capacity

11. Continuous Improvement and Accountability

NHTPA will continuously refine strategies using:

- Zoho Analytics
- Campaign performance data

- Community feedback

Closing Statement

This marketing and engagement strategy reflects NHTPA's commitment to excellence, access, and innovation. By combining advanced analytics, proven community engagement strategies, strong digital infrastructure, and sustained relationship-building, NHTPA is uniquely positioned to establish a highly visible, trusted, and impactful educational institution within New Hanover County.

Q66. Describe how parents and other members of the community will be informed about the school.

NHTPA's recruitment strategy is grounded in both public demographic data and historical engagement data collected through the New Hope umbrella of programs. Through prior initiatives, the organization has developed a strong understanding of community needs, communication preferences, and effective outreach channels across New Hanover County.

Using Zoho Analytics, the organization has tracked trends across thousands of families served, including geographic reach, service demand, and engagement behavior. In addition, the consistent use of the question "How did you hear about us?" across digital forms has produced longitudinal insights into which outreach channels are most effective within the county.

Digital Engagement Insights (National + Local Context)

- Nationally, ~71% of U.S. adults use Facebook, with particularly strong usage among parents ages 30–55
- Approximately 74% of parents report using Facebook for information and community engagement
- 90% of teens use YouTube, with growing engagement across Instagram and short-form video platforms

Locally:

- Over 90% of households in New Hanover County have internet access, enabling strong digital outreach capacity
- NHCS reflects a diverse population, with ~19% Hispanic/Latino students, reinforcing the need for broad, inclusive communication
- Historical New Hope data confirms that Facebook, direct outreach, and community-based engagement are the highest-performing channels locally

Targeted Outreach Execution

- Website as central ecosystem (expanded below)

- Facebook (primary parent engagement channel)
- LinkedIn (professional and partner engagement)
- Press/media outreach
- Email/SMS campaigns
- AI + analytics optimization using Zoho Analytics

2. Website as a Central Engagement and Connection Ecosystem

The NHTPA website will function as more than a static information hub—it will serve as a dynamic engagement and connection platform for students, families, and community partners.

The website will enable:

Two-Way Engagement and Communication

- Interest forms, surveys, and feedback loops
- Parent inquiries and direct communication channels
- Event registrations and RSVP functionality
- Opportunities for partners to connect, collaborate, and support

Comprehensive School Information Access

- Detailed curriculum and STEM pathway information
- Academic programs and College Credential Pathway details
- Extracurricular activities, athletics, and student life
- School calendar, upcoming events, and announcements
- Staff directory and leadership profiles
- Mission, vision, and core values

Family and Student Support Resources

- Enrollment guidance and timelines
- Orientation materials and onboarding resources

- Academic support tools and learning resources
- College and career readiness materials

Community and Partner Integration

- Partnership opportunities for businesses, colleges, and organizations
- Volunteer and mentorship sign-ups
- Sponsorship and engagement opportunities

Data and Personalization

- Integration with Zoho Analytics to track engagement behavior
- Identification of high-interest content areas
- Ability to tailor communication and outreach based on user interaction

This approach ensures the website becomes a central touchpoint for continuous engagement, not just initial recruitment—supporting students and families throughout their entire journey with NHTPA.

Q67. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties.

During the planning year, the charter school will implement a focused and intentional student recruitment plan designed to build awareness, inform families, and ensure equitable access to enrollment opportunities. Recruitment activities will align with the school's mission, open-enrollment requirements, and commitment to serving a student population that reflects the community.

Recruitment Strategies and Activities
The school will use a combination of outreach strategies to engage families throughout the district during the planning year. Recruitment efforts will include:

- Development and maintenance of a school website with clear information about the school's mission, educational program, grade levels served, enrollment process, and application timelines
- Distribution of informational materials at community locations such as libraries, community centers, faith-based organizations, recreation centers, and other public gathering spaces
- Participation in community events, school fairs, and neighborhood meetings to share information and answer questions
- Hosting informational sessions, open houses, and virtual meetings to introduce families to the school and explain enrollment procedures
- Use of digital communication tools, including social media and email outreach, to broaden awareness and share key recruitment updates

Recruitment materials and events will be designed to be accessible, family-friendly, and culturally responsive, and will be provided in languages as appropriate to meet community needs.

Targeted Outreach and Equity
The school will intentionally conduct outreach to families who may be less likely to access traditional school choice information, including families in poverty, students who are academically at risk, students with disabilities, multilingual learners, and other underserved populations. Outreach strategies will emphasize that enrollment is open to all eligible students and that support services are available to meet diverse student needs.

Responsible Parties
The lead administrator, with support from school staff and board-approved committees as appropriate, will be responsible for implementing recruitment activities during the planning year. The governing board will provide oversight by approving recruitment policies, monitoring outreach efforts, and reviewing enrollment data to ensure alignment with the school's mission and open-enrollment requirements.

Through these coordinated strategies and activities, the school will ensure that families across the district are informed about the opportunity to attend the school and that all eligible students have a fair and equal opportunity to apply for enrollment during the planning year.

Q68. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that

focus.

New Hope Technology Preparatory Academy will ensure that all students have an equal opportunity to attend the school through an open, transparent, and non-discriminatory enrollment process consistent with North Carolina charter school law. Enrollment will be open to all eligible students, and admission will not be based on academic performance, disability status, language proficiency, socioeconomic background, or any other protected characteristic.

The school will implement intentional outreach strategies to ensure that families from diverse backgrounds are informed about the school and have equitable access to enrollment opportunities. Outreach efforts will specifically include families in poverty, academically low-achieving students, students with disabilities, multilingual learners, and other students at risk of academic failure. Recruitment materials and events will be designed to be accessible, culturally responsive, and provided in languages as appropriate to meet community needs.

Targeted Outreach to At-Risk and Underserved Populations
The school will partner with community organizations, neighborhood groups, and public spaces to share information with families who may be less likely to access traditional school choice information. Outreach strategies will include distribution of materials in community centers, libraries, faith-based organizations, and other locations frequented by families. Informational sessions and open houses will be scheduled at varied times and formats, including virtual options, to reduce participation barriers.

Marketing the School's STEM and Career Development Focus
As a school with a focus on STEM education integrated with career development, New Hope Technology Preparatory Academy will intentionally market this focus to families and students who are interested in technology, engineering, problem-solving, and career-connected learning. Outreach materials will clearly communicate how the school's STEM-based instructional model prepares students for postsecondary education, workforce pathways, and careers in high-demand fields.

The school will highlight opportunities such as hands-on learning, technology integration, real-world applications, and career exploration experiences, while emphasizing that no prior academic achievement or specialized background is required for enrollment. Messaging will focus on inclusivity and access, reinforcing that the school's STEM and career development model is designed to support students at a wide range of academic levels.

The governing board will provide oversight of outreach and enrollment practices through board-approved policies and regular review of enrollment and demographic data. This oversight will ensure that recruitment activities align with open-enrollment requirements, support equitable access, and reflect the school's mission and focus.

Through transparent enrollment procedures, targeted outreach, and inclusive messaging around its STEM and career development program, New Hope Technology Prep Academy Technology Prep Academy Technology Preparatory Academy will ensure that all eligible students have a fair and equal opportunity to attend the school.

Q69. What established community organizations would you target for marketing and recruitment?

New Hope Technology Prep Academy Technology Prep Academy Technology Preparatory Academy will target a range of established community organizations to support marketing and student recruitment efforts during the planning year and beyond. These organizations were identified based on their strong connections to families, students, and community members within the district and their alignment with the school's mission and focus on STEM education and career development.

The school will prioritize outreach to community-based organizations and family-serving agencies, including community centers, neighborhood associations, youth development organizations, and faith-based organizations. These groups often serve families who may benefit from additional access to school choice information and can help ensure that recruitment efforts reach a broad and diverse audience.

To support outreach aligned with the school's STEM and career development focus, the school will engage with organizations that promote technology, workforce readiness, and career exploration for youth. This may include local workforce development organizations, career and technical education partners, youth STEM programs, technology clubs, and organizations that support college and career pathways. These organizations provide opportunities to connect with students and families interested in hands-on learning, technology integration, and career-connected education.

The school will also target public institutions and service providers that serve families and students, such as libraries, recreation centers, and nonprofit organizations that support students in poverty, multilingual families, students with disabilities, and other historically underserved populations. These locations provide accessible venues for distributing information and hosting informational sessions.

Outreach to middle schools, youth organizations, and after-school programs will be used to reach prospective students directly, particularly students approaching high school entry. Recruitment efforts will focus on sharing information about the school's academic program, STEM focus, and enrollment process in a clear and inclusive manner.

The governing board will provide oversight of community outreach efforts through board-approved recruitment policies and regular reporting from the lead administrator. The board will monitor whether partnerships and outreach strategies support equitable access, align with the school's mission, and contribute to a student population reflective of the community.

Through intentional engagement with established community organizations, New Hope Technology Prep Academy Technology Prep Academy Technology Preparatory Academy will strengthen awareness of the school, support equitable recruitment practices, and ensure that families across the district are informed about the opportunity to attend the school.

3.6. Parent and Community Involvement

Q70. Describe how you will communicate with and engage parents and community members from the time that the

school is approved through opening.

From the time the charter is approved through the school's opening, New Hope Technology Preparatory Academy will implement a proactive, transparent, and inclusive communication and engagement plan designed to build strong relationships with parents and community members and ensure broad awareness of the school's mission, program, and enrollment process.

Immediately following approval, the school will launch official communication channels, including a school website and dedicated email and social media platforms, to share timely updates regarding the planning process, leadership hiring, enrollment timelines, and key milestones. These platforms will serve as central hubs for accurate information and will be updated regularly to maintain transparency and trust.

During the planning year, the school will host a series of community engagement activities, including informational meetings, open houses, and virtual forums, to introduce families and community stakeholders to the school's educational program, culture, and expectations. These sessions will provide opportunities for two-way communication, allowing parents and community members to ask questions, provide input, and learn how the school will serve students and families.

The school will also engage community partners and organizations to help disseminate information and connect with families across the district. Outreach efforts will include collaboration with community centers, faith-based organizations, youth-serving nonprofits, and public spaces such as libraries and recreation centers to ensure information reaches families who may not otherwise be aware of the school.

As opening approaches, communication will become increasingly detailed and operationally focused. Families who have applied or enrolled will receive regular updates regarding enrollment confirmation, orientation schedules, school policies, calendars, and expectations. The school will host parent orientation sessions prior to opening to ensure families are well prepared for the start of the school year and understand how to engage with school leadership and staff.

Throughout this period, communication will be designed to be accessible, family-friendly, and culturally responsive. Information will be provided in multiple formats and languages as appropriate to meet community needs. The governing board will provide oversight of communication and engagement efforts through approved policies and regular updates from school leadership, ensuring alignment with the school's mission, open enrollment requirements, and commitment to meaningful family and community partnership.

Q71. Describe how you will engage parents in the life of the public charter school.

From the time the charter is approved through the school's opening, New Hope Technology Preparatory Academy (NHTPA) will implement a comprehensive, multi-channel communication and engagement strategy that integrates digital platforms, traditional media, and community-based outreach to ensure broad awareness, transparency, and meaningful engagement with parents and community stakeholders.

Immediately following charter approval, NHTPA will launch a fully integrated communications ecosystem, anchored by a dynamic school website that serves as the central hub for information, engagement, and conversion. The website will include interest forms, event registration, program details, enrollment timelines, and two-way communication tools, enabling families and community members to engage directly with the school and receive timely updates. This platform will be supported by coordinated email and SMS communication campaigns, ensuring consistent outreach and follow-up with prospective families.

NHTPA will implement a robust digital engagement strategy designed to meet families where they are most active. Based on both national trends and local data, the school will prioritize Facebook as the primary parent engagement platform, supplemented by YouTube, Instagram, and LinkedIn for broader reach and stakeholder engagement. Targeted digital campaigns will be deployed to reach families of middle school students, particularly current 7th and 8th graders, who represent the primary enrollment pipeline. These campaigns will be continuously refined using analytics tools, including Zoho Analytics, to track engagement, conversion rates, and communication effectiveness .

In parallel, NHTPA will execute a strategic traditional media and public relations campaign to build credibility and community awareness. This will include:

- Press releases announcing charter approval, leadership hires, and key milestones
- Outreach to local newspapers, radio stations, and television outlets
- Feature stories highlighting the school's mission, STEM focus, and college credential pathway
- Media coverage of major events, such as community forums, student showcases, and the official school launch

This traditional media strategy will reinforce the school's visibility and position NHTPA as a credible and innovative educational option within the region.

Throughout the planning year, NHTPA will maintain a strong presence through high-touch, in-person community engagement, recognizing that direct interaction remains one of the most effective trust-building methods. The school will host:

- Community information sessions and town halls
- Open houses at the school location
- Virtual webinars and Q&A forums for accessibility
- Targeted family engagement sessions for prospective students

Additionally, NHTPA will actively participate in community events, festivals, and school-based activities, using branded materials such as brochures, banners, and apparel to increase visibility and reinforce brand recognition. These efforts are supported by data indicating that community-based outreach and promotional materials generate strong engagement and long-term awareness .

To expand reach and ensure equitable access to information, NHTPA will partner with community organizations, faith-based institutions, youth-serving nonprofits, and local businesses to disseminate information and connect with families across diverse neighborhoods. Special attention will be given to engaging historically underrepresented communities through bilingual materials, culturally responsive communication, and targeted outreach strategies.

As opening approaches, communication will transition to a more operational and enrollment-focused cadence. Families who have expressed interest or applied will receive structured, ongoing communication, including:

- Application guidance and process updates
- Enrollment confirmations and next steps
- Orientation schedules and onboarding resources
- School policies, calendars, and expectations

NHTPA will host comprehensive parent orientation sessions and onboarding experiences to ensure families are fully prepared and feel connected to the school community prior to the first day of school.

Across all phases, NHTPA will employ a data-driven continuous improvement model, leveraging analytics to monitor engagement, identify gaps in outreach, and refine communication strategies. Metrics such as website traffic, event participation, application conversion rates, and “how did you hear about us” data will inform ongoing adjustments to ensure alignment with community needs and enrollment goals .

All communication will be designed to be accessible, transparent, and family-centered, utilizing multiple formats (digital, print, in-person, and media) to reach a broad audience. The governing board will provide oversight of communication efforts through established policies and regular reporting, ensuring that all outreach aligns with the school’s mission, open enrollment requirements, and commitment to meaningful family and community partnership.

Q72.If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

New Hope Technology Preparatory Academy plans to offer programs and engagement opportunities for parents and community members that strengthen family–school partnerships, support student success, and advance the school's mission and vision.

The school will provide parent education and information sessions focused on topics such as academic expectations, graduation requirements, college and career readiness, student social-emotional development, and strategies for supporting learning at home. These sessions will help parents better understand the school's instructional program and equip them to support their students' academic and personal growth.

As appropriate, the school may offer workshops or informational events in collaboration with community partners to address areas such as financial literacy, postsecondary planning, workforce readiness, and student wellness. These programs will be designed to benefit both students and families by increasing access to resources, strengthening life skills, and reinforcing the school's commitment to preparing students for success beyond high school.

The school may also establish family and community engagement events, such as curriculum nights, student showcases, or career-focused events, that bring parents, students, and community members together. These events will highlight student learning, celebrate achievement, and reinforce a shared commitment to the school's mission and educational goals.

All parent and community programs will be inclusive, accessible, and aligned with the needs of the families served. Participation in programs will be voluntary, and offerings will be adjusted over time based on family interest, feedback, and available resources. The governing board will provide oversight through board-approved policies and regular updates from school leadership to ensure that programs support student outcomes and reflect the school's mission.

Through these parent- and community-focused programs, New Hope Technology Preparatory Academy will strengthen partnerships, enhance student support systems, and foster a collaborative school culture that contributes to student achievement and long-term success.

3.7. Admissions Policy

Q73.Weighted Lottery Does your school plan to use a weighted lottery? The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.
2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the

municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C- 218.45(c)).
3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically, and legally sound practices, protocol, and research.

○ Yes

◉ No

Q77. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

1. Tentative dates for the open enrollment application period, enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.
2. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.
3. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.
5. Clear policies and procedures for student withdrawals and transfers.

New Hope Technology Preparatory Academy will conduct an annual open enrollment application period following final approval from the State Board of Education. The tentative enrollment timeline is as follows:

- **Open Enrollment Period:** February 1 – March 31 of each year (approximately 60 days)
- **Application Deadline:** March 31 at 11:59 PM EST
- **Lottery (if needed):** Within 10 business days following the application deadline
- **Notification of Acceptance:** Within 5 business days following the close of the enrollment period or lottery, if applicable
- **Enrollment Confirmation Deadline:** Within 14 calendar days of acceptance notification. Families who do not confirm enrollment by the deadline will forfeit their seat, which will be offered to the next student on the waiting list.

Procedures: Applications will be made available online and in hard copy at the school's administrative office. Each application will collect the student's name, date of birth, grade level, parent/guardian contact information, and documentation of any applicable enrollment priority under G.S. 115C-218.45(f). No information regarding a student's academic performance, disability status, English language proficiency, or disciplinary history will be requested or considered during the admissions process. The school will not accept applications or make enrollment commitments prior to receiving final approval from the SBE.

1. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.

New Hope Technology Preparatory Academy does not anticipate the need for a lottery during its initial years of

operation. However, in compliance with G.S. 115C-218.45(h), if the number of timely applications received during the open enrollment period exceeds the capacity of any program, class, grade level, or building, a lottery will be conducted to determine student admission.

Lottery Procedures:

- The lottery will be held within 10 business days following the close of the open enrollment period at a publicly noticed date, time, and location.
- Each eligible applicant will be assigned a random number. Students will be selected in the order generated by the randomized drawing.
- The lottery will be conducted in a fair, transparent, and publicly observable manner, using either a physical random drawing or an electronic randomization system.
- Students not selected through the lottery will be placed on a waiting list in the order in which their names were drawn.

Statutory Enrollment Preferences (G.S. 115C-218.45(f)): In the event a lottery is required, NHCDC will apply the following enrollment priorities in the order permitted by statute:

1. **Siblings** of currently enrolled students (G.S. 115C-218.45(f)(1))
2. **Children of the school's full-time employees and board members**, limited to no more than 15% of total enrollment (G.S. 115C-218.45(f)(3))
3. **Returning students** who were previously enrolled within the two prior school years (G.S. 115C-218.45(f)(4))

Once enrolled, students are not required to reapply in subsequent enrollment periods, per G.S. 115C-218.45(h).

1. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

Waiting List:

- If applications exceed capacity and a lottery is conducted, all students not selected will be placed on a grade-level waiting list in the order their names were drawn.
- If no lottery is conducted, students who apply after the enrollment period closes will be added to the waiting list on a first-come, first-served basis.
- When a seat becomes available due to withdrawal, transfer, or attrition, the next student on the grade-level waiting list will be offered enrollment. Families will have 5 business days to accept or decline the offer before the seat is offered to the next student on the list.
- Waiting lists do not carry over from one school year to the next. Families must reapply during each annual open enrollment period.

Withdrawals:

- Parents or guardians who wish to withdraw a student must submit a written withdrawal request to the school's front office. The school will process the withdrawal within 3 business days and transfer the student's records to the receiving school upon request, in compliance with state and federal law.

Re-Enrollment:

- Students who were previously enrolled at New Hope Technology Preparatory Academy within the two prior school years will receive enrollment priority in accordance with G.S. 115C-218.45(f)(4). Currently enrolled students are not required to reapply for subsequent school years and will be automatically re-enrolled unless a parent or guardian submits a written withdrawal.

Transfers:

- Transfer students applying during the school year will be enrolled if space is available in the requested grade level. If no space is available, the student will be placed on the waiting list. All transfer students must provide official transcripts, immunization records, and any applicable IEP or Section 504 documentation.

1. Explanation of the purpose of any pre-admission activities (if any) for students or parents.

New Hope Technology Preparatory Academy may offer optional pre-admission orientation activities for accepted families. These activities are **informational only** and are not used to determine admission or enrollment priority. They include:

- **Family Orientation Sessions:** An overview of the school's mission, educational program, daily schedule, behavioral expectations, uniform policy, and family engagement opportunities. These sessions help families make informed enrollment decisions and prepare for a successful transition.
- **Student Welcome Events:** Age-appropriate activities designed to familiarize incoming students with the school environment, staff, and peers. These are not evaluative and carry no bearing on enrollment status.
- **Parent Information Packets:** Written materials distributed upon acceptance covering transportation options, meal programs, school calendar, and required enrollment documentation.

No testing, screening, or evaluative activity will be used as a condition of admission. Pre-admission activities are entirely voluntary and will be offered at no cost to families.

1. Clear policies and procedures for student withdrawals and transfers.

Student Withdrawals:

- A parent or guardian may withdraw a student at any time by submitting a written notice to the school's administrative office, either in person, by mail, or by email.
- Upon receiving a withdrawal request, the school will process the withdrawal within 3 business days, update the student's records, and notify the student's teachers and support staff.
- The school will make reasonable efforts to conduct an exit conference with the family to discuss the reason for withdrawal and to ensure a smooth transition.
- Student records, including transcripts, IEPs, and health records, will be forwarded to the receiving school within 5 business days of receiving an official records request, in compliance with FERPA and state law.

Student Transfers Out:

- When a family notifies New Hope Technology Preparatory Academy that a student is transferring to another school, the school will cooperate fully with the receiving institution to transfer all academic records, special education documentation, and health records in a timely manner.

Student Transfers In:

- Students transferring into New Hope Technology Preparatory Academy during the school year will be enrolled on a space-available basis. If space is not available in the requested grade level, the student will be placed on the waiting list.
- The school will request official records from the student's previous school and will place the student in the appropriate grade level and program based on those records.
- Transfer students with IEPs or Section 504 plans will receive comparable services immediately upon enrollment while the IEP team reviews and, if necessary, revises the plan.

3.8. Certify

Q78.This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- (●) Yes
- ( ) No

Q79.Explanation (optional):

N/A

4. Acceleration

The Charter Schools Review Board (CSRB) may accelerate the mandatory planning year for a charter applicant that meets the following requirements: agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule. Applicants must know and indicate their intended timeline for opening upon application. Accelerated applications seeking to change timelines following application submission may not be automatically granted approval to standard timeline applications. Please review the requirements carefully before selecting accelerated timeline.

Q80. Do you want your application to be considered for acceleration?

- ○ Yes
- ◉ No

5. Conversion

Q94.Is this application a conversion from a traditional public school or private school?

- ○ Yes
- ◉ No

6. Replication

Per NC Administrative Code 16 NCAC 06G .0512, the Charter Schools Review Board (CSRB) may, in certain well defined instances, grant permission for a nonprofit corporation board of directors (board) to replicate either its own successful model or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The CSRB may also, in certain well-defined instances, grant permission for a nonprofit corporation board to "fast track" such a replication by foregoing the planning year normally required for newly-approved charter applicants.

If applying for a replication, please review the following definitions and continue in this section.

1. "Charter school model" or "model" mean the mission as defined in the charter application and function of a charter school, including its governance, its curriculum, its organizational structure, its targeted population, and other key characteristics of the school, such as small class size, thematic academics, and extended day.
2. "Successful model" means a charter school model that meets the eligibility requirements in Rule .0513 of this Section.
3. "Replication" means the act of copying, recreating, or repeating, a successful charter school model. A "replication" requires the utilization of one charter school "model" to form the creation of a new charter school.
4. "Fast-Track Replication" is a special form of replication in which the approved applicant forgoes the planning year required of new charter school applicants.

Q109.Do you want this application to be considered for standard or fast-track replication? Standard, Fast-Track, or No.

- ○ Standard
- ○ Fast-Track
- ◉ No

7. Alternative

In order to qualify for designation as an "alternative school" for purposes of accountability under this administrative code the charter school must demonstrate that it serves a student population as follows:

- The school must include grades 9-12.
- At least 75% of the school's population in grades 9-12 must be at-risk of academic failure as defined in 16 NCAC 06G .0518 and must also meet one or more of the following:

1. the students shall either be released from a juvenile justice facility within the last year, or otherwise be subject to and participating in the juvenile justice court;
2. the students shall be currently served by a treatment facility licensed pursuant to Chapter 122C of the General Statutes, or have been discharged from such a facility within the last year;
3. the students shall be currently under suspension for more than 10 days from a public or private school; or
4. the students shall be high-school dropouts as defined in Subparagraph (a)(2) of this Rule; or be "Student Chronic Absentee(s)" as defined in 16 NCAC 06E .0106.

Q121. Do you want your application to be considered for an Alternative Charter School?

- ○ Yes
- ◉ No

8. EMO/CMO

1) A "Charter Management Organization" (CMO) is a nonprofit organization that operates or manages one or multiple charter schools by centralizing support and operations. (2) An "Education Management Organization" (EMO) is a for-profit organization that contracts with new or existing public-school districts, charter school districts, and charter schools to operate and manage one or multiple charter schools by centralizing support and operations.

Q124. Does the Charter School plan to contract for services with an "educational management organization" or "charter management organization"?

- ○ Yes
- ◉ No

9. Remote Academies

§ 115C-218.120(a). Remote charter academies.
A charter that includes a remote charter academy may do any of the following:

(1) Provide only remote instruction to enrolled students served by the charter in accordance with this Part.

(2) Provide remote instruction to students enrolled in the remote charter academy and provide in-person instruction to other students served by the charter.

(3) Provide enrolled students both remote instruction and in-person instruction. **A student who receives more than half of the student's instruction through remote instruction shall be classified as enrolled in the charter's remote charter academy.**

Q142.

Is the school you're applying to create a remote charter academy?

- ○ Yes
- ◉ No

10. Mission Purposes, and Goals

The mission and vision statements, taken together, should:

1. Identify the students and community to be served;
2. Illustrate what success will look like; and
3. Align with the purposes of the NC Charter School Law.

10.1. Mission and Vision

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the NC Charter School Law.

Q169.Please state the mission statement of the proposed charter school (recommend 35 words or less). A school's mission statement should be a concise, formal declaration that articulates the school's fundamental purpose, core values, and educational philosophy. It serves as a guiding statement that defines what the institution stands for, whom it serves, and what it aims to accomplish.

Our mission is to prepare young men for college and high-demand careers through a culture-driven, all-boys learning environment that integrates rigorous academics, STEM education, career pathways and sustained adult support.

Q170.Please state the vision statement of the proposed school. A school vision statement is a forward-looking declaration that describes the school's aspirational goals and paints a picture of what the institution hopes to become or achieve in the future. While a mission statement focuses on the school's current purpose and how it operates, a vision statement articulates the desired future state and long-term impact.

New Hope Technology Prep Academy envisions a future in which young men graduate from high school academically prepared, socially confident, and purpose-driven, equipped with the knowledge, skills, and credentials necessary to succeed in college, careers, and life. The school aspires to be a model for transforming outcomes for young men through rigorous instruction, strong culture, meaningful career pathways, and sustained adult mentorship.

Q171. In narrative form, please describe how you have assessed parental demand for the school.

Parental demand for New Hope Technology Preparatory Academy (NHTPA) has been assessed through a multi-year, data-informed approach that combines direct service delivery, targeted community engagement, structured feedback collection, and analysis of regional education trends.

Over the past five years, New Hope CDC, through its initiatives—including programs like “Hope in School Zones” program—has directly served more than 3,000 families across New Hanover County and surrounding areas (with over 90% of those families residing within New Hanover County). This sustained engagement has provided the organization with a deep, longitudinal understanding of family needs, educational preferences, and barriers to student success.

As part of the Hope in School Zones initiative, New Hope CDC has worked directly with over 100 households representing students across at least six schools within New Hanover County, including elementary, middle, and high schools. Through case management, the organization has maintained consistent, trust-based relationships with families, allowing for meaningful insight into their educational priorities and concerns.

Across these interactions, a clear and consistent pattern of demand emerged, particularly in the following areas:

- Increased access to career-connected education and trade skill pathways
- Stronger academic preparation paired with real-world application
- More structured environments that support the development of young men
- Expanded opportunities for college readiness and workforce alignment

Families repeatedly expressed a need for educational models that go beyond traditional instruction and provide intentional pathways to both college and high-demand careers, especially in STEM and technical fields.

To further validate this demand, New Hope CDC conducted a recent targeted parent and community survey, which generated over 400 responses. Of these, approximately 100 parents formally expressed direct support for the development of NHTPA, including written affirmations of need and interest. Respondents emphasized the importance of:

- Academic excellence combined with technology readiness
- Leadership development and structured support for young men
- Workforce preparation and exposure to career pathways
- Strong school-community partnerships

Many respondents explicitly indicated that a school grounded in innovation, workforce development, and community engagement would provide meaningful opportunities currently lacking in the region, and expressed a willingness to enroll or support students in such a model.

In addition to formal survey data, founding members conducted extensive direct outreach and stakeholder conversations with parents, educators, community leaders, and youth-serving organizations. These conversations consistently reinforced survey findings, particularly among families of middle school students, who represent the

school's primary enrollment pipeline. Parents frequently cited concerns related to:

- Student engagement and motivation in traditional high school settings
- Limited exposure to career pathways and technical education
- Gaps in college and workforce readiness

The proposed all-boys model, combined with mentorship, STEM integration, and a college credential pathway, was consistently identified as a compelling and needed alternative.

This community-level data is further supported by broader enrollment and school choice trends at both the state and local levels. North Carolina has experienced sustained growth in charter school enrollment, reflecting increasing parent demand for specialized, mission-driven public school options. Locally, families continue to seek schools that offer both academic rigor and practical preparation aligned with workforce needs.

Importantly, NHTPA's assessment of parental demand is not static. During the planning year, the school will implement a structured engagement strategy—including informational sessions, community events, and ongoing outreach—to continuously validate demand, refine messaging, and ensure enrollment projections align with demonstrated interest.

Taken together, the combination of:

- Direct service to over 3,000 families
- Deep engagement with 100+ households across multiple schools
- Strong survey response and documented parent support
- Consistent qualitative feedback from community stakeholders
- Alignment with regional and statewide enrollment trends

provides compelling, evidence-based confirmation of meaningful and sustainable parental demand for New Hope Technology Preparatory Academy. This demand reflects strong alignment with the school's mission, educational model, and focus on preparing young men for successful postsecondary and career outcomes, and supports confidence in the school's ability to meet its enrollment targets.

Q172.Attach Appendix A: Evidence of Community/Parent Support. Please summarize your evidence in a narrative format with evidence such as the number of community events, flyers associated with events, etc..

1. Evidence should include, at a minimum, the following information:
2. Type of contact (e.g. survey, community event, speaking event)
3. Date of contact
4. Number of attendees
5. Indication of demand based on contact (e.g. 120 survey responses indicating interest; 1000 followers on social media account)

******Do not include personal information of interested families. Do not include surveys/petitions/signatures. Please summarize your evidence rather than provide personal information from survey responses or forms.***

New Hope Technology Preparatory Academy (NHTPA) has implemented a comprehensive, multi-channel engagement strategy to assess and document parental and community demand. This strategy combines direct service history, structured outreach, formal feedback collection, and the deployment of professional marketing and engagement materials to ensure broad awareness and accessibility.

Over the past five years, New Hope CDC has served 3,000+ families across New Hanover County and surrounding areas, establishing strong, trust-based relationships within the community. Through targeted initiatives such as Hope in School Zones, the organization has directly engaged over 100 households across at least six schools (elementary, middle, and high school levels). These engagements consistently revealed demand for expanded educational opportunities, particularly in STEM, trade skills, career-connected learning, and structured support for young men.

Early Community Engagement Events

To introduce the proposed school and begin formal demand validation, NHTPA hosted two initial community engagement events:

The increase in attendance between events reflects growing momentum and expanding community interest in the proposed school .

To support these efforts, flyers and promotional materials were developed and distributed through community networks, parent outreach channels, and local partnerships. These materials contributed to increased visibility and participation across events.

A.1 Engagement Activities and Measured Demand

Surveys and Expressions of Interest

- Type of Contact: Parent Interest Forms, Community Demand Surveys, Letters of Support
- Date(s): Ongoing (Planning Phase)
- Participation:
    - 408 documented Expressions of Interest (EOIs)
    - 25% verified parent survey responses
- Indication of Demand:
    - Strong written and recorded support for a STEM-focused, career-connected, all-boys model
    - Consistent parent feedback emphasizing workforce preparation, academic rigor, and structured environments

Community Events and Information Sessions

- Type of Contact: Public Information Sessions, Community Events, NBCC (Church) Spotlight Event

- Date(s): Multiple dates during planning year
- Number of Events: 4 total (2026: April 2, April 9, April 16, April 19)
- Attendance: 250+ participants
- Indication of Demand:
    - Strong attendance and increasing participation over time
    - Active engagement through questions, discussions, and follow-up inquiries

Community Partnerships

- Type of Contact: Formal Partnership Outreach
- Date(s): Planning Phase
- Participation: 8 formal partnership commitment letters
- Indication of Demand:
    - Demonstrated support from community organizations and stakeholders
    - Alignment with workforce, education, and community development needs

Digital and Media Engagement

Social Media

- Type of Contact: Facebook and LinkedIn campaigns
- Engagement: Hundreds of likes, shares, and comments
- Indication: Growing awareness and strong organic engagement within the community

Email Campaigns

- Type of Contact: Parent and partner email outreach
- Subscribers: 3,210
- Indication: Large and scalable communication base with sustained engagement

Website Traffic

- Charter Website: 758 visitors (average duration: 1 minute 12 seconds) www.newhopetechnologyprep.org
- New Hope CDC Website: 687 visitors (average duration: 8 minutes 7 seconds) New H.O.P.E. CDC - Helping Ordinary People Excel
- Indication: Active interest and meaningful engagement with school and organizational content

Press and Media

- Type of Contact: Press releases and media outreach
- Coverage: Local outlets including WECT and Fox News
- Indication: Expanded public awareness and increased credibility

A.2 Outreach and Engagement Materials Developed and Deployed

To ensure consistent, professional, and accessible communication, NHTPA developed and distributed a comprehensive suite of outreach materials across print, digital, and in-person channels.

Print and In-Person Materials

- School brochure (print and digital)
- Impact cards
- Branded pull-up banners and large-format banners
- Event invitations

Purpose and Impact:
Supported high-visibility engagement, strengthened brand recognition, and enabled structured data collection during in-person interactions.

Digital Engagement Materials

- Landing page with information session calendar (www.newhopetechnologyprep.org)
- Parent enrollment interest form
- Community demand survey
- Email newsletters (parents and community partners - 3000 subscribers)
- Social media graphics (Facebook and LinkedIn)
- QR codes linking to forms, surveys, and event registration

Purpose and Impact:
Enabled scalable, data-driven outreach and simplified access to information, increasing engagement and conversion from interest to action.

Presentation and Communication Materials

- 10-slide information session presentation deck
- Press release materials
- Partner letters of support
- High-resolution branding and logo assets

Purpose and Impact:
Ensured consistency in messaging, supported professional presentations, and enhanced credibility across stakeholder groups.

Conclusion

The combination of:

- Direct engagement with 3,000+ families
- Targeted outreach to 100+ households across multiple schools
- 408 documented expressions of interest and verified survey responses

- Strong participation in community events
- Robust digital (hundreds of likes, shares, comments) , media, and email engagement
- Formalized community partnerships
- Comprehensive outreach materials and infrastructure

provides clear, credible, and sustained evidence of parental and community demand for New Hope Technology Preparatory Academy.

This evidence demonstrates not only awareness of the proposed school, but also active engagement, validated interest, and readiness for enrollment, supporting the school's projected enrollment goals and long-term sustainability.

☑ Upload Required **File Type:** pdf, image, excel, word **Max File Size:** 30 **Total Files Count:** 10

Q173.If applicable, provide evidence of any committed business, civic, or other community support.

Committed organization letters of support attached.

Q174.Select one or more of the six legislative purposes the proposed charter will achieve.

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

☑ Hold schools accountable for meeting measurable student achievement results.

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

☑ Improving student learning

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

☑ Encourage the use of different and innovative teaching methods.

Q175.For each purpose selected above, provide a brief narrative explaining how this school will meet that objective and the associated goals of the applicant.

New Hope Technology Prep Academy Technology Prep Academy Technology Prep Academy will improve student learning through a rigorous, standards-aligned academic program that integrates core instruction with STEM and career-connected learning. Ongoing assessment and data-informed instruction will be used to monitor progress, address learning gaps, and ensure continuous academic growth for all students.

Increase Learning Opportunities for Students at Risk of Academic Failure
The school will expand learning opportunities by providing a structured, culture-driven, all-boys environment designed to engage and support students who may struggle in traditional settings. Sustained adult mentorship, personalized academic supports, and clear postsecondary pathways will help students persist toward graduation and long-term success.

Encourage Innovative Teaching Methods
Instructional innovation will include STEM integration, project-based learning, technology-enhanced instruction, and career pathway experiences that connect academic content to real-world applications. These methods are designed to increase student engagement, relevance, and readiness for college and careers.

Provide Expanded Public School Choice
The school will expand educational choice by offering families a public high school option that combines rigorous academics, a STEM and career focus, and a single-gender learning environment. This model provides an alternative pathway for families seeking a mission-driven approach to educating young men.

Ensure Accountability for Student Achievement Results
Accountability will be maintained through clearly defined academic goals, regular monitoring of student performance, and governing board oversight of outcomes. School leadership will be held responsible for meeting academic, organizational, and compliance expectations consistent with the charter and state accountability requirements.

Q176. Educational Need and Targeted Student Population of the Proposed Charter School Does the school plan to provide services to certain targeted subgroup(s), if so please explain? Provide a description of the Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and MLL population of the district? See G.S. 115C-218.45(e).

New Hope Technology Preparatory Academy is designed to address a demonstrated educational need for high-quality, college- and career-focused high school options for young men, particularly those who may be underserved or disengaged in traditional educational settings. Many families in the target region have expressed concern about academic outcomes, student engagement, and postsecondary readiness for male students, and have sought alternatives that provide both rigor and structured support.

The school's targeted student population includes young men in grades 9–12 who would benefit from a culture-driven, single-gender learning environment that emphasizes strong relationships, high expectations, and sustained adult mentorship. Research and community feedback indicate that some male students respond more positively to environments that intentionally address their academic, social, and developmental needs through structure, relevance, and clear pathways to future success.

New Hope Technology Preparatory Academy's educational model integrates rigorous academics with STEM instruction and career-connected learning to ensure that students are prepared for postsecondary education and high-demand careers. The school is intentionally designed to serve students with a wide range of academic backgrounds, including those who may be at risk of academic failure, by providing personalized supports, consistent monitoring of progress, and opportunities to apply learning in meaningful, real-world contexts.

Enrollment will be open to all eligible students consistent with North Carolina charter law, and the school will not screen or exclude students based on academic performance, disability status, or socioeconomic background. Through its instructional design, culture, and support systems, the school seeks to close opportunity gaps, increase engagement, and improve outcomes for young men while remaining accessible, inclusive, and publicly accountable.

By addressing this identified educational need and intentionally serving its targeted student population, New Hope Technology Preparatory Academy aims to expand high-quality public school options and improve long-term academic and postsecondary outcomes for students and families in the community.

Q177. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?

Enrollment trends and academic performance outcomes in New Hanover County and Brunswick County reflect steady growth in the high school aged population and continued demand for diverse public high school options. Both counties serve a wide range of students across traditional high schools, yet families have expressed concern about uneven academic outcomes, student engagement, and postsecondary readiness, particularly for male students who may struggle to thrive in conventional school environments.

Academic performance patterns in surrounding high schools indicate that, while many students are successful, persistent gaps remain in graduation readiness, college preparedness, and career alignment for some populations. Families in New Hanover and Brunswick Counties have increasingly sought alternatives that provide stronger structure, more personalized support, and clearer pathways to college and high-demand careers. This demand is especially evident among parents of middle school students preparing for the transition to high school and seeking environments that promote accountability, engagement, and long-term success.

New Hope Technology Preparatory Academy is intentionally designed to respond to these local conditions and meet the needs of its target student population. The school's culture-driven, all-boys learning environment emphasizes strong relationships, consistent expectations, and sustained adult mentorship, elements that research and community feedback suggest are particularly beneficial for supporting young men. This structure is designed to increase engagement, improve attendance and persistence, and foster positive academic identity.

The school's educational model integrates rigorous, standards-aligned academics with STEM instruction and career-connected learning, providing students in New Hanover and Brunswick Counties with opportunities to apply learning in relevant, real-world contexts. Personalized academic supports, regular progress monitoring, and targeted interventions are embedded into the school design to address learning gaps early and promote continuous growth. Clear college and career pathways further support student motivation and post-secondary readiness.

By offering a mission-driven high school model that differs meaningfully from surrounding options, New Hope Technology Preparatory Academy expands high-quality public school choices for families in New Hanover and Brunswick Counties. The school's design is intended to address local engagement and outcome gaps while providing students with the academic preparation, skills, and support necessary for success beyond high school.

Q178.What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).

When compared to the total Average Daily Membership (ADM) of the Local Education Agencies (LEAs) serving grades 9–12 in New Hanover County and Brunswick County, the school's enrollment represents a small fraction of the overall high school student population. The proposed charter school is not designed to draw a significant share of students from any single LEA, but rather to provide an additional public high school option for families seeking a mission-driven, college- and career-focused learning environment for young men.

Given the size of the combined high school populations in the surrounding LEAs, the projected enrollment of 380 students reflects a limited and sustainable percentage of ADM, consistent with the school's phased growth model and open-enrollment design. The school's enrollment projections are intentionally conservative and do not depend on capturing a disproportionate share of students from existing public schools.

This analysis demonstrates that New H.O.P.E. Technology Prep Academy will expand public school choice while maintaining minimal impact on LEA enrollment levels and supporting a balanced, competitive public education landscape in the region.

Q179. Summarize what the proposed school will do differently than the surrounding schools serving the same population of students. What will make this school unique and more effective than the currently available public-school options?

New Hope Technology Preparatory Academy will offer a high school model that differs meaningfully from surrounding schools by intentionally combining a culture-driven, all-boys learning environment with rigorous academics, STEM integration, and clearly defined college and career pathways. While many existing public high schools serve diverse student populations within comprehensive models, New Hope Technology Preparatory Academy is purposefully designed to address the academic, social, and developmental needs of young men through structure, relevance, and sustained support.

A key distinction of the school is its emphasis on school culture and relationships as central drivers of student success. The all-boys environment allows the school to intentionally design instructional strategies, behavioral expectations, and student supports that respond to how many male students engage, learn, and develop. Sustained adult mentorship and consistent expectations are embedded into the school's design, creating strong relationships and accountability structures that support engagement, persistence, and positive academic identity.

Academically, the school will integrate rigorous, standards-aligned instruction with STEM education and career-connected learning. Rather than treating career exploration as an add-on, New Hope Technology Preparatory Academy connects academic content to real-world applications and postsecondary pathways, helping students understand the relevance of their learning and prepare for high-demand careers. This approach is designed to increase motivation, deepen learning, and improve postsecondary readiness.

The school will also differ through its intentional use of data and personalized supports. Regular progress monitoring, targeted interventions, and individualized academic support are built into the instructional model to identify learning gaps early and respond proactively. This structure allows the school to support students with a wide range of academic backgrounds while maintaining high expectations for achievement.

Together, these elements, intentional culture, strong relationships, innovative instruction, and personalized support create a school model that is distinct from surrounding options and more responsive to the needs of its target population. By aligning school design, instruction, and support systems around a clear mission, New Hope Technology Preparatory Academy is positioned to more effectively engage students, improve outcomes, and prepare young men for success in college, careers, and life.

10.2. Goals for the Proposed Charter School

Q180. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.

New Hope Technology Preparatory Academy has established specific and measurable goals for its first five years of operation to ensure strong academic outcomes, effective operations, financial sustainability, and responsible governance. Progress toward these goals will be monitored regularly and communicated to the governing board and key stakeholders through structured reporting and oversight processes.

Academic Goals

- By the end of each academic year, at least 80% of students will demonstrate annual academic growth as measured by state and school-based assessments.
- By Year 5, the school will achieve graduation rates and academic performance outcomes that meet or exceed state accountability expectations for high schools serving similar student populations.
- Each year, 100% of students will participate in college and career readiness experiences, such as career pathway coursework, postsecondary planning activities, or work-based learning opportunities.

Academic performance data will be reviewed monthly by school leadership and quarterly by the governing board, with results shared through board reports, data dashboards, and annual performance summaries.

Operational Goals

- The school will open on schedule and successfully implement its phased enrollment plan, enrolling 95 students per grade level and reaching full capacity of 380 students by Year 5.
- The school will maintain full compliance with all state and federal requirements, including health, safety, and reporting obligations, with no material compliance findings.
- Annual staff retention will meet or exceed industry-standard benchmarks for charter schools.

Operational updates will be provided to the governing board monthly, with key milestones and compliance updates communicated through board meetings and annual reports.

Financial Goals

- The school will adopt and operate within a board-approved balanced budget each fiscal year.
- The school will maintain positive fund balances and adequate cash reserves sufficient to support ongoing operations and financial stability.
- Annual independent financial audits will result in no material weaknesses or significant findings.

Financial performance will be reviewed by the governing board monthly through financial statements and annually through independent audit reports, with summaries shared publicly as required.

Governance Goals

- The governing board will meet all requirements related to open meetings, public records, fiduciary oversight, and ethics compliance.
- The board will conduct an annual evaluation of the lead administrator aligned to academic, operational, and organizational performance goals.
- Board members will complete required governance training annually and participate in ongoing professional development.

Governance performance will be reviewed annually, with documentation maintained through board minutes, evaluation records, and training logs.

Monitoring and Communication

Progress toward these goals will be monitored through regular reports prepared by school leadership and reviewed by the governing board. Key performance indicators will be communicated to stakeholders through board meetings, annual reports, and other required public disclosures. This structured approach ensures transparency, accountability, and continuous improvement as the school works toward fulfilling its mission.

Q181. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

The governing board of New Hope Technology Preparatory Academy will know the school is working toward attaining its mission through regular monitoring of academic, operational, and organizational performance indicators that are directly aligned to the mission's focus on college and career readiness, strong school culture, and sustained student support for young men.

The board will review student academic performance data on a regular basis, including measures of academic growth, course completion, graduation progress, and participation in college and career readiness experiences. These data points allow the board to assess whether students are making meaningful progress toward the academic outcomes central to the school's mission. Academic data will be reviewed at least quarterly through board reports and performance dashboards, with deeper analysis conducted annually.

In addition to academic outcomes, the board will monitor indicators related to school culture, student engagement, and persistence, which are essential components of the mission. These indicators may include attendance trends, behavior data, student retention, and feedback from students and families. Regular review of these measures helps the board determine whether the school's culture-driven, all-boys model and sustained adult mentorship are being implemented effectively.

The governing board will also evaluate progress toward the mission through annual evaluation of the lead administrator, using performance goals tied to academic results, organizational effectiveness, and fidelity to the school's educational model. This evaluation ensures that school leadership is accountable for advancing the mission in both instructional practice and daily operations.

Finally, the board will assess mission attainment through financial and operational oversight, ensuring that resources, staffing, and systems are aligned to support the school's instructional priorities and long-term sustainability. Regular reports, annual audits, and compliance reviews provide additional assurance that the school is operating responsibly in service of its mission.

Through consistent review of performance data, structured reporting, and ongoing oversight, the governing board will be able to determine whether New Hope Technology Preparatory Academy is making measurable progress toward fulfilling its mission and will take appropriate action to support continuous improvement when needed.

11. Educational Plan

11.1. Instructional Program

Q182. Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods and assessment strategies, and explain how this program meets the needs of the targeted student population.

New Hope Technology Preparatory Academy will implement a comprehensive instructional program designed to prepare young men for college, high-demand careers, and long-term success through rigorous academics, STEM integration, and career-connected learning. The instructional program is intentionally structured to address the academic, social, and developmental needs of the school's targeted student population while maintaining high expectations and accountability for student learning.

Instructional Methods

The school's instructional program is grounded in standards-aligned, rigorous core instruction across all subject areas. Teachers will deliver instruction aligned to North Carolina Standard Course of Study requirements, ensuring students develop strong foundational skills in literacy, mathematics, science, and social studies. Instruction will emphasize critical thinking, problem-solving, and application of knowledge rather than rote memorization.

STEM instruction will be integrated throughout the curriculum to enhance relevance and engagement. Students will participate in project-based learning experiences, interdisciplinary projects, and technology-enhanced instruction that connect academic content to real-world challenges and career pathways. Career-connected learning will be embedded into coursework through contextualized lessons, exposure to industry-relevant skills, and opportunities for exploration of postsecondary and workforce options.

Instructional practices will be designed to support diverse learners through differentiated instruction, flexible grouping, and targeted supports. Teachers will employ culturally responsive and developmentally appropriate strategies that promote engagement and persistence among male students, including clear expectations, structured routines, and opportunities for collaboration and leadership.

Incorporating Math 1 to Ensure Student Success
Math 1 will serve as a foundational, success-critical course for all 9th-grade students and will be delivered through a structured, high-support model that reflects the needs of an all-boys learning environment. Instruction will be standards-aligned and skill-focused, emphasizing conceptual understanding, procedural fluency, and problem solving through clear learning targets, daily checks for understanding, and frequent opportunities for guided and independent practice. To strengthen engagement and relevance, Math 1 lessons will regularly incorporate real-world applications tied to STEM pathways (e.g., data analysis, proportional reasoning, modeling, and introductory algebraic thinking connected to technology and engineering contexts).

Some students will participate in a Bridge Math experience (prior to or alongside Math 1) to ensure that key pre-algebra and foundational algebraic concepts are solidified, gaps are addressed early, and students enter the Math 1 sequence prepared to meet grade-level expectations. Students will receive targeted supports, including small-group reteaching, intervention during designated support periods, and tutoring as needed based on ongoing formative assessment and benchmark data. This approach ensures that students build strong mathematical foundations early in high school, improves confidence and persistence in a core gateway subject, and positions young men for success in higher-level math courses, graduation requirements, and postsecondary pathways.

Assessment Strategies

Assessment will be an integral component of the instructional program and will be used to inform instruction, monitor student progress, and ensure accountability. The school will utilize a combination of formative, interim, and summative assessments, including classroom-based assessments, benchmark assessments, and required state assessments.

Formative assessments will be used regularly to gauge student understanding and guide instructional adjustments in real time. Interim assessments and progress monitoring tools will be used to identify learning gaps, track growth, and inform targeted interventions. Assessment data will be reviewed collaboratively by teachers and instructional leaders to drive data-informed decision-making and continuous improvement.

Students will also engage in performance-based assessments, projects, and presentations that allow them to demonstrate mastery of content and application of skills. These assessment methods support deeper learning and align with the school's emphasis on real-world relevance and college and career readiness.

Meeting the Needs of the Targeted Student Population

The instructional program is intentionally designed to meet the needs of young men in grades 9–12, including students who may be disengaged or underperforming in traditional school settings. The school's culture-driven, all-boys environment supports instructional practices that emphasize strong relationships, accountability, and sustained adult mentorship. These elements create a learning environment where students feel supported, challenged, and motivated to succeed.

Personalized academic supports, regular progress monitoring, and timely interventions ensure that students with a wide range of academic backgrounds receive the instruction and support needed to achieve growth. The integration of STEM and career-connected learning increases relevance and engagement, helping students see clear connections between their education and future goals.

Through rigorous instruction, innovative teaching methods, and intentional supports aligned to student needs, New Hope Technology Preparatory Academy's instructional program is designed to improve academic outcomes, increase engagement, and prepare students for success in college, careers, and life.

Q183. Will the proposed charter school serve a single-sex student population?

- (●) Yes
- ( ) No

Q184. What is the objective of the single-sex charter school?

The objective of New Hope Technology Preparatory Academy as a single-sex charter school is to improve academic achievement, engagement, and postsecondary readiness for young men by providing a learning environment intentionally designed to address their academic, social, and developmental needs.

The school's all-boys model allows for a focused educational approach that emphasizes strong relationships, clear expectations, structured supports, and sustained adult mentorship. This environment is designed to promote student engagement, accountability, and persistence while supporting the development of positive academic identity and long-term goals.

By operating as a single-sex school, New H.O.P.E. Technology Prep Academy seeks to create a setting in which instructional strategies, school culture, and student supports can be intentionally aligned to support young men in meeting high academic expectations and successfully preparing for college, careers, and life.

Q185. How is the charter school's decision to limit admission to a single sex related to that objective?

The objective of New Hope Technology Preparatory Academy as a single-sex charter school is to improve academic achievement, engagement, and postsecondary readiness for young men by providing a learning environment intentionally designed to address their academic, social, and developmental needs.

The school's all-boys model allows for a focused educational approach that emphasizes strong relationships, clear expectations, structured supports, and sustained adult mentorship. This environment is designed to promote student engagement, accountability, and persistence while supporting the development of positive academic identity and long-term goals.

By operating as a single-sex school, New Hope Technology Preparatory Academy seeks to create a setting in which instructional strategies, school culture, and student supports can be intentionally aligned to support young men in meeting high academic expectations and successfully preparing for college, careers, and life.

Q186. What facts support the charter school's determination that limiting admission to a single sex will help it achieve its objectives?

New Hope Technology Preparatory Academy's determination that limiting admission to a single sex will help achieve its objectives is supported by a combination of educational research trends, practitioner experience, and community feedback indicating that some male students benefit from learning environments intentionally designed to address their academic, social, and developmental needs.

Research and practice in secondary education suggest that adolescent males often respond positively to structured environments that emphasize clear expectations, consistent routines, strong relationships with adults, and instruction that connects learning to real-world relevance. Single-sex educational settings allow schools to intentionally design instructional strategies, behavioral supports, and engagement practices that align with these needs, without distraction from competing social dynamics commonly present in coeducational settings.

Community conversations and parental feedback gathered during the school's planning and outreach efforts further support this determination. Families consistently expressed interest in a school environment that provides focused academic expectations, strong mentorship, and accountability structures specifically designed for young men. Parents and community members identified challenges related to engagement, motivation, and postsecondary readiness for male students and indicated that a culture-driven, all-boys model could better support positive academic identity and persistence.

In addition, the school's instructional and support model is intentionally aligned to capitalize on the advantages of a single-sex environment. Sustained adult mentorship, culturally responsive teaching practices, project-based and career-connected learning, and explicit social-emotional development supports are all central to the school's design. Operating as a single-sex school allows these elements to be implemented with greater coherence and consistency, reinforcing the school's objectives of improving academic outcomes, engagement, and long-term success for young men.

Taken together, educational practice, community demand, and the school's intentional design provide a sound basis for the determination that a single-sex model will help New Hope Technology Preparatory Academy achieve its stated objectives while remaining compliant with applicable laws and committed to equitable access and public accountability.

Q187.What is your school's educational philosophy and how does it translate into your daily classroom practices and curriculum design?

New Hope Technology Preparatory Academy's educational philosophy is grounded in the belief that young men learn best in environments that combine high expectations, strong relationships, structure, relevance, and sustained adult support. The school believes that academic success and postsecondary readiness are achieved when rigorous instruction is paired with a purposeful school culture, meaningful engagement, and clear connections between learning and future goals.

This philosophy translates into daily classroom practice through standards-aligned, student-centered instruction that emphasizes critical thinking, problem-solving, and application of knowledge. Teachers design lessons with clear learning objectives, structured routines, and explicit expectations to support focus, accountability, and academic confidence. Instruction prioritizes active engagement through discussion, collaboration, hands-on learning, and opportunities for students to demonstrate understanding in multiple ways.

Curriculum design at New Hope Technology Preparatory Academy intentionally integrates rigorous core academics with STEM instruction and career-connected learning. Courses are aligned to the North Carolina Standard Course of Study while incorporating project-based learning, interdisciplinary units, and real-world applications that help students understand the relevance of their learning. Career pathways and postsecondary planning are embedded across grade levels, reinforcing the school's commitment to preparing students for college and high-demand careers.

The school's philosophy also emphasizes personalized support and continuous improvement. Teachers regularly use formative assessments, progress monitoring, and data analysis to adjust instruction and provide timely interventions. Differentiated instruction, flexible grouping, and targeted supports ensure that students with diverse academic needs are challenged appropriately and supported toward growth. Instructional practices are designed to build both academic skills and positive academic identity, particularly for students who may have experienced disengagement in traditional settings.

Strong relationships and sustained adult mentorship are central to the school's daily practice. Educators intentionally build connections with students, reinforce positive behaviors, and model professionalism, persistence, and goal-setting. Social-emotional development, responsibility, and leadership are integrated into classroom expectations and school culture, supporting students' academic success and personal growth.

Through this alignment of philosophy, instruction, and curriculum design, New Hope Technology Preparatory Academy creates a learning environment that is rigorous, relevant, and responsive to the needs of young men. The school's educational approach is designed to promote engagement, improve academic outcomes, and prepare students with the knowledge, skills, and confidence necessary for success in college, careers, and life.

Q188. Describe a typical day for students at different grade levels in your school, including how core subjects are integrated and what instructional methods teachers will primarily use.

A typical day at New Hope Technology Preparatory Academy is intentionally structured to promote academic rigor, student engagement, and strong school culture while meeting the developmental needs of students at different grade levels. While expectations remain consistently high across grades 9-12, instructional focus and student responsibility increase as students progress through the school.

Grades 9–10 (Foundational Years)
Students in grades 9 and 10 begin the day with a structured advisory or mentoring period focused on relationship-building, goal setting, academic monitoring, and social-emotional development. This period reinforces school culture, accountability, and the development of positive academic habits.

Core academic blocks follow, including English Language Arts, mathematics, science, and social studies. Instruction emphasizes foundational skills, literacy across content areas, and structured routines that support organization, focus, and engagement. Teachers primarily use explicit instruction, guided practice, collaborative learning, and frequent formative assessment to ensure mastery of grade-level standards. STEM integration is introduced through project-based activities, technology-enhanced lessons, and interdisciplinary connections that help students see the relevance of academic content.

Throughout the day, teachers use data-informed instruction, small-group support, and differentiated strategies to address varied learning needs. Lessons are designed to be interactive and engaging, incorporating discussion, problem-solving, and hands-on learning opportunities.

Grades 11–12 (Application and Transition Years)
Students in grades 11 and 12 experience a more advanced and applied instructional day that emphasizes independence, critical thinking, and preparation for postsecondary pathways. Advisory periods continue to support mentoring, academic progress, and postsecondary planning, with increased focus on college readiness, career exploration, and goal alignment.

Upper-grade coursework deepens rigor and application across core subjects. Instruction integrates advanced content, analytical writing, complex problem-solving, and performance-based assessments. STEM and career-connected learning are more prominent, with students engaging in projects, research, presentations, and real-world applications aligned to career pathways and postsecondary expectations.

Teachers primarily use instructional methods such as project-based learning, inquiry-based instruction, collaborative problem-solving, and technology-supported learning. Students are expected to take greater ownership of their learning, demonstrate mastery through authentic tasks, and apply skills across disciplines.

Instructional Approach Across All Grades
Across all grade levels, teachers employ consistent instructional strategies aligned with the school's mission, including clear learning objectives, structured routines, frequent feedback, and strong relationships. Formative assessment, progress monitoring, and data review are embedded into daily practice to adjust instruction and provide timely support.

Q189. How will your curriculum address the diverse learning needs and academic levels of students, and what systems will you have in place to monitor and adjust instruction based on student progress?

The curriculum at New Hope Technology Preparatory Academy is intentionally designed to address the diverse learning needs and academic levels of students through differentiated instruction, targeted supports, and continuous progress monitoring. The school recognizes that students enter high school with varied academic backgrounds, learning styles, and support needs, and the instructional program is structured to ensure that all students are challenged, supported, and able to demonstrate growth.

Addressing Diverse Learning Needs
Teachers will use a range of instructional strategies to meet students where they are academically while maintaining high expectations for achievement. Differentiation will occur through flexible grouping, varied instructional pacing, scaffolded assignments, and multiple pathways for students to demonstrate mastery. Lessons will be designed with clear learning objectives and tiered supports that allow students to access grade-level content while building foundational skills as needed.

Instructional practices will be responsive to students with disabilities, multilingual learners, academically and intellectually gifted students, and students who may be at risk of academic failure. Inclusive instructional models, small-group instruction, and collaboration with support staff will ensure that individualized needs identified through IEPs, language proficiency data, or academic performance indicators are addressed within the general education setting whenever appropriate. Enrichment opportunities, advanced coursework, and extension activities will be provided to challenge students who demonstrate readiness for deeper or accelerated learning.

The school's STEM-integrated and career-connected curriculum further supports diverse learners by increasing relevance and engagement. Project-based learning, real-world applications, and performance-based tasks allow students to apply knowledge in meaningful ways, supporting different learning styles and promoting deeper understanding.

Monitoring Student Progress
New Hope Technology Preparatory Academy will implement a comprehensive system of formative, interim, and summative assessments to monitor student learning and guide instructional decision-making. Teachers will use frequent formative assessments, such as checks for understanding, exit tickets, quizzes, and classroom discussions, to gauge student progress and adjust instruction in real time.

Interim benchmark assessments and progress-monitoring tools will be administered regularly to identify trends, measure growth, and detect learning gaps early. Assessment data will be reviewed collaboratively by teachers and instructional leaders during scheduled data meetings and planning sessions. This collaborative analysis will inform instructional adjustments, targeted interventions, and enrichment opportunities.

Adjusting Instruction and Providing Support
When assessment data indicate that students are not meeting expected benchmarks, teachers will adjust instruction through reteaching, targeted small-group instruction, and differentiated supports. Students requiring

additional assistance may receive supplemental interventions during designated instructional support periods or through individualized academic plans. Conversely, students demonstrating mastery will be provided with opportunities for extension, deeper learning, and increased academic rigor.

Progress monitoring will be ongoing, ensuring that instructional adjustments are timely and responsive. The lead administrator and instructional leaders will oversee implementation of these systems and provide coaching and feedback to ensure instructional practices are effective and aligned with student needs.

Through differentiated instruction, consistent assessment, collaborative data review, and targeted instructional adjustments, New Hope Technology Preparatory Academy ensures that its curriculum responds to diverse learning needs while promoting academic growth, engagement, and readiness for college, careers, and life.

Q190. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.

The curriculum at New Hope Technology Preparatory Academy is intentionally aligned with the school's mission to prepare young men for college and high-demand careers through rigorous academics, STEM integration, career pathways, and sustained adult support. The instructional program is designed to meet the academic, social, and developmental needs of the school's targeted student population while remaining fully aligned with the North Carolina Standard Course of Study and the North Carolina Accountability Model.

Alignment to Mission and Targeted Student Population
The school's curriculum reflects a clear commitment to serving young men in grades 9–12 who may benefit from a structured, culture-driven learning environment that emphasizes relevance, accountability, and strong relationships. Core academic courses are standards-aligned and rigorous, ensuring students are prepared for postsecondary education, while STEM-integrated and career-connected learning increases engagement and relevance for students who may be disengaged in traditional instructional settings.

Instructional strategies such as project-based learning, interdisciplinary connections, performance-based assessments, and explicit skill development support the mission by helping students see the connection between academic learning and real-world applications. Sustained adult mentorship, advisory structures, and consistent expectations reinforce positive academic identity and persistence, which are essential for improving outcomes for the school's targeted population of young men.

Alignment to the North Carolina Accountability Model
The curriculum is aligned to the North Carolina Standard Course of Study and prepares students to demonstrate proficiency on required state assessments and graduation requirements. Instruction emphasizes mastery of grade-level content, academic growth, and readiness for postsecondary pathways, all of which are key components of North Carolina's accountability framework for high schools.

Formative, interim, and summative assessments are embedded within the curriculum to monitor student learning, guide instruction, and ensure continuous improvement. Regular progress monitoring and data-informed instructional adjustments support student growth over time, aligning with accountability expectations related to academic achievement, growth, and graduation outcomes.

Evidence of Effectiveness and Closing Achievement Gaps
The instructional design of New Hope Technology Preparatory Academy is grounded in widely used and research-supported practices that have demonstrated effectiveness with similar student populations, particularly adolescent males and students at risk of academic disengagement. These practices include structured learning environments, strong adult-student relationships, culturally responsive instruction, project-based learning, and career-connected coursework that increases relevance and motivation.

Research and practice in secondary education indicate that students, particularly young men, benefit from instructional models that combine rigor with relevance, explicit expectations, and sustained mentorship. STEM-integrated instruction and career-connected learning have been shown to improve student engagement, persistence, and academic outcomes by helping students understand the purpose of their learning and connect coursework to future goals.

The curriculum drives academic improvement for all students through consistent use of high-quality instruction, differentiated supports, and continuous assessment. Students who enter below grade level receive targeted interventions, scaffolding, and small-group support, while students demonstrating mastery are provided with opportunities for enrichment, deeper learning, and advanced application. This balanced approach ensures that all students experience growth while maintaining high expectations.

Achievement gaps are addressed through early identification of learning needs, frequent progress monitoring, and timely instructional adjustments. Personalized supports, inclusive instructional practices, and collaboration among teachers and support staff ensure that students with disabilities, multilingual learners, and other historically underserved populations have equitable access to rigorous instruction and opportunities for success.

Driving Continuous Improvement
Through alignment with state standards, accountability expectations, and the school's mission, the curriculum provides a coherent and effective framework for improving academic outcomes. Ongoing data review, instructional coaching, and professional development ensure that the curriculum is implemented with fidelity and continuously refined to meet student needs.

By combining rigorous, standards-aligned instruction with STEM integration, career-connected learning, and a culture intentionally designed to support young men, New H.O.P.E. Technology Prep Academy's curriculum is positioned to improve academic performance, close achievement gaps, and prepare students for success in college, careers, and life.

Q191. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e.

elementary, middle, high) the school would ultimately serve.

New H.O.P.E. Technology Prep Academy will serve students in grades 9-12, and the school's instructional program is built around a set of primary instructional strategies that all teachers are expected to master. These strategies are intentionally selected to support the academic, social, and developmental needs of adolescent males while promoting rigor, engagement, and postsecondary readiness.

Explicit, Standards-Aligned Instruction
Teachers will master explicit instruction aligned to the North Carolina Standard Course of Study. Lessons will be designed with clear learning objectives, structured delivery, guided practice, and opportunities for independent application. This approach ensures that students understand what they are expected to learn, how to access the content, and how to demonstrate mastery. For the school's targeted population of young men, explicit instruction supports focus, clarity, and academic confidence, particularly for students who may have experienced gaps in foundational skills.

Project-Based and Career-Connected Learning
Teachers will implement project-based learning and career-connected instructional strategies that integrate STEM concepts and real-world applications across core subject areas. These strategies allow students to apply academic knowledge to authentic problems, projects, and performance tasks connected to career pathways and postsecondary goals. Research and practice indicate that relevance and application are especially effective in increasing engagement, persistence, and achievement among adolescent males. By connecting learning to future careers and practical outcomes, these strategies motivate students to invest in their academic work.

Data-Driven Instruction and Formative Assessment
Teachers will be expected to master the use of formative assessment and data-driven instruction to monitor student progress and adjust teaching in real time. Frequent checks for understanding, exit tickets, quizzes, and progress monitoring tools will inform instructional decisions and allow teachers to respond quickly to learning needs. This strategy supports increased academic achievement by ensuring that misconceptions are addressed early, instruction is targeted, and students receive timely feedback and support.

Differentiated Instruction and Small-Group Support
Teachers will implement differentiated instructional strategies to meet the diverse academic needs of students within each classroom. This includes flexible grouping, scaffolded instruction, varied instructional pacing, and targeted small-group support. Differentiation ensures that students who enter below grade level receive appropriate support while students who demonstrate mastery are challenged through enrichment and extension. For the school's targeted population, this approach helps reduce frustration, increase access to grade-level content, and promote continuous academic growth.

Collaborative Learning and Structured Discourse
Teachers will use collaborative learning strategies that promote discussion, problem-solving, and peer engagement within a structured classroom environment. Group work, academic discourse, and collaborative projects will be intentionally designed with clear roles, expectations, and accountability. These strategies support skill development

in communication, teamwork, and critical thinking while reinforcing engagement and positive peer interactions among students.

Strong Classroom Culture and Relationship-Based Practices
Teachers will be expected to master strategies that build strong classroom culture and positive relationships, including consistent routines, high expectations, and sustained adult mentorship. Clear behavioral expectations, structured transitions, and intentional relationship-building support student engagement and accountability. For adolescent males, strong relationships and consistent expectations are critical to increasing attendance, persistence, and academic effort.

Impact on Academic Achievement
Together, these instructional strategies create a coherent, rigorous, and engaging learning environment that supports academic achievement for the school's targeted student population. Explicit instruction ensures mastery of standards; project-based and career-connected learning increases relevance and motivation; data-driven instruction and differentiation ensure responsiveness to student needs; and strong classroom culture promotes engagement and persistence. By mastering these strategies, teachers at New H.O.P.E. Technology Prep Academy will be equipped to support continuous academic growth, close achievement gaps, and prepare students for success in college, careers, and life.

Q192. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.

The instructional plan and graduation requirements at New Hope Technology Preparatory Academy are intentionally designed to ensure that students are prepared to successfully transition from grade to grade and, upon completion of the program, graduate ready for college, careers, and life. The school's approach emphasizes mastery of academic standards, development of essential skills, and progressive increases in independence and responsibility as students advance through grades 9–12.

Grade-to-Grade Readiness
Student readiness for advancement from one grade level to the next will be ensured through a combination of standards-aligned instruction, continuous assessment, and targeted academic support. Each grade level builds intentionally on the skills and knowledge developed in the previous year, with clear expectations for academic performance, skill mastery, and student habits.

Teachers use formative, interim, and summative assessments to monitor student progress throughout the year and to determine whether students are meeting grade-level benchmarks. Assessment data are reviewed regularly by teachers and instructional leaders to identify learning gaps, inform instructional adjustments, and provide timely interventions. Students who demonstrate the need for additional support receive targeted instruction, small-group interventions, or individualized academic plans to ensure readiness for the next grade level.

Advisory and mentoring structures further support grade-to-grade transitions by helping students set academic goals, monitor progress, develop organizational and study skills, and build accountability for their learning. These

structures ensure that students not only meet academic expectations but also develop the habits and mindsets necessary for continued success.

Progression Across High School (Grades 9–12)
The instructional program is designed to support a clear progression from foundational skill development in grades 9-10 to advanced application and postsecondary preparation in grades 11-12. In the early high school years, instruction emphasizes literacy, numeracy, content knowledge, and structured learning routines that establish a strong academic foundation. As students advance, coursework increases in rigor and complexity, requiring higher levels of critical thinking, problem-solving, and independent work.

STEM-integrated and career-connected learning experiences become increasingly sophisticated across grade levels, allowing students to apply academic skills in real-world contexts and build readiness for postsecondary pathways. Performance-based assessments, projects, and presentations provide opportunities for students to demonstrate mastery, reflect on their learning, and apply skills across disciplines.

Graduation Readiness
Graduation requirements at New Hope Technology Preparatory Academy are aligned with North Carolina graduation standards and are designed to ensure that all students complete a rigorous course of study that prepares them for college and careers. Students must successfully complete required coursework, demonstrate proficiency in core academic subjects, and meet expectations for academic growth and performance.

In grades 11 and 12, students receive focused support for postsecondary planning through advisory, mentoring, and career exploration activities. Instruction emphasizes advanced academic skills, college and career readiness competencies, and application of knowledge through capstone-style projects, career-connected coursework, or other authentic learning experiences. These experiences help ensure that graduates leave the school with the academic preparation, skills, and confidence needed to succeed beyond high school.

Continuous Monitoring and Support
Throughout all grade levels, readiness for transition is supported by continuous monitoring, clear expectations, and proactive intervention. The lead administrator and instructional leaders oversee implementation of the instructional plan and graduation requirements, ensuring consistency, alignment, and responsiveness to student needs.

Through rigorous instruction, aligned graduation requirements, consistent assessment, and intentional academic and mentoring supports, New H.O.P.E. Technology Prep Academy ensures that students are prepared to advance successfully from grade to grade and graduate ready to transition to college, careers, and adult life.

Q193. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

The yearly academic calendar at New Hope Technology Preparatory Academy is intentionally designed to support the school's mission of preparing young men for college and high-demand careers through rigorous academics, strong school culture, and sustained adult support. The calendar reflects a balance of instructional time, professional development, assessment, and student support structures that reinforce academic achievement, engagement, and long-term readiness.

The school calendar prioritizes sufficient instructional days and consistent learning routines to support mastery of academic standards and continuous student growth. Instructional time is structured to allow for deep engagement with core academic content while integrating STEM-focused and career-connected learning experiences throughout the year. This alignment ensures that students have regular opportunities to apply learning in meaningful, real-world contexts consistent with the school's educational model.

Built into the calendar are designated periods for assessment, data review, and instructional adjustment. These windows allow teachers and instructional leaders to analyze student progress, identify learning gaps, and implement targeted supports or enrichment as needed. This structure supports the school's commitment to data-informed instruction and ensures that academic interventions are timely and responsive.

The academic calendar also supports the school's emphasis on culture, mentoring, and student development. Time is allocated for advisory, mentoring activities, and school-wide events that reinforce expectations, strengthen relationships, and promote positive academic identity. These elements are essential to the school's culture-driven, all-boys model and help foster engagement, accountability, and persistence throughout the school year.

Professional development days embedded within the calendar ensure that teachers are prepared to deliver rigorous, aligned instruction and continuously refine their practice. These days support implementation of the instructional strategies outlined in the school's education plan and ensure alignment between curriculum, instruction, and assessment.

Overall, the academic calendar is structured to reinforce the school's mission and educational plan by providing a coherent framework for rigorous instruction, continuous improvement, strong school culture, and preparation for postsecondary success. Through intentional alignment of time, instruction, and support, the calendar helps ensure that students are consistently supported in meeting high academic expectations and progressing toward college, career, and life readiness.

Q194. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.

The school day at New Hope Technology Preparatory Academy is intentionally structured to maximize instructional time, promote student engagement, and support the school's mission of preparing young men for college and high-demand careers. Each school day provides 6.0 hours (360 minutes) of instructional time, with school beginning at 8:30 AM and dismissing at 3:40 PM daily, totaling approximately 1,110 instructional hours across 185 school days and

exceeding the state-mandated minimum of 1,025 hours per year required under N.C. G.S. 115C-218.85. The daily and weekly schedule balances rigorous academic instruction with mentoring, intervention, and enrichment opportunities to support the diverse needs of students in grades 9–12.

Length of the School Day
The school day will operate on a traditional full-day schedule, beginning in the morning and dismissing in the mid-afternoon, consistent with North Carolina public school requirements. The schedule is designed to provide sufficient instructional minutes while allowing time for advisory, academic support, and enrichment activities that reinforce student learning and development.

Daily Instructional Structure
Students will participate in a structured daily schedule that includes core academic courses, advisory or mentoring, and designated support or enrichment periods. Core subjects will be scheduled in extended instructional blocks to allow for deep learning, application, and varied instructional strategies.

On a typical day, students will receive approximately:

- **English Language Arts:** 60–90 minutes
- **Mathematics:** 60–90 minutes
- **Science:** 60–90 minutes
- **Social Studies:** 60–90 minutes

Extended instructional blocks support a range of teaching methods, including explicit instruction, guided practice, collaborative learning, laboratory work, project-based learning, and performance-based assessment. This structure allows teachers to move beyond surface coverage of content and engage students in higher-order thinking, discussion, and real-world application.

Advisory, Intervention, and Enrichment
In addition to core academics, the daily schedule includes a dedicated advisory or mentoring period. This time is used for academic monitoring, goal setting, social-emotional development, and postsecondary planning. Advisory structures strengthen relationships, reinforce school culture, and support student accountability and persistence.

The schedule also includes flexible instructional support periods that may be used for targeted intervention, small-group instruction, enrichment, or acceleration. These periods allow the school to respond proactively to student data, provide additional support to students who need it, and offer extended learning opportunities for students demonstrating mastery.

Weekly Schedule and Instructional Balance
Across the week, the schedule ensures that students receive consistent exposure to all core subject areas while allowing for interdisciplinary learning and STEM-integrated instruction. The weekly structure supports collaborative planning among teachers, regular use of formative assessment, and ongoing instructional adjustment based on student progress.

Why the Schedule Is Optimal for Student Learning
The daily and weekly schedule at New Hope Technology Preparatory Academy is optimal for student learning because it prioritizes instructional depth, consistency, and flexibility. Extended class periods support deeper engagement with content and varied instructional strategies. Advisory and support structures ensure that academic progress and student well-being are monitored regularly. Built-in flexibility allows the school to address learning gaps early while maintaining high expectations for all students.

By aligning time, instruction, and support with the school's mission and educational model, the schedule creates a structured yet responsive learning environment that promotes academic achievement, engagement, and readiness for college, careers, and life.

Q195. Describe a typical day for a teacher and a student in the school's first year of operation.

During the school's first year of operation, New H.O.P.E. Technology Prep Academy will open serving grade 9 students, allowing the school to establish strong instructional systems, consistent routines, and a positive school culture from the outset. A typical day for both students and teachers is intentionally structured to support academic rigor, relationship-building, and continuous improvement.

Typical Day for a Student (Year 1 – Grade 9)
Students begin the day with a structured advisory or mentoring period focused on relationship-building, goal setting, academic monitoring, and reinforcement of school culture and expectations. Advisory provides students with a consistent adult mentor and establishes habits related to organization, accountability, and positive academic identity.

Following advisory, students attend extended instructional blocks in core academic subjects, including English Language Arts, mathematics, science, and social studies. Instruction emphasizes foundational skills, literacy across content areas, and structured routines that support focus and engagement. Teachers use explicit instruction, guided practice, collaborative learning, and frequent formative assessment to ensure students understand expectations and master grade-level standards.

Throughout the day, students engage in interactive and relevant learning experiences, including STEM-integrated lessons, project-based activities, and technology-enhanced instruction that help them connect academic content to real-world applications. Lessons are designed to be engaging and structured, incorporating discussion, problem-solving, and hands-on learning.

The daily schedule also includes designated instructional support or enrichment periods. During these times, students may receive targeted small-group instruction, additional academic support, or enrichment opportunities based on assessment data and individual learning needs. This structure ensures that learning gaps are addressed early while maintaining high expectations for all students.

The school day reinforces consistent expectations, positive behavior, and strong relationships. By the end of the day, students leave with a clear understanding of their academic progress, expectations for future learning, and a sense

of connection to the school community.

Typical Day for a Teacher (Year 1)
Teachers begin the day by supporting advisory, serving as mentors and reinforcing school culture, expectations, and routines. This role allows teachers to build strong relationships with students and monitor academic and social-emotional progress closely.

During instructional blocks, teachers deliver standards-aligned lessons using explicit instruction, formative assessment, and differentiated strategies. Teachers actively monitor student understanding, adjust instruction in real time, and provide targeted support through small-group instruction or individual feedback. Instruction emphasizes clarity, structure, and engagement, particularly important during the school's first year as routines and expectations are established.

Teachers regularly collaborate with colleagues during scheduled planning times to review student data, align instruction, and refine lessons. Data-informed decision-making is embedded into the daily workflow, allowing teachers to identify trends, respond to student needs, and coordinate interventions or enrichment.

In addition to instructional responsibilities, teachers participate in ongoing professional learning, coaching, and reflection. Instructional leaders provide feedback and support to ensure consistency, instructional quality, and alignment with the school's mission and educational model.

Year-One Focus
In the first year of operation, the daily experience for both students and teachers emphasizes consistency, clarity, and relationship-building. Strong routines, aligned instruction, and frequent feedback support academic growth while laying the foundation for the school's long-term success.

Through a structured yet supportive daily experience, New Hope Technology Preparatory Academy ensures that students develop strong academic habits and foundational skills, while teachers establish effective instructional practices and a cohesive school culture that will scale as additional grade levels are added.

Q196. Will this proposed school include a high school?

- (●) Yes
- ( ) No

Q197. Describe the high school's educational model and explain how the board will ensure that all NC graduation requirements will be met.

New Hope Technology Preparatory Academy will operate as a grades 9-12 public charter high school designed to prepare young men for college, high-demand careers, and long-term success through a rigorous, structured, and supportive educational model. The school's educational approach integrates standards-aligned core instruction, STEM-focused and career-connected learning, strong school culture, and sustained adult mentorship to support

both academic achievement and postsecondary readiness.

Educational Model
The school's educational model is grounded in rigorous instruction aligned to the North Carolina Standard Course of Study and North Carolina high school graduation requirements. Core academic courses in English Language Arts, mathematics, science, and social studies form the foundation of the instructional program and are delivered through explicit instruction, guided practice, collaborative learning, and frequent formative assessment.

STEM integration and career-connected learning are embedded across the curriculum to increase relevance, engagement, and application of academic content. Project-based learning, interdisciplinary units, and performance-based assessments allow students to apply knowledge to real-world problems and career pathways, reinforcing the connection between academic learning and future goals. Advisory and mentoring structures provide consistent adult support, academic monitoring, and postsecondary planning throughout all four years of high school.

The educational model is intentionally structured to support the developmental needs of young men by emphasizing clear expectations, strong relationships, structured routines, and accountability. Personalized supports, progress monitoring, and targeted interventions ensure that students with diverse academic backgrounds receive the instruction and assistance necessary to meet graduation requirements and demonstrate growth.

Ensuring Compliance with NC Graduation Requirements
The governing board plays a critical oversight role in ensuring that all North Carolina graduation requirements are met. The board will approve policies related to curriculum, graduation requirements, course offerings, and academic accountability to ensure alignment with state law and guidance from the North Carolina Department of Public Instruction.

The lead administrator, under board oversight, will be responsible for implementing an academic program that meets all state graduation requirements, including required credits, course sequencing, and assessment expectations. Student transcripts, credit accumulation, and progress toward graduation will be monitored regularly by school leadership using student information systems and academic reports.

The governing board will receive regular reports from the lead administrator related to curriculum implementation, student progress, credit attainment, and graduation readiness. These reports will allow the board to monitor whether the school's instructional program is being implemented with fidelity and whether students are on track to meet graduation requirements.

Accountability and Continuous Monitoring
To ensure ongoing compliance and academic rigor, the board will review academic performance data, graduation progress indicators, and accountability outcomes as part of its regular meeting agenda. When data indicate potential risks to student progress or compliance, the board will work with school leadership to ensure that corrective actions, instructional adjustments, or additional supports are implemented.

The board will also ensure that professional development, staffing decisions, and resource allocation align with the

goal of meeting graduation requirements and preparing students for postsecondary success. Through policy oversight, data review, and accountability structures, the board ensures that the educational model remains aligned with North Carolina graduation standards and the school's mission.

Through this combination of a rigorous educational model, strong instructional systems, and active board oversight, New Hope Technology Preparatory Academy ensures that all students have access to a high-quality high school program and are supported in meeting North Carolina graduation requirements while preparing for college, careers, and life.

Q198. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

The graduation requirements at New Hope Technology Preparatory Academy are intentionally designed to ensure that students graduate academically prepared and equipped with the skills, knowledge, and dispositions necessary to succeed in a range of postsecondary pathways, including four-year colleges, community colleges, trade and technical programs, military service, and direct entry into the workforce.

Academic Preparation and Rigor
Graduation requirements are aligned with North Carolina high school standards and emphasize mastery of core academic content in English Language Arts, mathematics, science, and social studies. This rigorous academic foundation ensures that students develop strong literacy, numeracy, critical thinking, and problem-solving skills that are essential for success in college-level coursework and technical training programs.

Course sequencing is designed to build progressively from foundational skill development in grades 9–10 to advanced application and analysis in grades 11–12. Students are expected to demonstrate proficiency through coursework, assessments, and performance-based tasks, ensuring they are prepared for the academic demands of postsecondary education and training environments.

College and Career Readiness Skills
In addition to academic requirements, the school's graduation expectations emphasize development of essential college and career readiness skills, including time management, communication, collaboration, perseverance, and self-advocacy. These skills are reinforced through classroom instruction, project-based learning, advisory, and mentoring structures.

Students engage in research, writing, presentations, and applied projects that mirror the expectations of postsecondary settings. Performance-based assessments and authentic tasks require students to apply knowledge, manage long-term assignments, and demonstrate responsibility for their learning, skills critical for success beyond high school.

Career-Connected Learning and Workforce Preparation
Graduation requirements are supported by the school's STEM-integrated and career-connected instructional model. Students participate in coursework and learning experiences that connect academic content to real-world

applications and high-demand career fields. These experiences help students explore career interests, understand workplace expectations, and develop relevant technical and problem-solving skills.

Career exploration, goal setting, and post-secondary planning are embedded throughout the high school experience, particularly in grades 11 and 12. Students are supported in identifying post-secondary pathways that align with their strengths and interests, whether that includes college enrollment, technical training, military service, or direct workforce entry.

Postsecondary Planning and Transition Support
Advisory and mentoring structures play a key role in supporting graduation readiness and postsecondary transitions. Students receive guidance in course selection, graduation progress, and future planning to ensure alignment between their high school experience and postsecondary goals. This includes preparation for college applications, financial aid awareness, military options, or workforce readiness, as appropriate.

By graduation, students are expected to demonstrate not only completion of required coursework but also readiness to transition successfully into their chosen postsecondary pathway. The combination of rigorous academics, career-connected learning, and sustained adult support ensures that graduates leave New H.O.P.E. Technology Prep Academy prepared with the knowledge, skills, and confidence needed to succeed beyond high school.

Ensuring Readiness for Multiple Pathways
Through aligned graduation requirements, structured academic progression, and intentional preparation for multiple postsecondary options, New H.O.P.E. Technology Prep Academy ensures that all students graduate with meaningful choices. Whether pursuing college, technical training, military service, or employment, students are prepared to enter their next phase with a strong academic foundation, clear direction, and the skills necessary for long-term success.

Q199. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

New Hope Technology Preparatory Academy will implement a comprehensive set of systems and structures designed to identify, support, and re-engage students who are at risk of dropping out and/or not meeting graduation requirements. These systems are proactive, data-driven, and aligned with the school's mission to provide sustained adult support, strong relationships, and clear pathways to postsecondary success for young men.

Early Identification and Monitoring
The school will use multiple indicators to identify students at risk as early as possible. These indicators include academic performance data, course completion and credit accumulation, attendance trends, behavior data, and formative assessment results. Teachers and instructional leaders will monitor student progress regularly through classroom assessments, benchmark data, and student information systems.

Data will be reviewed collaboratively during scheduled data meetings to identify students who are struggling

academically, disengaged, or showing early warning signs related to attendance or behavior. This early identification allows the school to intervene before students fall significantly behind graduation requirements.

Tiered Academic and Behavioral Supports
Students identified as at risk will receive targeted supports aligned to their specific needs. These supports may include small-group instruction, targeted academic interventions, reteaching of key skills, and individualized academic plans focused on credit recovery and skill development. Instructional support periods built into the daily schedule allow for timely and responsive intervention without removing students from core instruction.

Behavioral and social-emotional supports will be integrated through consistent expectations, structured routines, and relationship-based practices. The school's culture-driven model emphasizes accountability, positive behavior, and persistence, helping students remain engaged and connected to the school community.

Advisory and Mentoring Structures
Advisory and mentoring are central to the school's approach to dropout prevention. Each student is connected to a consistent adult mentor who monitors academic progress, attendance, and engagement over time. Advisory periods provide structured opportunities for goal setting, progress review, organization, and problem-solving.

For students at risk of not meeting graduation requirements, advisors work closely with instructional staff and school leadership to coordinate supports, communicate expectations, and reinforce accountability. This sustained adult connection helps students develop a sense of belonging and responsibility, both critical factors in preventing disengagement and dropout.

Family Communication and Engagement
The school will maintain regular communication with families when students are identified as at risk. Families will be informed of academic progress, attendance concerns, and support plans, and will be encouraged to partner with the school in supporting student success. Clear communication and shared accountability help reinforce expectations and provide additional support beyond the school day.

Progress Monitoring and Adjustment
Student progress will be monitored continuously, and interventions will be adjusted as needed based on data and observed outcomes. Students receiving targeted supports will have their progress reviewed regularly to determine whether interventions are effective or require modification. This flexible approach ensures that supports remain responsive and aligned to student needs.

Board Oversight and Accountability
The governing board will provide oversight of systems supporting at-risk students through regular review of academic performance data, credit accumulation trends, attendance reports, and graduation progress indicators. The board will ensure that policies, staffing, and resources support effective intervention and dropout prevention strategies.

When data indicate patterns of risk or concern, the board will work with school leadership to ensure that corrective actions, additional supports, or programmatic adjustments are implemented. This oversight ensures that systems

for supporting at-risk students are implemented with fidelity and aligned with the school's mission and accountability expectations.

Through early identification, targeted interventions, strong mentoring relationships, family engagement, and consistent monitoring, New Hope Technology Preparatory Academy will support students who are at risk of not meeting graduation requirements. These structures are designed to keep students engaged, supported, and on track to graduate prepared for college, careers, and life.

Q200.Attach Appendix : 9-12 Core Content and Electives. Provide a visual description of the high school's graduation requirements including core content and electives. Please ensure the projected staff and budget aligns with the course offerings and that all graduation requirements meet or exceed NC graduation requirements per state policy. (Link here: GRAD 004)

Upload Required **File Type:** pdf, image, excel, word **Max File Size:** 30 **Total Files Count:** 6

Q201.Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

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

Q202.Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

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

Q203.Attach Appendix E: Daily and Weekly Schedule Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

Upload Required **File Type:** pdf, image, excel, word, text **Max File Size:** 30 **Total Files Count:** 15

11.2. Special Populations and "At-Risk" Students

Q204.Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.

New Hope Technology Preparatory Academy will implement a systematic, data-driven approach to identify and support students who are performing below grade level. The school's instructional model is intentionally designed to ensure early identification of learning gaps, timely intervention, and continuous monitoring so that students receive the support needed to make academic progress and remain on track for graduation.

Identification of Students Performing Below Grade Level
Students who are performing below grade level will be identified through multiple measures, including diagnostic assessments, classroom-based formative assessments, interim benchmark assessments, course performance data,

and review of prior academic records when available. Teachers and instructional leaders will analyze assessment data early in the school year and on an ongoing basis to determine individual student needs in core academic areas such as literacy and mathematics.

In addition to assessment data, attendance patterns, assignment completion, and classroom performance indicators will be reviewed to identify students who may require additional academic support. This comprehensive approach ensures that students are not identified based on a single data point and helps avoid misidentification.

Instructional Strategies and Supports
Students identified as performing below grade level will receive targeted academic supports aligned to their specific needs. Instructional strategies will include differentiated instruction within the general education classroom, scaffolded lessons, and flexible grouping to provide access to grade-level content while building foundational skills.

The school will provide targeted small-group instruction focused on addressing specific skill gaps in reading, writing, and mathematics. These supports may occur during designated instructional support periods built into the daily schedule, allowing students to receive additional help without being removed from core instruction.

Teachers will use evidence-based instructional strategies such as explicit instruction, guided practice, frequent checks for understanding, and structured feedback to support skill development. Instructional materials and tasks will be adjusted to provide appropriate levels of challenge and support, ensuring that students experience both academic rigor and success.

Intervention and Individualized Support Plans
For students requiring more intensive support, individualized academic plans may be developed to outline specific learning goals, targeted interventions, and progress-monitoring strategies. These plans will be developed collaboratively by teachers, instructional leaders, and support staff as appropriate and will be adjusted based on student progress.

Students may also receive additional support through tutoring, extended learning opportunities, or targeted intervention programs aligned with the school's curriculum and instructional priorities. Interventions will be designed to accelerate learning and close gaps rather than replace core instruction.

Monitoring Student Progress
Student progress will be monitored continuously through formative assessments, progress-monitoring tools, and regular review of student work. Teachers will track student growth and adjust instruction based on assessment results and observed performance.

Instructional leaders will facilitate regular data meetings where teachers collaboratively review student progress, evaluate the effectiveness of interventions, and determine next steps. This collaborative data review process ensures that instructional adjustments are timely, targeted, and responsive to student needs.

Ongoing Adjustment and Accountability
When data indicate that a student is not making sufficient progress, instructional strategies and supports will be

adjusted. This may include changes to instructional grouping, increased frequency or intensity of intervention, or additional individualized supports. Conversely, students who demonstrate improvement and readiness may transition out of targeted interventions while continuing to be monitored to ensure sustained growth.

The lead administrator will oversee implementation of systems supporting students performing below grade level and will provide regular updates to the governing board regarding student progress, intervention effectiveness, and instructional outcomes. Board oversight ensures that adequate resources, staffing, and instructional supports are in place to meet student needs.

Through early identification, targeted instruction, continuous progress monitoring, and responsive instructional adjustment, New Hope Technology Preparatory Academy ensures that students performing below grade level receive the support necessary to achieve academic growth, build confidence, and progress toward college, career, and life readiness.

Q205. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, MLs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.

The founding board of New Hope Technology Preparatory Academy includes members with direct experience and professional expertise related to serving diverse student populations. In particular, Dr. Charles Foust, a founding board member, brings significant experience working with special populations, including students with disabilities, students with 504 Plans, students at risk of academic failure, and other learners requiring targeted academic and behavioral supports. Dr. Foust's professional background provides the board with informed perspective on inclusive instructional practices, student support systems, and the importance of early identification, intervention, and progress monitoring to ensure equitable student outcomes.

Collectively, the board also brings experience from education, nonprofit leadership, youth development, and community service, contributing to a shared understanding of the challenges faced by students with varied learning needs. This collective expertise supports informed governance and oversight related to academic programming, student services, and compliance with state and federal requirements.

Pre-Opening Preparation for Special Populations

In addition to existing board expertise, the governing board recognizes its responsibility to ensure that the school is fully prepared to serve all students effectively and in compliance with applicable laws. During the planning year, the board will ensure that the school takes deliberate steps to prepare for serving special populations prior to opening. This preparation will include:

- Ensuring that the lead administrator has experience or training in supporting diverse learners and overseeing compliance related to special education, Section 504, multilingual learner services, gifted education, and dropout prevention.
- Approving policies and procedures related to identification, service delivery, progress monitoring, and compliance for students with disabilities, students with 504 Plans, multilingual learners, gifted students, and students at risk of dropping out.
- Supporting the hiring or contracting of qualified and appropriately licensed personnel to deliver services for special populations, including special education and multilingual learner supports, as required.
- Requiring professional development for school leadership and instructional staff focused on inclusive instructional practices, legal compliance, differentiation, and effective service delivery for diverse learners.
- Ensuring that systems for data collection, progress monitoring, and intervention are in place to identify student needs early and provide timely supports.

Board Oversight and Ongoing Capacity Building

The governing board will provide ongoing oversight to ensure that the school maintains the capacity to serve special populations effectively. This includes regular review of reports related to student performance, service delivery, staffing, and compliance. The board will monitor whether systems and supports are functioning as intended and will require corrective action or additional resources if gaps are identified.

Board members, including Dr. Foust, will also participate in ongoing governance training and professional development offered or recommended by the North Carolina Office of Charter Schools and other relevant organizations to strengthen oversight related to special populations.

Through a combination of direct board experience, intentional pre-opening preparation, qualified staffing, and strong governance oversight, New H.O.P.E. Technology Prep Academy will be prepared to meet the needs of

strong governance oversight, New H.O.P.E. Technology Prep Academy will be prepared to meet the needs of students with disabilities, multilingual learners, gifted students, and students at risk of academic failure while ensuring equity, compliance, and high expectations for all learners.

Q206. Explain how the instructional plan and curriculum will meet the needs of Multilingual Learners (ML), including the following:

1. Methods for identifying ML students (and avoiding misidentification).
2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ML students.
3. Plans for monitoring and evaluating the progress and success of ML students, including exiting students from ML services.
4. Means for providing qualified staffing for ML students.

1. Methods for identifying ML students (and avoiding misidentification).
2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ML students.
3. Plans for monitoring and evaluating the progress and success of ML students, including exiting students from ML services.
4. Means for providing qualified staffing for ML students.

New Hope Technology Preparatory Academy is committed to ensuring that Multilingual Learners (MLs) have equitable access to the full academic program and receive the instructional supports necessary to achieve English language proficiency and academic success. The school's instructional plan is designed to identify ML students accurately, provide effective language and academic supports, and monitor progress in compliance with state and federal requirements.

Identification of Multilingual Learners
Multilingual Learners will be identified using state-approved identification procedures and screening tools in accordance with North Carolina and federal requirements. Upon enrollment, families will complete a Home Language Survey to determine whether a language other than English is spoken in the home. Students identified through this process will be assessed using appropriate English language proficiency screening measures to determine eligibility for ML services.

The school will use multiple data points when identifying ML students to avoid misidentification. These data points may include language proficiency assessments, academic records, classroom performance, and teacher observations. Students will not be identified as ML solely based on home language background, ensuring that identification is accurate and equitable.

Instructional Programs, Practices, and Strategies
The instructional program for Multilingual Learners is designed to ensure access to grade-level content while supporting English language development. ML students will receive instruction that integrates language development with core academic content rather than isolating language instruction from the curriculum.

Instructional strategies will include:

- Sheltered instruction and scaffolding techniques to make academic content comprehensible
- Explicit vocabulary instruction and language modeling across content areas
- Differentiated instruction and flexible grouping based on language proficiency and academic needs
- Opportunities for structured academic discourse to support speaking, listening, reading, and writing skills
- Use of visual supports, graphic organizers, and technology-enhanced tools to support comprehension

General education teachers will collaborate with ML support staff to ensure that language objectives are embedded within daily lessons and aligned with academic standards. This integrated approach ensures that ML students continue to make progress toward both language proficiency and academic achievement.

Monitoring Progress and Exiting ML Services
The progress of Multilingual Learners will be monitored regularly through formative classroom assessments, language proficiency assessments, and review of academic performance data. Teachers and instructional leaders will use this data to adjust instruction and provide targeted supports as needed.

Students' English language development will be formally assessed annually using state-required English language proficiency assessments. Decisions regarding exiting ML services will be based on multiple measures, including assessment results, classroom performance, and demonstrated ability to access grade-level content independently, in accordance with state and federal guidelines.

Once students exit ML services, the school will continue to monitor their academic progress for the required monitoring period to ensure continued success without language supports.

Qualified Staffing and Capacity
The school will ensure that Multilingual Learners are supported by qualified personnel with appropriate training and credentials. This may include licensed or appropriately trained ML teachers, contracted specialists, or instructional staff with expertise in supporting English language development.

All instructional staff will receive professional development focused on serving Multilingual Learners, including culturally responsive practices, language-supportive instructional strategies, and legal compliance requirements. Ongoing training ensures that teachers are equipped to support ML students effectively within the general education classroom.

The lead administrator will oversee ML service delivery, compliance, and staffing, while the governing board will provide oversight through review of student performance data, staffing plans, and compliance reports.

Through accurate identification, integrated instructional supports, continuous progress monitoring, and qualified staffing, New Hope Technology Preparatory Academy will ensure that Multilingual Learners receive equitable access to high-quality instruction and are supported in achieving academic success and English language proficiency.

Q207. Explain how the school will identify and meet the needs of gifted students, including the following:

1. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
2. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.

1. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
2. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.

New Hope Technology Preparatory Academy is committed to ensuring that students identified as academically and intellectually gifted (AIG) are appropriately challenged and supported through rigorous instruction, differentiated learning opportunities, and continuous progress monitoring. The school's instructional model is designed to recognize advanced academic potential and provide meaningful opportunities for enrichment, acceleration, and deeper learning within a standards-aligned, college- and career-focused high school program.

Identification of Gifted Students

Gifted students will be identified using multiple measures in accordance with North Carolina guidelines and best practices. Identification methods may include analysis of academic performance data, standardized assessment results, classroom-based assessments, teacher recommendations, student work samples, and review of prior academic records when available. The school will use multiple data points to ensure accurate identification and avoid reliance on a single measure.

The identification process will be designed to be equitable and inclusive, recognizing that giftedness may present in different ways across student populations. Ongoing review of student performance will allow the school to identify students who demonstrate advanced learning needs over time, including students who may not have been previously identified as gifted.

Instructional Programs, Practices, and Strategies

The instructional program for gifted students emphasizes rigor, depth, and application of knowledge. Gifted students will have access to differentiated instruction within the general education classroom that extends learning beyond grade-level expectations. Instructional strategies may include curriculum compacting, accelerated pacing, higher-order questioning, advanced problem-solving, and opportunities for independent or small-group inquiry.

Project-based learning, performance-based assessments, and interdisciplinary units will provide gifted students with opportunities to engage in complex tasks that require critical thinking, creativity, and application of knowledge. STEM-integrated and career-connected learning experiences will allow gifted students to explore advanced concepts and real-world applications aligned with their interests and strengths.

When appropriate, gifted students may participate in advanced coursework, enrichment activities, or extension opportunities designed to deepen understanding and challenge students intellectually while remaining aligned with graduation requirements.

Monitoring Progress and Evaluating Success
The progress of gifted students will be monitored through ongoing formative assessments, classroom performance data, and review of student work. Teachers and instructional leaders will regularly analyze data to ensure that gifted students are making appropriate academic growth and are sufficiently challenged.

Progress monitoring will be embedded within the school's broader data-driven instructional system, allowing teachers to adjust instruction, provide additional enrichment, or modify learning opportunities as needed. Gifted students' progress and instructional needs will be reviewed collaboratively during data meetings and planning sessions.

Qualified Staffing and Capacity
The school will ensure that gifted students are supported by qualified instructional staff who are trained in differentiation, advanced instructional strategies, and meeting the needs of high-achieving learners. Professional development for teachers will include training on identifying gifted characteristics, designing rigorous learning experiences, and implementing instructional strategies that promote depth, complexity, and student engagement.

Instructional leaders will support teachers through coaching, planning support, and monitoring of instructional practices to ensure that gifted students' needs are met consistently across classrooms. The lead administrator will oversee gifted education practices and ensure alignment with school policies and academic goals.

The governing board will provide oversight through review of academic performance data, instructional programming, and professional development related to gifted education, ensuring that appropriate resources and supports are in place.

Through intentional identification, differentiated and enriched instruction, continuous progress monitoring, and qualified staffing, New Hope Technology Preparatory Academy will ensure that gifted students are challenged appropriately, supported effectively, and provided with opportunities to reach their full academic potential while remaining aligned with the school's mission and graduation expectations.

11.3. Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities.* ***All public schools are responsible for hiring licensed and 'highly qualified' special education teachers pursuant to law.*** *Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

Q208. Identification and Records Explain how you will identify students who are enrolled within the charter school that

have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.

The school will implement a structured enrollment and records review process to identify students who have previously been determined eligible for special education services under the Individuals with Disabilities Education Act (IDEA) or who are protected under Section 504 of the Rehabilitation Act. During registration, families will be asked to complete enrollment forms that include questions regarding prior Individualized Education Programs (IEPs), Section 504 Plans, related services, accommodations, evaluations, or previous school-based supports. Families will also be asked to provide copies of any current eligibility documents, plans, or evaluation reports if available.

Upon enrollment, the school will promptly request official educational records from the student's previous school(s), including cumulative files, special education records, evaluation reports, IEPs, and Section 504 documentation. The school's Exceptional Children (EC) staff and designated student support personnel will review incoming records to identify students with existing services or protections and ensure continuity of supports without delay.

The school will maintain communication with parents or guardians throughout the process to verify prior services, discuss student needs, and obtain any necessary consent for records transfer or reevaluation. If records are delayed, the school will use parent-provided documentation and direct contact with the prior school district to expedite confirmation of eligibility status.

Students identified as previously eligible for special education or Section 504 protections will be immediately referred to the appropriate school team for service implementation, scheduling, accommodations, and compliance review. The school will ensure that all required services are provided in accordance with federal and North Carolina regulations while maintaining confidentiality of student records.

In addition, teachers, counselors, and administrators will be trained to recognize when a newly enrolled student may have a history of supports that has not yet been documented, allowing the school to follow up quickly with families and prior schools. This process helps ensure that students with disabilities are identified early and experience a smooth transition into the charter school environment.

Q209.Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.

Our charter school will implement a comprehensive Child Find process to identify, locate, and evaluate all students who may be eligible for special education services under the Individuals with Disabilities Education Act (IDEA). We will actively monitor enrolled students through academic data, universal screenings, classroom performance, behavior reports, attendance patterns, parent concerns, and teacher referrals.

When concerns are identified, the student will be reviewed by a school-based support team that may include administrators, teachers, counselors, intervention staff, and Exceptional Children (EC) personnel. The team will review available data, prior interventions, and parent input to determine whether additional supports or a formal evaluation are appropriate. When needed, we will provide written notice and obtain parent consent before conducting any evaluation.

Evaluations will be completed by qualified professionals using multiple measures based on the suspected area of disability. Assessments may include academic testing, cognitive evaluations, speech-language assessments, behavioral rating scales, classroom observations, developmental history, and review of records. No single test will be used to determine eligibility.

To avoid misidentification, our school will ensure that students are not identified as disabled due to lack of appropriate instruction, limited English proficiency, excessive absences, cultural factors, or temporary behavioral concerns. We will use documented interventions, progress monitoring data, and multiple data sources before making eligibility decisions whenever appropriate.

After evaluations are completed, a multidisciplinary team including the parent or guardian will review all results to determine eligibility and need for specially designed instruction. If eligible, we will develop and implement an Individualized Education Program (IEP) within required timelines. If a student does not qualify under IDEA but needs accommodations, we will consider supports under Section 504 or through general education interventions.

Our charter school will maintain all required documentation, follow state and federal timelines, and regularly review procedures to ensure accurate identification and timely support for students with disabilities.

Q210.Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:

1. Requesting Records from previous schools
2. Record Confidentiality (on-site)
3. Record Compliance (on-site)

Our charter school will implement clear procedures to ensure that records for students with disabilities and students served under Section 504 are properly requested, securely maintained, and managed in full compliance with applicable federal and North Carolina requirements.

Upon enrollment, the school will promptly request official student records from previous schools, including cumulative files, transcripts, Individualized Education Programs (IEPs), evaluation reports, eligibility documentation, Section 504 Accommodation Plans, behavior plans, health records, and related service records when applicable. Requests will be made immediately after registration so that services and accommodations can begin without unnecessary delay. If records are delayed, the school will maintain communication with the prior school and family to obtain needed documentation as quickly as possible.

To protect confidentiality on-site, all special education and Section 504 records will be stored in secure, access-controlled locations. Physical records will be maintained in locked file cabinets within authorized administrative or student support offices. Electronic records will be stored in password-protected student information systems or secure digital platforms with role-based access limited to staff members with a legitimate educational interest. Staff will receive annual training regarding confidentiality requirements under FERPA, IDEA, Section 504, and applicable state laws.

For on-site compliance, the school will maintain complete, organized, and current records for each eligible student, including consent forms, notices, evaluations, meeting documentation, progress reports, service logs, accommodation plans, and periodic review records. The Exceptional Children (EC) Director, Section 504 Coordinator, or other designated administrator will monitor files regularly to ensure timelines are met, required documents are updated, and services are documented appropriately. Records will be available for authorized audits, monitoring visits, and parent review requests in accordance with legal requirements.

The school will also establish procedures for secure transfer, retention, and destruction of records consistent with state and federal guidelines. Through these practices, the school will ensure student records are handled responsibly, confidentially, and in a manner that supports uninterrupted services for students with disabilities.

Q211. Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

Our charter school will provide a full continuum of Exceptional Children (EC) services designed to meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment (LRE) possible. We are committed to ensuring that all students have access to rigorous academics, meaningful inclusion opportunities, and individualized supports that allow them to make progress alongside their peers to the maximum extent appropriate.

Students with mild disabilities will typically be served in the general education classroom with accommodations, differentiated instruction, assistive technology, consultation services, and targeted support through inclusion, co-teaching, or resource assistance. These students may receive supplemental instruction in specific academic areas while remaining connected to the general curriculum and school community.

Students with moderate disabilities will receive a combination of general education participation and specialized instruction based on their Individualized Education Program (IEP). Services may include small-group instruction, resource support, behavioral interventions, related services, and scheduled time in specialized settings for targeted skill development. Whenever appropriate, these students will participate in core classes, electives, extracurricular activities, and school-wide programs with nondisabled peers.

Students with severe disabilities will receive highly individualized programming aligned to their academic, functional, communication, behavioral, social-emotional, and transition needs. Supports may include specialized instruction, adapted curriculum, assistive technology, related services, behavior support plans, life-skills instruction, and structured environments as needed. Even when more intensive services are required, the school will maximize opportunities for inclusion during academics, specials, meals, assemblies, field trips, and other school activities whenever appropriate.

Placement decisions will always be made by the IEP team, including parents or guardians, based on each student's unique needs rather than disability category. The school will begin with the general education setting and only consider more restrictive environments when supplementary aids, services, and supports are not sufficient for the student to make meaningful progress.

Our staff will collaborate regularly among general educators, EC teachers, related service providers, administrators, and families to monitor student growth and adjust supports as needed. Through this inclusive and individualized approach, the school will ensure students with mild, moderate, and severe disabilities receive high-quality services in the least restrictive environment possible.

Q212. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?

Our charter school will provide a full continuum of services to meet the diverse needs of students with disabilities while ensuring meaningful access to the general education curriculum. Services will be individualized through each student's Individualized Education Program (IEP) and delivered in the least restrictive environment appropriate to the student's needs.

The school will offer a range of educational programs and service models, including inclusion support within general education classrooms, co-teaching, consultation services, resource instruction, small-group intervention, related services, and more specialized instructional settings when required. Students with milder needs may receive accommodations and targeted support within the classroom, while students with more significant needs may receive intensive individualized instruction, behavioral supports, functional skill development, and adapted curriculum aligned to state standards.

Instructional strategies will include differentiated instruction, scaffolded learning, explicit teaching, multisensory approaches, assistive technology, positive behavior supports, progress monitoring, and data-driven intervention planning. Teachers will use flexible grouping, modified materials, visual supports, and varied instructional methods to address individual learning profiles and ensure student engagement.

Additional supports may include speech-language therapy, occupational therapy, physical therapy, counseling services, behavioral intervention plans, social-emotional supports, transition planning, and collaboration with outside agencies or service providers when appropriate. Families will be active partners in planning and monitoring student progress.

To ensure access to the general education curriculum, the school will begin with placement in the general education setting and provide supplementary aids and services necessary for success. Students will receive accommodations, modifications when appropriate, classroom supports, and access to grade-level content aligned with North Carolina standards. EC staff and general education teachers will collaborate regularly to align instruction, review progress, and adjust supports.

Students with disabilities will also have access to electives, STEM programming, extracurricular activities, field trips, and all school-sponsored opportunities alongside their peers. Through strong collaboration, inclusive practices, and individualized supports, the school will ensure every student has the opportunity to participate in and make progress within the general education curriculum.

Q213. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

Our charter school will implement comprehensive methods and support systems to ensure that all students with disabilities receive a Free and Appropriate Public Education (FAPE) in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and all applicable North Carolina laws and regulations.

Students identified as eligible for services will receive individualized supports through an Individualized Education Program (IEP) or Section 504 Accommodation Plan developed by a qualified team that includes parents or guardians and appropriate school personnel. These plans will outline each student's academic goals, accommodations, modifications when appropriate, related services, placement, and progress monitoring measures.

The school will provide a continuum of services in the least restrictive environment, including inclusion support, co-teaching, consultation services, resource instruction, small-group intervention, related services, and specialized programming when needed. Placement decisions will be based on individual student needs and reviewed regularly to ensure appropriateness.

To support student success, teachers and service providers will use evidence-based instructional strategies such as differentiated instruction, assistive technology, behavior supports, multisensory learning approaches, explicit instruction, and targeted interventions. Students will have access to counseling, speech-language services, occupational therapy, physical therapy, and other related services as required by their plans.

The school will ensure access to the general education curriculum through accommodations, supplementary aids, collaborative planning between general education and Exceptional Children (EC) staff, and regular review of student progress. Students with disabilities will also have equal access to extracurricular activities, STEM programs, field trips, and other school opportunities.

Progress toward goals will be monitored consistently, with data reviewed by staff and shared with families on a regular basis. When needed, IEP or Section 504 teams will reconvene to revise supports, services, or placement to better meet student needs.

The school will maintain procedural safeguards, parent communication, timely evaluations, required documentation, and confidentiality of records. Ongoing staff training in special education compliance, inclusive practices, and student supports will help ensure high-quality implementation.

Through individualized planning, qualified personnel, inclusive practices, and continuous monitoring, our charter school will ensure that every student with a disability receives a Free and Appropriate Public Education that supports academic growth, functional development, and meaningful participation in school life.

Q214. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.

New Hope Tech will implement clear procedures to monitor and report the implementation of each Individualized Education Program (IEP) to students, parents or guardians, and relevant staff members. The school will ensure that all services, accommodations, modifications, and goals outlined in the IEP are carried out consistently and in accordance with federal and North Carolina requirements.

Upon development or revision of an IEP, all teachers, service providers, and staff members responsible for implementation will be informed of their specific responsibilities. Relevant staff will receive access to applicable portions of the IEP, including accommodations, behavior supports, service schedules, health or safety considerations, and progress goals. Administrators and Exceptional Children (EC) staff will monitor that required supports are being delivered as written.

Student progress toward annual goals will be tracked regularly using data such as classroom performance, assessments, observations, work samples, behavior data, therapy notes, and progress monitoring tools. EC teachers and service providers will maintain service logs and documentation to verify that services are delivered according to the IEP.

Parents or guardians will receive periodic progress reports at least as often as general education report cards are issued, or more frequently if specified in the IEP. These reports will describe progress toward each annual goal, current performance levels, and whether the student is on track to meet expected outcomes. The school will also maintain ongoing communication with families through conferences, phone calls, emails, and meetings as needed.

Students, when age and developmentally appropriate, will be informed of their goals, accommodations, and strategies to support self-advocacy and ownership of learning. Older students will be actively involved in transition planning and IEP meetings when appropriate.

The EC Director or designated administrator will conduct periodic file reviews, service audits, classroom observations, and compliance checks to ensure IEPs are implemented with fidelity and timelines are met. If concerns arise, the IEP team will reconvene to review data and revise services or supports as needed.

Through regular monitoring, transparent communication, and collaborative oversight, the school will ensure that IEPs remain active, effective, and responsive to each student's needs.

Q215. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

Our charter school will implement a comprehensive plan to provide related services and maintain qualified staffing adequate to meet the needs of the anticipated special education population. Related services will be delivered in accordance with each student's Individualized Education Program (IEP) and based on documented educational need to support student access to a Free and Appropriate Public Education (FAPE).

The school will provide access to a range of related services as needed, including speech-language therapy, occupational therapy, physical therapy, counseling services, psychological services, behavioral support, nursing services, social work services, and other specialized supports required by student IEPs. Services may be delivered individually, in small groups, within the classroom setting, or through consultation models depending on student needs and the least restrictive environment.

To ensure adequate staffing, the school will employ or contract with appropriately licensed and qualified professionals, including Exceptional Children (EC) teachers, speech-language pathologists, school psychologists, occupational therapists, physical therapists, counselors, and other specialists as needed. Staffing levels will be aligned to projected enrollment, identified student needs, service minutes required by IEPs, and state caseload guidelines.

During the startup phase and throughout each school year, the school will review enrollment data, incoming records, evaluation results, and service demands to determine staffing adjustments. If student needs increase, the school will add personnel or expand contracted services to ensure timely and compliant service delivery.

General education teachers, EC staff, and related service providers will collaborate regularly to coordinate schedules, integrate supports into classroom instruction, monitor progress, and address student needs proactively. The school will also provide ongoing professional development in special education compliance, inclusive practices, behavior supports, and intervention strategies.

When specialized expertise is needed beyond in-house capacity, the school will partner with qualified outside agencies or service providers to ensure continuity of services without interruption. All contracted providers will be required to meet applicable licensure, credentialing, and background check requirements.

Through proactive staffing, flexible service delivery models, and regular review of student needs, our charter school will ensure that students with disabilities receive high-quality related services from qualified personnel in a timely and effective manner.

11.4. Student Performance Standards

Q216. Describe how the school will measure student performance.

New Hope Technology Preparatory Academy will measure student performance using a comprehensive, data-driven system that incorporates multiple measures to monitor academic achievement, growth, engagement, and readiness for graduation. This balanced approach ensures that student progress is assessed accurately, instructional decisions are informed by data, and students are supported in meeting high academic expectations.

Multiple Measures of Student Performance

Student performance will be measured using a combination of formative, interim, and summative assessments aligned to the North Carolina Standard Course of Study and graduation requirements. These measures will provide timely and actionable information about student learning and progress.

- **Formative Assessments:** Teachers will use ongoing formative assessments such as checks for understanding, exit tickets, quizzes, class discussions, and analysis of student work to monitor learning in real time. These assessments allow teachers to adjust instruction promptly and provide immediate feedback to students.
- **Interim and Benchmark Assessments:** Periodic benchmark assessments and progress-monitoring tools will be used to measure student growth over time, identify learning gaps, and evaluate progress toward grade-level standards and graduation expectations.
- **Summative Assessments:** End-of-course assessments, final exams, performance-based assessments, and required state assessments will be used to evaluate mastery of academic standards and overall achievement.

Performance-Based and Authentic Assessments

In addition to traditional assessments, the school will use performance-based assessments, projects, presentations, and other authentic tasks that require students to apply knowledge, demonstrate critical thinking, and communicate effectively. These assessments align with the school's STEM-integrated and career-connected instructional model and provide evidence of deeper learning and real-world application.

Monitoring Growth and Readiness

Student performance data will be analyzed to monitor academic growth, course completion, credit accumulation, and progress toward graduation. Indicators such as attendance, engagement, and completion of assignments will also be reviewed as part of a comprehensive understanding of student performance and persistence.

Advisory and mentoring structures will support performance monitoring by helping students review data, set goals, and reflect on progress. This approach promotes student ownership of learning and accountability for academic success.

Use of Data to Inform Instruction and Support

Teachers and instructional leaders will regularly review student performance data during collaborative data meetings and planning sessions. Data analysis will inform instructional adjustments, targeted interventions, enrichment opportunities, and individualized academic supports. Students who are performing below expectations will receive timely and targeted support, while students demonstrating mastery will be provided with opportunities for extension and deeper learning.

Oversight and Accountability

The lead administrator will oversee implementation of the school's assessment and performance monitoring systems and ensure consistent use across classrooms. The governing board will receive regular reports on student performance, academic growth, and progress toward graduation as part of its oversight responsibilities. This structure ensures transparency, accountability, and continuous improvement aligned with the school's mission and charter commitments.

Through the use of multiple measures, authentic assessments, continuous monitoring, and data-informed decision-making, New H.O.P.E. Technology Prep Academy will effectively measure student performance and support academic growth, engagement, and readiness for college, careers, and life.

Q217. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how the data will be used to inform instruction and improve student performance.

In addition to state and federally mandated assessments, New Hope Technology Preparatory Academy will utilize a range of locally selected evaluation tools and assessment practices to monitor student learning, guide instruction, and support continuous academic improvement. These tools are designed to provide timely, actionable data that complement state assessments and allow the school to respond proactively to student needs.

Locally Selected Assessment Tools
The school will use curriculum-aligned formative and interim assessment tools to measure student progress throughout the year. These may include teacher-created assessments, common unit assessments, benchmark assessments, writing tasks, performance-based projects, and other instructional measures aligned to the North Carolina Standard Course of Study.

Formative assessment tools such as exit tickets, quizzes, checks for understanding, student work analysis, and classroom observations will be used daily to assess student understanding in real time. Interim or benchmark assessments will be administered periodically to measure growth over time, identify trends, and assess progress toward grade-level standards and graduation expectations.

Performance-based assessments, including projects, presentations, research tasks, and interdisciplinary assignments, will also be used to evaluate students' ability to apply knowledge, think critically, and demonstrate mastery in authentic contexts. These assessments align with the school's STEM-integrated and career-connected instructional model and provide deeper insight into student learning beyond traditional testing formats.

Use of Data to Inform Instruction
Data from these evaluation tools will be used regularly by teachers and instructional leaders to inform instructional planning and decision-making. Teachers will analyze assessment results to identify strengths, misconceptions, and learning gaps, and will adjust instruction accordingly through reteaching, differentiation, and targeted support.

Instructional teams will review assessment data during scheduled data meetings and collaborative planning sessions. These reviews will inform instructional pacing, grouping decisions, intervention planning, and enrichment opportunities. Students who are performing below expectations will receive targeted interventions and additional support, while students demonstrating mastery will be provided with opportunities for extension and deeper learning.

Assessment data will also be used to monitor the effectiveness of instructional strategies and interventions over time. When data indicate that students are not making expected progress, instructional approaches and supports will be adjusted to better meet student needs.

Supporting Student Growth and Accountability
Assessment results will be communicated to students through feedback, goal-setting conversations, and advisory or mentoring structures. This process helps students understand their progress, take ownership of their learning, and set academic goals aligned with graduation and post-secondary readiness.

The lead administrator will oversee implementation of assessment systems and ensure consistent use across classrooms. The governing board will receive regular reports summarizing student performance trends, growth

data, and the impact of instructional strategies and interventions. This oversight supports transparency, accountability, and continuous improvement aligned with the school's mission and charter commitments.

Through the use of multiple evaluation tools beyond state assessments, consistent data analysis, and responsive instructional practices, New Hope Technology Preparatory Academy will ensure that assessment data are used effectively to improve instruction, support student growth, and promote strong academic outcomes for all students.

Q218. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be provided to students.

New Hope Technology Preparatory Academy will promote students from one grade level to the next based on demonstrated mastery of academic standards, progress toward graduation requirements, and readiness to succeed at the subsequent grade level. Promotion policies are designed to maintain high academic expectations while providing appropriate supports and due process for all students, including students with disabilities, students with 504 Plans, Multilingual Learners, and gifted students.

Promotion Standards and Criteria
Promotion decisions will be guided by multiple measures of student performance rather than a single assessment. Criteria for promotion will include successful completion of required coursework, demonstrated proficiency in core academic subjects, evidence of academic growth, and progress toward credit accumulation aligned with graduation requirements.

Teachers and instructional leaders will use formative, interim, and summative assessment data, course grades, and performance-based assessments to determine whether students are meeting grade-level expectations. Promotion decisions will reflect both academic achievement and readiness to engage successfully in the increased rigor of the next grade level.

Supports for Students Not Meeting Promotion Criteria
Students who are not meeting promotion standards will be identified early through the school's progress-monitoring systems. Targeted interventions, such as small-group instruction, reteaching, tutoring, and individualized academic support plans, will be implemented to address learning gaps and support student progress.

Instructional support periods built into the daily schedule allow students to receive additional assistance without being removed from core instruction. For students who require more intensive support, the school may implement individualized plans focused on skill development, credit recovery, or accelerated progress toward promotion benchmarks.

Students with Special Needs
Promotion decisions for students with disabilities and students with 504 Plans will be made in accordance with applicable federal and state laws and will be guided by each student's Individualized Education Program (IEP) or 504 Plan. These decisions will consider the student's progress toward individualized goals, access to appropriate accommodations and services, and demonstrated growth.

Multilingual Learners will be promoted based on academic performance and progress toward grade-level standards, not solely on English language proficiency. Language development progress will be considered alongside academic achievement to ensure equitable promotion decisions.

Gifted students will be promoted based on mastery of grade-level content and readiness for advanced coursework, with opportunities for enrichment or acceleration when appropriate.

Communication of Promotion Criteria
Promotion standards and expectations will be clearly communicated to students and families. Promotion criteria will be outlined in student and family handbooks, reviewed during orientation and advisory periods, and reinforced throughout the school year through academic conferences and progress updates.

Students will receive ongoing feedback on their academic performance and promotion readiness through report cards, progress reports, advisory meetings, and data-review conversations. Families will be informed promptly when concerns arise regarding a student's progress toward promotion and will be engaged as partners in developing and implementing support strategies.

Oversight and Review
The lead administrator will oversee implementation of promotion policies and ensure consistency and fairness across grade levels. The governing board will provide oversight by approving promotion policies and reviewing aggregate data related to student progression, retention, and academic outcomes.

Through clear standards, multiple measures of performance, targeted supports, and transparent communication, New Hope Technology Preparatory Academy ensures that promotion decisions are fair, equitable, and aligned with the school's mission to prepare students for success in the next grade level and beyond.

Q219. Provide the public charter school's exit standards for graduating all students. These standards should set forth what students in the last grade served will know and be able to do. If serving high school, include plans for students at risk of dropping out.

New Hope Technology Preparatory Academy has established clear exit standards to ensure that all graduating students leave the school academically prepared, skill-ready, and positioned for success in college, careers, military service, or other post-secondary opportunities. These exit standards are aligned with North Carolina graduation requirements, the school's mission, and its college- and career-focused educational model.

Academic Knowledge and Skills
By the time students' complete grade 12 and graduate, they will have demonstrated mastery of the knowledge and skills required by the North Carolina Standard Course of Study. Graduates will be able to:

- Read, write, and communicate effectively across content areas using academic and technical language
- Demonstrate proficiency in mathematics, including problem-solving, reasoning, and application of mathematical concepts
- Apply scientific reasoning and inquiry skills to analyze data, conduct investigations, and solve real-world

problems
- Demonstrate historical understanding, civic knowledge, and critical analysis of social, economic, and political systems
- Meet all required course credits and assessment expectations aligned with North Carolina high school graduation standards

Students will demonstrate mastery through coursework, performance-based assessments, projects, presentations, and required state assessments.

College, Career, and Life Readiness Competencies
In addition to academic content mastery, graduates of New Hope Technology Preparatory Academy will demonstrate readiness for postsecondary success through the development of essential skills and dispositions. Graduates will be able to:

- Apply critical thinking and problem-solving skills to academic and real-world challenges
- Communicate effectively in written, oral, and collaborative settings
- Demonstrate time management, organization, and perseverance in completing complex tasks
- Use technology responsibly and effectively to research, analyze, and present information
- Set goals, reflect on progress, and advocate for themselves in academic and professional environments

These competencies will be developed and assessed through project-based learning, advisory activities, career-connected coursework, and authentic performance tasks.

Career Exploration and Postsecondary Planning
Graduates will complete a coherent sequence of experiences that support informed postsecondary decision-making. By graduation, students will:

- Participate in career exploration and postsecondary planning activities aligned with their interests and strengths
- Demonstrate understanding of multiple postsecondary pathways, including college, trade or technical programs, military service, and workforce entry
- Complete postsecondary transition planning activities, such as college or training applications, career planning artifacts, or other readiness indicators, as appropriate

Support for Students at Risk of Not Graduating
The school maintains systems to ensure that students at risk of not meeting exit standards receive timely and targeted support. Students who demonstrate challenges related to credit accumulation, academic performance, attendance, or engagement will be identified early through the school's progress-monitoring systems.

Supports for at-risk students may include individualized academic plans, targeted interventions, credit recovery options, small-group instruction, mentoring, and increased family communication. Advisory and mentoring structures provide consistent adult support to help students remain engaged, monitor graduation progress, and address barriers to completion.

The lead administrator and instructional leaders will regularly monitor graduation readiness indicators, including credit attainment and course completion. The governing board will receive reports on graduation progress and outcomes as part of its oversight responsibilities and will ensure that resources and systems are in place to support student completion.

Ensuring Readiness at Exit

Graduation from New Hope Technology Preparatory Academy signifies that a student has met rigorous academic standards, demonstrated essential college- and career-ready skills, and completed a program of study aligned with North Carolina graduation requirements. Through clear exit standards, continuous monitoring, and intentional supports, the school ensures that all graduates leave prepared for success in their chosen postsecondary pathways and equipped for long-term achievement.

11.5. School Culture and Discipline

Q220. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

The culture of New Hope Technology Preparatory Academy is intentionally designed to promote high academic expectations, strong relationships, personal responsibility, and purposeful development for young men. The school's ethos emphasizes structure, respect, accountability, and support, creating an environment in which students feel known, challenged, and motivated to succeed academically and personally.

At the core of the school's culture is a belief that young men thrive in environments that combine clear expectations with consistent adult mentorship and meaningful engagement. The school will foster a culture of achievement by establishing norms that value effort, perseverance, intellectual curiosity, and continuous improvement. Students are encouraged to take ownership of their learning, set goals, reflect on progress, and understand the connection between their academic work and future opportunities.

Promoting a Positive Academic Environment
The school's culture reinforces a strong academic focus by maintaining high expectations for all students while providing the supports necessary for success. Classrooms are structured, purposeful, and focused on learning, with clear routines and expectations that support student engagement and minimize distractions. Teachers model professionalism, preparedness, and a growth mindset, reinforcing the importance of academic effort and persistence.

Instructional practices such as project-based learning, collaborative problem-solving, and performance-based tasks promote intellectual engagement and relevance. Students are encouraged to think critically, ask questions, engage in academic discourse, and apply learning to real-world contexts. This approach reinforces a culture in which academic achievement is valued and learning is purposeful.

Reinforcing Intellectual and Social Development
Social and emotional development is intentionally integrated into the school's culture through advisory, mentoring, and daily interactions. Each student is connected to a consistent adult mentor who supports academic progress, goal setting, and personal development. Advisory structures provide regular opportunities for students to develop self-awareness, responsibility, communication skills, and problem-solving abilities.

The school's all-boys environment allows for intentional focus on relationship-building, positive identity development, and leadership. Students are taught to respect themselves and others, work collaboratively, and contribute positively to the school community. Expectations for behavior and engagement are clearly communicated and consistently reinforced, helping students develop self-discipline, resilience, and accountability.

Culture of Belonging and Support
New Hope Technology Preparatory Academy is committed to creating a culture in which all students feel valued, supported, and respected. Strong relationships between students and adults are central to this culture. Teachers and staff take an active role in knowing students' strengths, challenges, and goals, allowing them to respond proactively to academic or social needs.

The school's culture promotes inclusivity and equity by maintaining high expectations for all students while recognizing and addressing individual needs. Students are supported academically and socially through differentiated instruction, targeted interventions, and mentoring, ensuring that all learners have access to success.

Through intentional culture-building, consistent expectations, strong relationships, and meaningful academic engagement, New Hope Technology Preparatory Academy will promote a positive academic environment that supports both intellectual growth and social development. This culture serves as the foundation for student achievement, character development, and preparation for college, careers, and life.

Q221. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.

New Hope Technology Preparatory Academy will intentionally create and implement its school culture from the first day of operation through clear expectations, consistent routines, strong relationships, and shared accountability among students, staff, administrators, and families. Culture implementation will begin prior to the opening of school and will be reinforced daily through instruction, mentoring, communication, and leadership practices.

Culture Implementation for Students
From the first day of school, students will be introduced to the school's mission, expectations, and norms through structured orientation activities, advisory, and classroom routines. Expectations for behavior, academic effort, attendance, and engagement will be clearly communicated and consistently reinforced across all settings. Advisory and mentoring structures will play a central role in helping students understand expectations, build relationships with trusted adults, and develop habits related to accountability, organization, and goal setting.

Teachers will reinforce culture through structured classrooms, clear routines, and instructional practices that emphasize respect, effort, and perseverance. Daily interactions will reflect the school's commitment to high expectations paired with strong support, helping students internalize a positive academic identity and sense of belonging.

Culture Implementation for Teachers and Administrators
Teachers and administrators will be trained prior to the school's opening on the school's mission, cultural expectations, instructional approach, and student support systems. Professional development during the induction period will focus on relationship-building, consistent implementation of expectations, culturally responsive practices, and alignment between instruction and school culture.

Administrators will model the school's values through visible leadership, consistent decision-making, and support for teachers and students. Ongoing coaching, collaboration, and professional learning will reinforce shared ownership of culture and ensure consistency across classrooms and grade levels.

Engaging Parents and Families
Parents and families will be engaged as partners in establishing and sustaining the school's culture from the outset. Prior to opening, families will receive clear communication regarding the school's mission, expectations, academic program, and culture. Parent orientation sessions will explain behavioral expectations, academic standards, communication protocols, and opportunities for family engagement.

Throughout the year, regular communication through meetings, newsletters, conferences, and school events will reinforce shared expectations and keep families informed about student progress and school culture. Families will be encouraged to support consistent expectations at home and to engage proactively with school staff when questions or concerns arise.

Acculturating Mid-Year Enrolling Students
Students who enter the school mid-year will participate in a structured onboarding and acculturation process designed to help them transition smoothly into the school community. This process will include orientation to the school's mission, expectations, routines, and academic program, as well as assignment to an advisory group and adult mentor.

Advisors and instructional staff will work collaboratively to assess new students' academic and social-emotional needs and provide targeted support as they acclimate. Clear expectations, consistent routines, and intentional relationship-building will help mid-year entrants understand and adopt the school's culture quickly and successfully.

Sustaining Culture Over Time
School culture will be continuously reinforced through daily practices, advisory, recognition of positive behaviors and academic effort, and ongoing reflection. Administrators will regularly monitor implementation of cultural practices and gather feedback from students, staff, and families to ensure alignment with the school's mission and values.

Through intentional planning, consistent implementation, strong relationships, and shared accountability, New Hope Technology Preparatory Academy will establish and sustain a positive, structured, and supportive school culture that promotes academic achievement, personal growth, and long-term success for all students.

Q222. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan. Be sure to include:

1. Practices the school will use to promote effective discipline.
2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.
3. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.
4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

Student conduct at New Hope Technology Preparatory Academy will be governed by a clear, fair, and consistent discipline framework that aligns with the school's mission, educational model, and culture-driven approach. The school's conduct system is designed to promote a safe, respectful, and academically focused learning environment while supporting students' intellectual, social, and emotional development.

Discipline Philosophy and Practices
The school's approach to student conduct emphasizes prevention, accountability, and restoration. Clear behavioral

expectations will be taught, modeled, and reinforced consistently across all school settings. Discipline practices are designed to support learning, maintain high expectations, and help students develop self-discipline, responsibility, and problem-solving skills.

Proactive strategies will include clear routines, positive behavior reinforcement, strong adult-student relationships, advisory and mentoring structures, and consistent communication of expectations. When misconduct occurs, the school will use developmentally appropriate responses that are proportionate to the behavior and focused on correcting actions, restoring relationships, and maintaining a positive school climate.

Offenses That May Result in Suspension or Expulsion
While the school emphasizes preventive and corrective discipline, certain serious offenses may result in suspension or expulsion in accordance with state law and the school's charter. These offenses may include, but are not limited to:

- Physical violence or credible threats of violence
- Possession or use of weapons or dangerous objects
- Use, possession, or distribution of illegal substances
- Serious or repeated disruptive behavior that substantially interferes with the learning environment
- Harassment, bullying, or intimidation that threatens the safety or well-being of others
- Repeated violations of school rules after documented interventions

The severity of the response will depend on the nature, frequency, and circumstances of the offense, as well as the student's disciplinary history.

Protections for Students with Disabilities
The school will ensure that the rights of students with disabilities are fully protected in all disciplinary actions. Discipline for students with disabilities will be conducted in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and applicable state laws.

When disciplinary actions may result in suspension or expulsion, the school will follow required procedures, including manifestation determination reviews when applicable, to determine whether the behavior is related to the student's disability. Students with disabilities will continue to receive appropriate educational services as required by law, and disciplinary responses will be consistent with each student's Individualized Education Program (IEP) or 504 Plan.

Due Process and Grievance Procedures
The school will maintain clear procedures to ensure due process for students and families in disciplinary matters. Students and parents will be informed of behavioral expectations, disciplinary policies, and due process rights through the student and family handbook and school communications.

When a student is subject to suspension or expulsion, the school will provide timely notice to parents, an explanation of the alleged misconduct, and an opportunity for the student and family to respond. The school will also provide clear procedures for appealing disciplinary decisions in accordance with state law and school policy.

Grievance procedures will be clearly outlined and accessible to students and families. These procedures ensure that concerns related to discipline are addressed fairly, consistently, and transparently, while maintaining the safety and integrity of the learning environment.

Alignment with Mission and Education Plan
The student conduct framework at New Hope Technology Preparatory Academy is aligned with the school's mission to prepare young men for success in college, careers, and life. By emphasizing accountability, strong relationships, consistent expectations, and due process, the school's discipline plan supports a culture that promotes academic focus, personal responsibility, and positive identity development.

Through clear standards, supportive practices, and lawful procedures, the school ensures that student conduct policies reinforce the educational program, protect student rights, and maintain a safe and productive learning environment for all.

Q223. Exclusion or expulsion must abide by the due process required under 115C-218.60 and the Charter Agreement. If the school intends to utilize exclusion or expulsion, please explain how the school intends to utilize, how this will be communicated to parents, and how the school will ensure alignment with state law including Article 27.

- § 115C-218.60. Student discipline. The school is subject to and shall comply with Article 27 of Chapter 115C of the General Statutes, except that a charter school may also exclude a student from the charter school and return that student to another school in the local school administrative unit in accordance with the terms of its charter after due process.

New Hope Technology Preparatory Academy recognizes that exclusion or expulsion are serious disciplinary actions that must be used sparingly, fairly, and in full compliance with North Carolina law, including G.S. 115C-218.60, Article 27 of Chapter 115C, and the school's Charter Agreement. The school's approach to exclusion and expulsion emphasizes due process, transparency, and the protection of student rights while maintaining a safe and orderly learning environment.

Use of Exclusion and Expulsion
The school may utilize exclusion or expulsion only in cases involving serious misconduct that substantially threatens the safety, welfare, or educational environment of the school community, and only after appropriate corrective and restorative measures have been considered or attempted when applicable. Such actions may include, but are not limited to, incidents involving serious violence, weapons, illegal substances, or repeated severe misconduct after documented interventions.

Exclusion or expulsion will not be used as a substitute for appropriate behavioral supports or interventions. The school's discipline framework prioritizes prevention, accountability, and restoration, with exclusion or expulsion reserved for circumstances in which continued enrollment poses a significant risk or disruption.

Due Process and Legal Compliance
All exclusion or expulsion proceedings will comply fully with due process requirements set forth in G.S. 115C-218.60,

Article 27, and applicable state and federal law. Prior to any exclusion or expulsion, the school will provide the student and parents or guardians with:

- Timely written notice of the alleged misconduct
- A clear explanation of the evidence and basis for the proposed disciplinary action
- An opportunity for the student and family to respond and be heard

Decisions regarding exclusion or expulsion will be made in a fair and impartial manner, consistent with board-approved policies and procedures. When applicable, students who are excluded from the charter school will be returned to another school in the local school administrative unit in accordance with the terms of the charter and state law.

Protections for Students with Disabilities

For students with disabilities, all disciplinary actions that may result in exclusion or expulsion will be conducted in accordance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. Required procedures, including manifestation determination reviews, will be completed to determine whether the conduct in question is related to the student's disability.

Students with disabilities will continue to receive appropriate educational services as required by law, and disciplinary decisions will be aligned with the student's Individualized Education Program (IEP) or 504 Plan. The school will ensure that no exclusion or expulsion violates the procedural or substantive rights of students with disabilities.

Communication with Parents and Families

The school will clearly communicate its policies related to exclusion and expulsion to parents and families through the student and family handbook, orientation sessions, and school communications. Parents will be informed of their rights, the school's disciplinary procedures, and available grievance or appeal processes.

In the event that exclusion or expulsion is considered, the school will maintain open and timely communication with families throughout the process. Parents will receive written notice of decisions, information regarding appeal rights, and guidance regarding next steps, including transition back to the local school administrative unit when applicable.

Oversight and Accountability

The governing board will approve all policies related to student discipline, exclusion, and expulsion and will ensure alignment with state law and the Charter Agreement. The board will provide oversight by reviewing disciplinary data, monitoring implementation of policies, and ensuring that due process requirements are followed consistently and lawfully.

Through careful adherence to legal requirements, clear communication with families, and responsible governance oversight, New Hope Technology Preparaory Academy ensures that exclusion or expulsion, when necessary, is implemented fairly, transparently, and in full compliance with North Carolina law while safeguarding student rights and maintaining a safe learning environment.

Q224.This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- (●) Yes
- ( ) No

Q225.Explanation (optional).

N/A

11.6. Certify

Q226.This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- (●) Yes
- ( ) No

Q227.Explanation (optional):

N/A

12. Operations

12.1. Transportation Plan

Q228. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal. If you plan to provide transportation, include the following:

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

New Hope Tech Prep does not plan to provide direct student transportation at the time of opening. Due to the financial realities of a startup charter school and the significant costs associated with purchasing buses, hiring drivers, maintaining vehicles, insurance, routing systems, and ongoing transportation operations, the school has determined that it is most fiscally responsible to begin operations without school-operated transportation services.

Families will be responsible for arranging daily student transportation to and from campus. To support student access and attendance, the school will work proactively with families to share carpool opportunities, public transit information where available, community transportation resources, and safe arrival/dismissal procedures.

The school recognizes that transportation can be a barrier for some families and will continue to evaluate transportation needs annually as enrollment grows and financial capacity increases. As the school matures, leadership and the governing board may explore future options such as contracting with third-party providers, shuttle services, limited route transportation, or partnerships with local districts or community organizations.

The school's five-year operating budget does not include any school-operated transportation costs. Should the Board determine in future years that transportation services would meaningfully support student access, any such service will be funded through accumulated fund balance, grants, or other revenue sources identified at that time, and will not impact the school's core operating commitments.

12.2. School Lunch Plan

Q229. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response:

1. How the school will comply with applicable local, state, and federal guidelines and regulations;
2. Any plans to meet the needs of low-income students; and
3. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.

The school is committed to ensuring that no student lacks access to a daily nutritious meal during the school day. Because the school's mission focuses on preparing young men for academic success, college readiness, and long-term achievement, access to healthy meals is recognized as an essential support for student learning, attendance, behavior, and overall well-being. The school's lunch plan has been developed to align with the anticipated student population and the school's proposed operating budget.

The school intends to participate in the National School Lunch Program (NSLP) and, if eligible, the School Breakfast Program. Meals are expected to be prepared and delivered by a qualified third-party food service provider rather than cooked on-site. This model allows the school to provide consistent, compliant, and cost-effective meal service while minimizing facility and staffing requirements during the start-up years. Participation in these programs will allow the school to provide free, reduced-price, or paid meals in accordance with family eligibility and applicable reimbursement rates. The school will work with the North Carolina Department of Public Instruction School Nutrition Services Division and all required state agencies to complete approvals, training, reporting, and operational requirements prior to opening.

To comply with local, state, and federal guidelines, the school will ensure that all meals provided by the third-party vendor meet USDA nutrition standards, meal pattern requirements, portion guidelines, civil rights requirements, food safety regulations, sanitation standards, and recordkeeping obligations. The selected food service provider will be procured through an appropriate competitive process and will be required to meet all applicable child nutrition regulations, licensing standards, delivery timelines, temperature controls, and meal quality expectations. School staff will oversee daily meal counts, service procedures, and vendor performance. Staff responsible for nutrition administration will receive required training in program compliance, meal counting, eligibility procedures, and reporting.

The school is committed to meeting the needs of low-income students and ensuring that no child is denied a meal due to inability to pay. Students who qualify under federal income guidelines will receive free or reduced-price meals as allowed under program rules. If a student has an unpaid balance or experiences temporary hardship, the school will maintain a meal charge and assistance process consistent with North Carolina and federal guidance so that students continue to receive meals without stigma or disruption. The school will also seek supplemental partnerships, donations, grants, or community support to help offset meal assistance costs when needed.

The school will collect free- and reduced-price meal eligibility information through the standard confidential household application process required under NSLP, unless operating under an alternative approved model. Families will receive application materials during enrollment, annual registration, and throughout the school year as needed. Applications will be available in multiple formats and languages when necessary. School staff will process all applications confidentially and determine eligibility in accordance with federal timelines and verification procedures.

If the school becomes eligible for the Community Eligibility Provision (CEP), the school will evaluate participation using Identified Student Percentage (ISP) data based on students directly certified through programs such as SNAP, TANF, foster care, homeless, migrant, or other qualifying categories, as established by USDA and North Carolina guidance. If CEP participation is financially and operationally beneficial, the school may elect CEP so that all enrolled students receive meals at no charge.

The school's annual budget includes funding for third-party meal service, meal program administration, equipment needed for meal storage and service, and any local share not covered by reimbursements. By combining federal reimbursements, responsible budgeting, and strong vendor oversight, the school will ensure that every student has reliable daily access to nutritious meals needed to learn and thrive.

The school plans to participate in the National School Lunch Program and the School Breakfast Program beginning in Year 1 of operations. Breakfast and lunch will be provided to all enrolled students daily via the qualified third-party food service provider. Year 1 meal program costs are budgeted at approximately $22,000 net of anticipated NSLP federal reimbursement, scaling with enrollment to approximately $88,000 net at full capacity in Year 5. The school will pursue Community Eligibility Provision (CEP) participation if Identified Student Percentage data supports it, which would allow all enrolled students to receive meals at no charge.

12.3. Civil Liability and Insurance

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

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

Q230. Attach Appendix L: Insurance Quotes

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

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

Applicant Comments :

The applicant acknowledges the requirement under Section 12.3 of the application to provide a formal insurance quote on carrier letterhead, and the corresponding request in the Office of Charter Schools' May 15, 2026 Notification of Incomplete Application.

The applicant has actively pursued insurance quotes from multiple licensed commercial carriers serving North Carolina charter schools and educational nonprofit organizations. At the time of resubmission, the applicant has been unable to obtain a formal written quote on carrier letterhead within the resubmission window for the following reasons: (1) several carriers have declined to issue a binding quote prior to the school's authorization status being confirmed by the Charter Schools Review Board, as a confirmed authorization is a standard prerequisite for binding educational liability coverage in North Carolina; (2) other carriers have indicated they will issue a quote only after the school has secured a final facility use agreement on file, has identified its Board of Directors and key personnel, and has a confirmed projected opening date; and (3) the compressed five-business-day resubmission window did not allow for completion of the standard underwriting timeline required by carriers willing to engage at this stage.

The applicant is committed to obtaining and maintaining the minimum coverage levels required by Section 12.3, including: Errors and Omissions at $1,000,000 per occurrence; General Liability at $1,000,000 per occurrence; Property Insurance for owned building and contents — noting that the school's facility will be provided as an in-kind contribution by New H.O.P.E. Community Development Corporation, which will retain ownership of the building and the related property insurance obligation as disclosed in Q246 and Q248, and the school will maintain personal property and contents coverage as tenant; Crime Coverage of not less than $250,000; Automobile Liability at $1,000,000 per occurrence covering non-owned and hired auto exposure; and Workers' Compensation as required by Chapter 97 of the North Carolina General Statutes. The State Board of Education will be named as an Additional Named Insured on all applicable liability coverage.

The applicant's operating budget (Q243) reserves the following amounts annually for operating insurance: $35,000 in Year 1, $45,000 in Year 2, $55,000 in Year 3, $62,000 in Year 4, and $64,000 in Year 5. These amounts are based on premium ranges discussed informally with multiple carriers and reflect realistic estimates for a charter high school of this size and risk profile, excluding property insurance on the building itself, which is carried by the CDC as building owner.

Upon authorization by the Charter Schools Review Board, the applicant will promptly secure binding quotes from qualified carriers and provide formal documentation prior to the school's opening, consistent with NCGS 115C-218 and Office of Charter Schools requirements. The applicant respectfully requests that this statement be accepted in lieu of a formal quote at this stage of the application process, with the commitment that binding insurance coverage will be secured and documented as a condition of pre-opening readiness.

12.4. Health and Safety Requirements

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

Q231.We, the Board members will develop a written safety plan and policies to be shared with staff, parents, and students and be available upon inspection from the Department of Public Instruction and local Health Departments. The Board Chair must sign this question.

Signature

Logo

12.5. Start-Up Plan

Q232.Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

The school has developed a detailed and structured start-up plan designed to ensure readiness for opening in the 2028–2029 academic year. This plan is organized into phased activities aligned with governance, financial planning, facility acquisition, staffing, and operational readiness, with clear responsibilities assigned to Board members and supporting professionals.

During the initial phase, spanning 2026 through early 2027, the Board will focus on governance, financial infrastructure, and organizational planning. This includes finalizing Board structure, policies, and committee roles, as well as establishing financial systems for accounting, reporting, payroll, and grant management. Detailed budgets will be developed in alignment with enrollment projections and staffing plans, and a structured grant strategy will be implemented to support long-term growth. Robert Campbell will provide oversight of organizational development and facility strategy, while Jon Vincent will support financial oversight, internal controls, and audit readiness. Cedrick Barrett will assist with financial planning and stewardship, Alexis Perkins will oversee legal compliance and governance matters, and Keisha Desmarais will lead technology planning and systems strategy. Board members will serve in a governance capacity and will not receive compensation, while professional services will be contracted and funded through the approved budget.

In early to mid-2027, the school will move into facility acquisition and operational setup. The property located at 920 N. 6th Street will be acquired between February and June 2027 through New Hope CDC. During this period, the Board will oversee due diligence, permitting, and facility assessments, followed by necessary renovations and infrastructure improvements. Procurement of furniture, technology, and instructional materials will occur concurrently, along with the selection and contracting of key vendors. Robert Campbell will lead the facility acquisition and development process, with the Board providing oversight of major financial and contractual decisions. Keisha Desmarais will oversee technology systems selection and implementation, and Jon Vincent will ensure appropriate financial controls are in place for capital expenditures and procurement activities. All costs associated with this phase will be executed through the approved budget and vendor contracts.

From late 2027 through summer 2028, the school will focus on staffing, systems implementation, and pre-opening readiness. This phase includes the recruitment and hiring of school leadership and instructional staff, implementation of student information and learning management systems, and establishment of Exceptional Children services and support structures. Policies, procedures, and operational workflows will be finalized, and all required inspections, including those conducted by the State Fire Marshal and health authorities, will be completed. The school will obtain the Educational Certificate of Occupancy prior to opening. The Board will maintain oversight of hiring and overall readiness, while Keisha Desmarais will ensure successful deployment of technology systems. Financial systems will be implemented and monitored by the financial management provider in coordination with Jon Vincent. Travis Corpening and Nelly Brantley will support community engagement and student recruitment efforts. Compensation for school leadership and staff will be aligned with the approved budget, and all contracted vendors will be paid according to established agreements.

In the final phase, leading into the opening of the 2028–2029 academic year, the school will focus on enrollment finalization, staff onboarding, classroom setup, and operational testing. Final financial and compliance reviews will be conducted to ensure full readiness. The Board will provide final oversight and confirmation of readiness, while the school's leadership team will manage day-to-day operational execution. All personnel and operational costs during

this phase are fully reflected in the approved startup and operating budget.

This start-up plan reflects a disciplined and coordinated approach to opening, with clear alignment between governance, financial planning, facility readiness, and operational execution. Responsibilities are distributed across Board leadership and contracted expertise, ensuring accountability at each stage. The phased approach positions the school to open on time, fully compliant, and prepared to deliver high-quality educational programming.

Q233. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.

The Board of Directors recognizes that launching a new charter school presents a complex set of operational, academic, and organizational challenges. Drawing on the collective experience of the board and leadership team in education, workforce development, and organizational management, the Board has identified key start-up risks and developed disciplined, practical strategies to address each. These strategies are intentionally aligned with the school's staffing plan, financial projections, and phased implementation model to ensure consistency and sustainability.

One of the primary challenges is establishing enrollment, particularly given the school's single-gender model. As a new school serving young men, the Board understands that families may be less familiar with this approach and may require additional engagement to understand its value. While the school is open to all students, its focused mission requires intentional outreach to build awareness, trust, and demand across the community.

To address this, the school will implement a structured, multi-layered recruitment strategy that leverages community-based organizations, faith-based partners, and youth-serving agencies with direct access to families. Recruitment efforts will include information sessions, targeted communications, and digital engagement. The school's design—centered on mentorship, leadership development, career pathways, and workforce alignment—provides a compelling and differentiated value proposition. In addition, the Board has secured letters of support from education leaders, workforce partners, and community organizations, which both validate the need for the school and provide a foundation for sustained recruitment and engagement. Enrollment projections used for planning purposes are conservative and are directly aligned with staffing and budget assumptions to ensure operational stability.

A second challenge is recruiting and retaining high-quality, mission-aligned staff in a competitive labor market. The Board will prioritize the recruitment of educators who are committed to innovative, student-centered instruction and who align with the school's focus on mentorship and real-world learning. Staffing will be implemented in a phased manner, aligned with projected enrollment, to ensure appropriate student-to-teacher ratios while maintaining financial sustainability. This effort will be supported through intentional hiring practices, competitive compensation within available resources, and ongoing professional development focused on instructional rigor, mentorship integration, and career-connected learning. Strategic partnerships with higher education institutions and professional networks will support the development of a sustainable talent pipeline. The school will also emphasize a strong organizational culture to promote retention and effectiveness.

The Board also recognizes the complexity of implementing an innovative educational model with fidelity. The integration of academic instruction, mentorship, and career pathways requires careful planning, clearly defined roles, and consistent oversight. To ensure successful implementation, the school will utilize structured operational planning and a phased rollout of program components, aligning program expansion with staffing capacity and available resources. Instructional practices and student outcomes will be monitored regularly, with data used to inform decision-making and continuous improvement. Partnerships with community organizations and business leaders will further strengthen the mentorship and career pathway components without creating unsustainable staffing or financial burdens.

Financial management and sustainability represent another critical start-up consideration. The Board will maintain conservative financial practices, closely monitor expenditures, and align resources with strategic priorities. Budget assumptions are directly tied to enrollment projections and staffing levels to ensure that the school does not overextend financially during the start-up phase. The school will utilize available grant funding and community partnerships to support initial program components while maintaining a focus on long-term sustainability. Strong financial oversight will be maintained through regular reporting, internal controls, and board-level review. A Start-Up (Year 0) Budget is included in Appendix O.

In addition, the Board acknowledges the importance of facility readiness, including securing and preparing a site that meets all instructional, safety, and compliance requirements prior to opening. The Board has identified a facility aligned with the school's programmatic needs and has established a timeline for necessary preparations. Facility planning is aligned with projected enrollment to ensure that space utilization is appropriate and cost-effective. Qualified professionals will be engaged to ensure compliance with all local and state regulations, and contingency plans are in place to address potential delays.

Finally, the Board recognizes the importance of effective governance and organizational development during the start-up phase. The Board will adhere to established governance policies and procedures, engage in ongoing training, and maintain clear distinctions between governance responsibilities and day-to-day school operations. Committee structures and regular oversight will support effective decision-making, accountability, and alignment between academic, operational, and financial priorities.

In conclusion, the Board understands that the successful launch of a new charter school requires disciplined execution, strong leadership, and alignment across all aspects of the organization. By proactively identifying potential risks and implementing structured, experience-informed strategies that are fully aligned with staffing, budgeting, and program design, the Board is confident in its ability to successfully open and sustain HOPE Technology Preparatory Academy.

12.6. Facility

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

Q234. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.

The school has established a clear and executable plan to acquire and prepare its facility in alignment with the projected opening for the 2028–2029 academic year. The proposed site, located at 920 N. 6th Street in Wilmington, North Carolina, is a historically significant educational property formerly known as Dudley Elementary School. The building served as a neighborhood-based public elementary school and was a central educational institution within the surrounding community, historically educating a predominantly African American student population. Dudley Elementary functioned as a key community anchor, providing consistent access to education for families in the area over an extended period of time.

Following its use as a traditional public school, the facility has continued to operate as a community-centered space and is currently utilized for weekly church services. This continued use as an assembly and gathering space reinforces the structural viability of the building and supports its transition back into an educational environment. The existing layout and prior function as a school reduce the level of modification required, allowing for a more efficient and cost-effective path to occupancy.

The property is currently under contract for purchase, with New Hope CDC serving as the acquiring entity, and acquisition is anticipated to occur between February and June of 2027. This structure allows for a strategic transition of the property into educational use while leveraging organizational experience in community development and real estate acquisition.

Upon acquisition, the Board will oversee a structured process that includes facility assessment, targeted improvements, and full regulatory compliance. The school will coordinate all required permitting, complete any necessary renovations, and undergo inspections by the State Fire Marshal and applicable health authorities. Final approval will be secured through the issuance of the Educational Certificate of Occupancy (ECO) prior to the start of operations.

This approach reflects a disciplined and strategic pathway to facility readiness—leveraging a building with a strong educational legacy, aligning acquisition with financial planning, and ensuring that all safety, compliance, and operational requirements are fully met in advance of the 2028–2029 school year.

Q235. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.

The school's facility plan is centered on the proposed purchase of 920 N. 6th Street in Wilmington, North Carolina, a former elementary school and church facility that provides an excellent opportunity for conversion into a charter high school school campus. Because the building already contains multiple classroom-style spaces, offices, gathering areas, and other flexible-use rooms, it offers a strong starting point for the school while reducing the need for extensive new construction. The existing layout allows the school to focus resources on renovations and improvements that directly support student learning and operations.

Facility Needs Based on Enrollment and Educational Program

The school plans to open with one incoming freshman class and add one grade level each year. This gradual enrollment model allows the facility to grow in step with student population increases and helps ensure that space is used efficiently during the early years of operation.

During the initial years, the school expects to utilize a combination of general classrooms, specialized instructional spaces, administrative offices, teacher planning areas, student support rooms, and other operational spaces.

In addition to classrooms, the school will require common areas such as a cafeteria or dining space, student gathering areas, a media center or library space, restrooms, storage, and outdoor areas for recreation and student activities. The former sanctuary or main assembly area is expected to serve as a multipurpose space for assemblies, meals, events, and other school functions.

The total square footage of the facility is expected to be sufficient for the school's initial enrollment and also provide flexibility for future expansion as additional grade levels are added.

Short-Term Facility Plan

During the planning year and first years of operation, the school will focus on essential improvements needed to prepare the property for opening. These priorities include creating adequate parking, establishing a safe and efficient student drop-off and pick-up process, upgrading classrooms for instruction, installing furnishings and lockers, improving security systems, and making aesthetic improvements so the building reflects a welcoming school environment rather than its former use.

By taking a phased approach, the school can prioritize the most immediate operational needs while controlling startup costs.

Long-Term Facility Plan

As enrollment increases over time, the school will continue improving and expanding the use of the property. Long-term plans may include additional classroom buildout, expanded STEM and career-focused instructional spaces, enhanced student commons areas, athletic or fitness areas, increased parking capacity, and other improvements that support a full high school program.

The goal is to have the facility fully optimized by the time the school reaches full enrollment.

Budget Reasonableness

The facility estimate included in the budget is reasonable because it is based on purchasing and renovating an existing building rather than constructing a new campus from the ground up. This approach significantly lowers overall startup costs while allowing the school to spread improvements over multiple years as enrollment grows.

Budgeted facility costs include acquisition, renovations, furnishings, safety upgrades, utilities, insurance, and ongoing maintenance. Because improvements will occur in phases, the school can align spending with revenue growth and maintain financial stability while continuing to invest in the student environment.

Overall, the proposed facility plan is practical, cost-effective, and aligned with the school's long-term mission and projected growth.

Q236. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.

The school will require general education classrooms for core subjects such as English, mathematics, social studies, and science. In addition, specialized instructional areas will be developed to support the STEM focus of the school.

Dedicated computer labs will be a priority in the early years of operation and will be used for computer science instruction, coding, digital literacy, cybersecurity exposure, software applications, and career pathway coursework. These labs will be equipped with student workstations, reliable internet connectivity, projection systems, and instructional technology.

The school also plans for science lab space to support hands-on learning in biology, chemistry, environmental science, and other lab-based courses. As enrollment grows, these spaces can be expanded or upgraded to meet the needs of upper-grade students.

An art and design room will provide space for creative expression, graphic design, digital media projects, and elective coursework that complements the technology-centered academic model.

A library/media center will serve as a central academic resource for students and staff. This space will include books, research materials, digital resources, study areas, and flexible seating for individual and collaborative learning.

Student Life, Performance, and Wellness Spaces

The existing large assembly area within the building is expected to function as an auditorium or multipurpose space for school meetings, ceremonies, guest speakers, performances, parent events, and student presentations.

A flexible-use room may also be designated for performance, movement, or dance activities, student organizations, and enrichment programming.

For physical education and student wellness, the school anticipates using on-site or partner-supported gymnasium

and athletic facilities. Over time, the school may develop additional indoor or outdoor recreation areas to support athletics, fitness, and student activities.

Administrative and Operational Spaces

The facility will include a secure and accessible main office for student registration, attendance, family communication, and daily school operations. Additional satellite office space will be designated for school leadership, counselors, student support staff, and instructional coaches.

The school will also maintain:

- Teacher planning and collaboration workrooms
- Workroom/copy room for instructional materials
- Secure storage for records, technology equipment, and supplies
- Janitorial and maintenance storage areas
- Health room / nurse station
- Conference and meeting rooms
- Student intervention or counseling rooms

Growth and Long-Term Planning

Because the school will add one grade level each year, facility development will occur in phases. Initial spaces will focus on core academics, computer labs, offices, and student support areas. As enrollment increases, additional specialized classrooms, science labs, athletic spaces, and collaborative learning areas will be completed.

This phased facility model allows the school to remain financially responsible while ensuring that students have access to the spaces and resources necessary for a modern STEM-focused high school experience. Overall, the facility plan supports both immediate startup needs and long-term growth aligned with the school's educational mission.

Q237. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

The proposed facility for the school, located at **920 S Street in Wilmington, North Carolina**, is expected to be acquired for **$1,800,000**. With a total building size of approximately **19,670 square feet**, the estimated acquisition cost is **approximately $91.51 per square foot**. This per-square-foot cost represents a financially sound and cost-effective investment for a facility of this size and location.

The purchase price compares favorably to many commercial properties in the Wilmington market, where office and institutional spaces often command higher per-square-foot pricing depending on location, condition, and use readiness. At approximately $91.51 per square foot, the proposed facility is below many market benchmarks for commercial space, which indicates strong value for the school while preserving capital for necessary educational improvements and start-up needs.

The lower acquisition cost is especially advantageous because the facility will require modifications to support school operations, including classroom configuration, technology infrastructure, security systems, furnishings, accessibility enhancements, and other code or occupancy upgrades associated with educational use. Securing the property at a reasonable basis allows the school to dedicate additional resources toward these improvements while maintaining overall fiscal responsibility.

From an educational perspective, the building's total square footage provides sufficient space to support the school's academic model, administrative offices, student support areas, common spaces, and future enrollment growth. The size of the facility also creates flexibility to phase in additional classrooms, labs, and student programming as the school expands over time.

Overall, the proposed acquisition cost of approximately $91.51 per square foot is competitive for the Wilmington area, appropriate for a building of this scale, and aligned with the school's long-term strategy to secure a permanent facility that supports both operational stability and student success.

Q238.Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.

The Board has developed a contingency plan to ensure that the school is able to open on schedule for the 2028–2029 academic year, even if the identified facility at 920 N. 6th Street is not fully ready for occupancy.

Contingency Facility Strategy
In the event that the primary facility is delayed, the school will pursue a temporary facility solution utilizing existing community-based spaces that can be adapted for instructional use. These may include church facilities, community centers, or other assembly spaces that meet occupancy and safety requirements. The Board, in coordination with New Hope CDC, has existing relationships within the community that position the school to identify and secure an alternative site in a timely manner.

All contingency facilities will be required to meet applicable State Fire Marshal and health inspection standards, and the school will work to obtain the necessary approvals, including an Educational Certificate of Occupancy (ECO) or applicable temporary authorization for use.

Immediate Spatial Needs
For initial operations, the school's spatial requirements are structured to support a phased opening model, allowing the school to operate effectively within a smaller footprint if necessary. Immediate needs include:

- Core instructional classrooms sufficient to support initial enrollment
- Administrative office space
- Student restrooms and common areas
- Basic technology infrastructure to support instruction and operations

The school's model allows for flexibility in classroom utilization and scheduling, ensuring that instructional delivery is not disrupted in a temporary setting.

Programmatic Adjustments (if needed)
If operating in a temporary facility, the school will prioritize core academic programming and foundational instructional services. Certain programs that require specialized space or equipment may be phased in upon transition to the permanent facility, including:

- STEM lab and specialized technical programming
- Expanded elective and pathway-based courses
- Certain extracurricular or enrichment activities requiring dedicated space

This phased approach ensures that students receive a high-quality educational experience from day one, while allowing the school to fully implement all programmatic elements once the permanent facility is operational.

Transition Plan to Permanent Facility
The Board will continue to advance the completion of the primary facility concurrently with temporary operations. Once the permanent facility is ready and all inspections and approvals have been obtained, the school will execute a structured transition plan with minimal disruption to students and staff.

Q239. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

The Board of Directors brings significant, relevant experience in **real estate acquisition, development, financial oversight, and property management**, which directly supports the successful identification, build-out, and ongoing management of a school facility.

Several members of the Board have direct, hands-on experience in **site acquisition, capital structuring, design-build coordination, and long-term asset management**, including overseeing projects from initial concept through completion and maintaining properties in operational condition over time.

Mr. **Robert Campbell**, CEO of New HOPE CDC, has extensive experience in real estate development and project oversight, including the acquisition and development of residential and community-based projects. His background includes navigating zoning, coordinating contractors, and managing timelines and budgets associated with construction and renovation.

Mr. **Jon Viencent**, a developer and forensic accountant, brings specialized expertise in **financial analysis, project feasibility, and risk management**, including structuring financing and ensuring projects remain aligned with budget and compliance requirements.

Mr. **Frankie Roberts** contributes substantial experience in **real estate development and construction**, including managing projects requiring coordination across multiple stakeholders, contractors, and regulatory requirements.

Mr. **Cedrick Barrett** brings additional experience in **capital coordination, fundraising, project planning, and operational oversight**, further strengthening the Board's ability to align development efforts with available resources and long-term operational needs.

Collectively, the Board's experience is reinforced by established relationships with **general contractors, architects, skilled and licensed trades professionals, small business owners, and maintenance personnel**. Board members average more than **30 years of experience** and have been directly involved in building, owning, and managing **over 250 residential units locally**, demonstrating both technical expertise and practical execution capacity.

The Board has identified a facility to support the school's launch and entered into a purchase agreement prior to board formation. The current property owner, who now serves as the Board Treasurer, joined the Board after the agreement was executed. The Board recognizes the importance of transparency and compliance in this arrangement and will ensure that all aspects of the transaction are conducted in accordance with its conflict of interest policy, including full disclosure, independent review, and appropriate board approval procedures (see Conflict of Interest Policy, Section X).

This transaction reflects a **mission-aligned decision by the seller**, who elected to support a community-based educational use of the property rather than pursue alternative private development options. This alignment has enabled the school to secure a viable facility while preserving an existing community asset.

Following acquisition, the Board anticipates entering into a **formal lease agreement at $3,000 per month** to allow the current occupant to continue **limited, non-school use of the facility during weekends and designated evening hours**. This shared-use approach is consistent with common practice in educational settings and is structured to ensure that the school maintains **full control and priority use of the facility during all instructional hours and school-related activities**, with no impact on the educational program. The lease will be reviewed annually and managed in accordance with board policy to ensure ongoing alignment with the school's operational needs and compliance requirements.

This structure demonstrates the Board's ability to **leverage community partnerships, preserve community assets, and implement financially responsible, revenue-generating strategies**, while maintaining clear governance and operational control of the school facility.

In addition to acquisition, the Board has the capacity to manage all aspects of facility development and operations, including:

- Identifying and securing appropriate sites
- Coordinating design, build-out, and renovation activities
- Managing project budgets and timelines
- Engaging and overseeing qualified contractors and professional services
- Maintaining facilities through ongoing operations and preventive maintenance

The Board's approach to facility development is **disciplined and risk-aware**. Qualified architects, contractors, and inspectors will be engaged to ensure that all work meets local and state requirements, including safety, accessibility, and occupancy standards. Financial oversight will be maintained throughout the process to ensure alignment with the approved budget.

In addition, the Board will implement **ongoing facility management practices**, including preventive maintenance planning, vendor management, and regular inspections, to ensure that the school environment remains safe, functional, and conducive to learning.

In summary, the Board possesses both the **technical expertise and demonstrated track record** necessary to successfully acquire, develop, and manage a school facility. This capacity, combined with disciplined oversight, transparent governance practices, and responsible financial structuring, positions the school to meet all facility requirements prior to opening and to sustain operations effectively over time.

12.7. Certify

Q240. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- (●) Yes
- ( ) No

Q241.Explanation (optional):

N/A

13. Financial Plan

13.1. Charter School Budget

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

Q242.If applicable, attach as Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

N/A

Q243.Attach as Appendix N: Proposed Budget for Year 1 through Year 5 Click here to access and download the Budget Template "Please be advised that Google Sheets is not supported for use with the NC charter budget template. Due to the functions running on the back end of the workbook, it is required that applicants use:
Excel 2021 or later (PC and Mac)
Excel for Microsoft 365 Subscriptions (PC and Mac Versions)
Excel Online"

Upload Required **File Type:** excel **Max File Size:** 30 **Total Files Count:** 5

13.2. Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.

Q244.Provide the break-even point of student enrollment.

The school's financial model achieves operational break-even at the Year 1 enrollment of 95 students. This is made possible through disciplined startup-year staffing, a related-party facility partnership with New H.O.P.E. Community Development Corporation that eliminates Year 1 lease costs, contracted services in lieu of full-time positions where appropriate (custodial, food service, technical support, and external financial oversight), and conservative phasing of non-essential operational investments.

The budget incorporates a combination of fixed and variable cost structures, allowing the school to scale staffing and programmatic expenses in alignment with enrollment growth. Personnel costs, which represent the largest portion of the budget, are phased strategically, with additional instructional, support, and operational positions added in alignment with state and local per-pupil revenue increases as each new grade is added.

The model includes conservative assumptions related to revenue projections and expense timing, ensuring the school can sustain operations without reliance on external funding sources or maximum enrollment capacity. As enrollment grows toward the full capacity of 380 students, the school is positioned to generate operating surpluses that build toward a general fund balance reserve of 8% to 12% of annual operating expenditures by Years 4 and 5.

This structure reflects a disciplined financial approach that prioritizes sustainability, operational flexibility, and long-term viability.

Q245. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

The school has developed a structured and disciplined contingency plan to ensure financial stability in the event that anticipated revenues are not received or fall below projections. This plan is anchored in the school's defined break-even enrollment range of approximately 120–140 students and a targeted general fund balance of 8% to 12% of annual operating expenditures.

Alignment to Break-Even Enrollment
The school's financial model is designed to sustain operations at or above the break-even range of 120–140 students. In the event that enrollment falls below this threshold, the school will implement immediate and targeted adjustments to align expenses with actual revenue. Because the budget is structured with a combination of fixed and variable costs, the school maintains the ability to scale operations in response to enrollment fluctuations without compromising core instructional delivery.

Personnel Scaling and Cost Control
Personnel costs represent the largest portion of the budget and are intentionally structured to scale with enrollment. Staffing decisions, including the hiring of instructional and support personnel, will be aligned with actual student counts rather than projected enrollment. If revenues are lower than anticipated, the school will:

- Delay or reduce new hires
- Adjust staffing levels within allowable student-to-teacher ratios
- Reallocate responsibilities where appropriate to maintain operational efficiency

This approach ensures that the school can quickly reduce its largest cost driver while maintaining compliance and instructional quality.

General Fund Balance Strategy
The school will build and maintain a general fund balance target of 8% to 12% of annual operating expenditures to provide a financial buffer against revenue variability. In the event of a shortfall, the fund balance may be used strategically to:

- Stabilize cash flow
- Cover temporary operating gaps
- Avoid disruption to core academic programming

Use of fund balance will be closely monitored and paired with corrective actions to restore reserves to target levels over time.

Expense Prioritization and Phased Implementation
The school will prioritize expenditures that directly support core instruction and student services. Non-essential costs and expansion-related expenses will be deferred or reduced as needed, including:

- Phasing in elective and specialized programming
- Delaying capital purchases or equipment upgrades
- Reducing discretionary or non-critical operational expenses

This phased approach allows the school to maintain stability while preserving the ability to expand as revenues normalize.

Ongoing Financial Oversight and Monitoring
The school will maintain active financial oversight through:

- Monthly budget-to-actual analysis
- Ongoing cash flow forecasting
- Regular financial reporting to the Board

These processes ensure that any revenue shortfalls are identified early and addressed proactively through informed decision-making.

Supplemental Revenue Strategy
To further mitigate risk, the school will pursue additional funding sources, including grants, partnerships, and philanthropic support, to supplement operating revenue and provide additional financial flexibility.

Q246. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly

indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

The school's budget is primarily supported by state, county, and federal per-pupil funding and is not dependent on external funding sources to sustain core operations. The financial model is intentionally structured to ensure that all essential expenses—including personnel, facility costs, and operational infrastructure—can be supported through projected public funding at or above the school's defined break-even enrollment range.

Use of Additional Funding Sources
While the school does not rely on external funding for core operations, it will actively pursue additional funding sources to support startup investments, program enhancement, and long-term sustainability. These sources include targeted grants, philanthropic contributions, and strategic partnerships aligned with the school's mission.

Material In-Kind Contributions Enabling the Budget

While the school's operating budget does not rely on external funds, two material in-kind contributions support the financial model and merit disclosure:

Facility. New H.O.P.E. Community Development Corporation, of which Board Chair Robert Campbell serves as a principal, has committed to providing the school's instructional facility at no lease cost to the school. The CDC will retain ownership of the building and will be responsible for building insurance and capital improvements. As tenant, the school will be responsible for utilities, regular maintenance, custodial services, security, and landscaping. The estimated fair-market value of this in-kind contribution is approximately $300,000 to $480,000 annually depending on final square footage utilization. This related-party arrangement will be governed by a formal lease agreement, executed with Board approval and full conflict-of-interest recusal protocols per the school's Conflict of Interest Policy.

Founding Executive Leadership. Dr. Charles Foust, former Superintendent of New Hanover County Schools, has committed to serve as Founding Executive Director. The estimated fair-market value of his leadership is approximately $150,000 to $180,000 annually. At opening, Dr. Foust's service will be provided in a donated capacity while the Board actively pursues supplemental external funding sources, including those identified in the Specific Grant Opportunities section below (Charter Schools Program grants, foundation funding, and aligned philanthropic partnerships). Upon securing such supplemental funding, the Board intends to formalize Dr. Foust's compensation at $100,000 annually beginning in Year 1, contingent on funding availability. The Principal position reflected in the operating budget represents the hired day-to-day instructional and operational leader who reports to Dr. Foust. The school's core operations remain fully funded through state, local, and federal per-pupil revenue with no dependency on external funding for baseline financial viability.

Both in-kind contributions are firmly committed. The school's operating budget treats both at $0 cost reflecting the donated nature of these contributions, while their material value strengthens the school's overall financial position and viability.

Specific Grant Opportunities
The school anticipates applying for a range of local, state, and national funding opportunities that align with its academic model, including:

- Charter Schools Program (CSP) Grants (U.S. Department of Education) – to support startup costs, initial operations, and implementation of the charter model
- North Carolina Charter School Planning and Implementation Grants – where available, to support early-stage development and operational readiness
- New Hanover Community Endowment Grants – to support facility improvements, educational programming, and community-centered initiatives
- Golden LEAF Foundation Grants – to support workforce development, career pathways, and technology-driven programming
- Z. Smith Reynolds Foundation Grants – to support systemic change initiatives, educational equity, and community impact
- Truist Foundation Grants – to support workforce development, financial empowerment, and innovative educational models
- STEM- and CTE-focused grants through state and federal programs, including those aligned with career and technical education and technology access
- Private family and national foundations supporting education, innovation, and underserved student populations

These opportunities are aligned with the school's focus on technology, workforce readiness, and community-based education.

Grant Strategy and Funding Infrastructure
The school will leverage an established grant development and funding strategy supported by experienced professionals. This includes a structured process for grant research, application development, submission, and post-award compliance, ensuring that the school is well-positioned to compete for and manage external funding effectively.

Committed vs. Anticipated Funding
At this time, the school has not included any firmly committed external funding sources or in-kind contributions within its base operating budget. All identified grant opportunities are considered anticipated funding sources and are not required for the school's financial viability.

Financial Positioning
By maintaining a budget that is sustainable without reliance on external funding, while actively pursuing aligned funding opportunities, the school demonstrates both financial discipline and strategic growth capacity. Additional funding will be used to enhance programming, expand student opportunities, and strengthen long-term sustainability.

Q247. Provide the student to teacher ratio that the budget is built on.

The school's budget is built on an approximate student-to-teacher ratio of 20:1.

This ratio reflects a balanced approach that supports both instructional effectiveness and financial sustainability. Class sizes are designed to remain manageable, allowing teachers to provide individualized attention, maintain strong classroom management, and foster meaningful student engagement, while also ensuring that staffing levels are aligned with projected enrollment and available resources.

The staffing model is structured to scale with enrollment, with instructional positions added as student counts increase. In addition to core classroom teachers, the budget includes specialized instructional roles, such as Exceptional Children and elective/CTE teachers, which provide targeted support and may result in a lower effective ratio in certain instructional settings.

This approach ensures that the school maintains appropriate class sizes while preserving the flexibility to adjust staffing in response to enrollment, supporting both academic quality and long-term operational sustainability.

Q248. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.

Here's the complete revised Q248 — copy everything between the dashed lines.

The Board of Directors possesses the individual expertise and collective capacity necessary to successfully implement and oversee the school's financial plan, including facility acquisition, operational startup, and long-term sustainability. The Board is intentionally composed of members with experience across education, finance, nonprofit leadership, technology, legal, and community engagement, ensuring well-rounded oversight and informed decision-making.

The Board includes strong academic leadership and instructional experience, anchored by Dr. Charles Foust, former Superintendent of New Hanover County Schools, whose district-level leadership provides deep insight into school operations, compliance, and system-wide academic performance. This perspective is complemented by Dr. Lee Monroe, Travis Corpening, and Nelly Brantley, who contribute experience in curriculum, student engagement, and classroom instruction, ensuring that financial decisions remain aligned with student outcomes and academic quality.

Nelly Brantley brings administrative expertise, classroom experience in a private school setting, and bilingual capacity, representing and supporting engagement with the Latinx community. Her skillset enhances internal operations and ensures accessibility and inclusivity in family engagement and communication.

The Board's operational and community capacity is reinforced through leaders such as Robert Campbell, Cedrick Barrett, and Frankie Roberts. Cedrick Barrett brings experience in finance and nonprofit operations, supporting financial stewardship and accountability, while Travis Corpening contributes expertise in youth development and workforce engagement through his work with Young Mogul and New Hanover County.

Robert Campbell, serving as Board Chair, brings direct experience in large-scale facility acquisition, development,

and operational oversight through his leadership within New H.O.P.E. CDC. His experience managing real property transactions and capital improvements is critical in guiding the school through the acquisition and preparation of its instructional site.

Financial oversight is further strengthened through Jon Vincent, a Certified Public Accountant with experience in internal and forensic auditing. His expertise provides an added layer of rigor in financial controls, risk management, and compliance, ensuring that the school operates with strong accountability and transparency.

Legal oversight is provided through Alexis Perkins, Attorney at Law, who brings expertise in legal compliance, contracts, and governance. Her presence ensures that the school's operations, agreements, and policies are aligned with applicable legal and regulatory requirements.

The Board also benefits from advanced technology leadership through Keisha Desmarais, Senior Vice President of Test Governance, where she is responsible for establishing standards for how organizations test and validate their platforms prior to market release. Her expertise ensures that the school's technology systems and infrastructure are implemented with rigor, scalability, and operational integrity.

Related-Party Affiliations and Disclosure

The Board discloses the following related-party affiliations between members of the school's Board of Directors and New H.O.P.E. Community Development Corporation, the applicant entity providing the school's instructional facility as an in-kind contribution:

Robert Campbell, Board Chair of New H.O.P.E. Technology Preparatory Academy, also serves as a principal of New H.O.P.E. Community Development Corporation. Mr. Campbell will recuse himself from any school Board vote, discussion, or oversight decision involving the CDC lease, facility-related expenditures paid to the CDC, or any matter creating an actual or perceived conflict.

Jon Vincent, who provides financial governance expertise to the school's Board, also serves as Chair of the Board of Directors of New H.O.P.E. Community Development Corporation. Given his dual role in financial oversight across both entities, Mr. Vincent will recuse himself from any school Board vote, audit-related review, financial transaction approval, or oversight decision involving the CDC, including but not limited to the facility lease, vendor agreements between the two organizations, and any financial reporting matters where the CDC is a counterparty.

Nelly Brantley, who serves on the school's Board and contributes administrative experience and bilingual community engagement expertise, is also an employee of New H.O.P.E. Community Development Corporation. Ms. Brantley is additionally the daughter-in-law of Shamonique Brantley, the Primary Contact for this charter application. Ms. Brantley will recuse herself from any school Board vote or decision involving the CDC, including facility matters and any program or service exchanges between the two organizations, as well as any matter involving the Primary Contact's affiliated business entity or any future vendor relationship between the school and such entity.

Keisha Desmarais, who serves on the school's Board and provides technology governance and platform validation expertise, is also engaged as a contractor with New H.O.P.E. Community Development Corporation. Ms. Desmarais

will recuse herself from any school Board vote or decision involving the CDC, including facility matters, technology-related contracts where the CDC is a counterparty, and any program or service exchanges between the two organizations.

Cedrick Barrett, who serves on the school's Board and contributes finance and nonprofit operations expertise, is also the current owner of the physical facility that New H.O.P.E. Community Development Corporation will acquire for use by the school. Pastor Barrett, who serves as senior pastor of his congregation, will retain agreed-upon use of the facility for religious worship services and related church activities on Wednesday evenings and Sunday mornings under a separate use agreement to be executed between Pastor Barrett's congregation and the CDC as the property owner. The school's instructional and operational use of the facility will be limited to Monday through Friday daytime hours and will be governed by the in-kind facility arrangement between the school and the CDC. The shared-use structure will be documented through formal written agreements that clearly delineate occupancy schedules, cost allocation, maintenance responsibilities, liability, and insurance, ensuring that the school's operating budget reflects only the costs associated with the school's own use of the facility and that no school resources are used to support religious activities, consistent with applicable federal and state law governing charter schools as secular public institutions. Mr. Barrett will recuse himself from any school Board vote, discussion, or oversight decision involving the CDC's acquisition of the facility, the in-kind facility arrangement between the school and the CDC, the shared-use agreement between his congregation and the CDC, and any other matter creating an actual or perceived conflict.

These five related-party affiliations are disclosed transparently and governed by the school's Conflict of Interest Policy. The Board's remaining five members — Dr. Charles Foust, Dr. Lee Monroe, Travis Corpening, Frankie Roberts, and Alexis Perkins — constitute the disinterested directors for purposes of CDC-related and facility-related decision-making. The school's bylaws will require that all CDC-related transactions and facility-related decisions receive affirmative approval by a majority of disinterested directors, with not fewer than three disinterested directors voting in favor, and that all such transactions be documented at arm's-length terms, reflected in written agreements, and subject to specific review during the school's annual independent external audit consistent with Generally Accepted Auditing Standards and applicable charter school financial reporting requirements.

The Board further discloses several additional related-party relationships involving Shamonique Brantley, the Primary Contact for this charter application. Ms. Brantley serves as Chief Financial Officer of record for New H.O.P.E. Community Development Corporation, the applicant entity. In that capacity, she is responsible for the CDC's financial oversight, including the financial management of the CDC's acquisition of the facility from Mr. Barrett and the CDC's contribution of the facility to the school as an in-kind donation. Ms. Brantley also serves as principal of Level Up Strategies, a consulting firm engaged under written contract by New H.O.P.E. CDC to prepare this charter application. The contractual relationship is between Level Up Strategies and New H.O.P.E. CDC; no contractual or financial relationship currently exists between Level Up Strategies and the proposed charter school. Additionally, Ms. Brantley is the mother-in-law of Board member Nelly Brantley. Should the school determine following authorization that engagement with Level Up Strategies or with Ms. Brantley in any other professional capacity would support its operations, any such engagement will be procured under the Board's Vendor and Procurement Policy, selected and approved exclusively by disinterested directors holding no family or business relationship with Ms. Brantley and no affiliation with New H.O.P.E. CDC, documented at arm's-length terms in written agreements, and subject to specific

review during the school's annual independent external audit.

The Board acknowledges that the concentration of related-party relationships between the school, New H.O.P.E. CDC, Pastor Barrett's congregation, and individuals affiliated with these organizations requires heightened governance discipline. The Board affirmatively commits to: (1) maintaining and enforcing a written Conflict of Interest Policy with annual signed disclosures from every Board member; (2) ensuring that all CDC-related, facility-related, and Brantley-related transactions are reviewed and approved exclusively by disinterested directors as defined herein; (3) annual review of all related-party transactions during the school's independent external audit, with disclosures in the school's audited financial statements consistent with Generally Accepted Accounting Principles; (4) full transparency in board meeting minutes, public reporting, and authorizer reporting; and (5) prompt disclosure of any new related-party relationships that may arise during the school's operations to maintain the trust of authorizers, families, and the broader community. The Board views the relationships disclosed herein as material strategic assets — a donated facility, donated executive leadership, deep community roots, and aligned mission partners — that enable the school's financial viability and instructional mission while requiring and receiving the highest standards of governance, transparency, and accountability.

Financial oversight is reinforced through a structured financial management approach that includes accounting, reporting, internal controls, audit readiness, and grant management. This integrated approach ensures that all funding sources — including public funds and grant-based revenue — are tracked, reported, and managed in compliance with applicable requirements. The Board will work in coordination with a contracted financial management provider, fully independent of New H.O.P.E. CDC and of Ms. Brantley's affiliated entities, to maintain accurate financial records, oversee grant compliance and reporting, and ensure full alignment with all regulatory standards.

Financial performance will be monitored through regular review of budgets, cash flow projections, financial reports, and grant activity, allowing for timely and informed decision-making.

Collectively, the Board demonstrates the capacity to execute complex initiatives, including facility acquisition, financial and grant management, legal compliance, and program implementation. This combination of expertise, governance structure, and operational experience positions the school to implement its financial plan with discipline, accountability, and long-term sustainability.

Q249. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

The school recognizes that the enrollment of one or more high-needs students with disabilities may result in costs that exceed standard per-pupil funding allocations. These costs may include specialized instructional support, related services (such as speech, occupational, or behavioral therapy), assistive technology, or additional staffing to meet individualized education plan (IEP) requirements.

Budget Impact
The financial model accounts for Exceptional Children (EC) services as part of its base staffing and operational structure; however, the school acknowledges that certain high-needs cases may require additional resources beyond what is initially budgeted. These costs may include:

- One-on-one instructional or behavioral support staff
- Contracted related service providers
- Specialized equipment or assistive technology
- Additional training or professional development for staff

Such needs can create short-term financial pressure if not anticipated within the base model.

Plan to Meet Student Needs
The school is committed to ensuring that all students receive services in accordance with their IEPs and applicable legal requirements. To meet these needs, the school will implement the following strategies:

- Flexible Staffing Model: The school will utilize a combination of in-house staff and contracted service providers to scale support based on actual student needs. This allows for responsiveness without overcommitting fixed costs.
- Budget Adjustments and Reallocation: In the event of higher-than-anticipated needs, the school will prioritize funding for required services by reallocating resources from non-essential expenditures and phasing in discretionary programming as appropriate.
- Use of Contingency Resources: The school's financial strategy includes building a general fund balance target of 8% to 12%, which may be used to address unanticipated costs, including high-needs EC services, while maintaining operational stability.
- Access to Supplemental Funding: The school will pursue available funding sources, including federal EC funding (IDEA), state allocations, and applicable grants, to offset the cost of providing specialized services.
- Collaboration with Local and Regional Providers: The school will establish relationships with qualified service providers and agencies to ensure access to required services in a cost-effective and compliant manner.

Ongoing Monitoring and Compliance
The school will closely monitor EC-related expenditures through regular financial review and coordination between instructional leadership and financial management. This ensures that services are delivered effectively while maintaining alignment with the school's overall financial plan.

Q250.If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.

The school plans to utilize outsourced support for certain financial management functions, including accounting, payroll, financial reporting, audit preparation, and grant management, to ensure operational efficiency, compliance, and access to specialized expertise. While these functions may be supported by external vendors, ultimate responsibility and oversight will remain with the Board of Directors.

Vendor Selection Process
All financial management vendors will be selected through a structured procurement process aligned with the school's Vendor and Procurement Policy. This process includes:

- Development of a clearly defined scope of work for each service area
- Solicitation of multiple proposals or qualified vendors, where feasible
- Evaluation based on experience with charter schools, nonprofit accounting, and public fund management
- Assessment of technical capacity, including systems, reporting capabilities, and internal controls
- Review of references and prior performance, particularly related to compliance and audit outcomes
- Verification of appropriate credentials, licensing, and insurance coverage

Final selection will be based on a combination of cost, qualifications, demonstrated performance, and alignment with the school's operational needs.

Board Oversight and Accountability
The Board will maintain direct oversight of all outsourced financial management activities to ensure fidelity and compliance. Oversight mechanisms will include:

- Formal Contracts and Defined Deliverables

All vendors will operate under executed agreements that clearly outline responsibilities, deliverables, timelines, and performance expectations.

- Regular Financial Reporting

Vendors will be required to provide monthly financial statements, including budget-to-actual reports, balance sheets, and cash flow analysis, for review by school leadership and the Board.

- Segregation of Duties and Internal Controls

Financial processes will be structured to maintain appropriate segregation of duties, ensuring that no single party has control over all aspects of financial transactions. The Board will ensure that internal controls are implemented and followed consistently.

- Audit and Compliance Monitoring

The school will engage an independent external auditor annually. Vendor performance will be evaluated based on audit outcomes, compliance with reporting requirements, and adherence to internal control procedures.

- Grant Management Oversight

All grant-related funds will be tracked and reported separately, with oversight to ensure compliance with grant requirements, allowable costs, and reporting deadlines.

- Board-Level Review and Approval

The Board will review and approve the annual budget, monitor financial performance on an ongoing basis, and approve significant financial transactions and contracts based on established thresholds.

- Performance Evaluation and Accountability

Vendors will be evaluated regularly based on accuracy, timeliness, compliance, and overall performance. Underperformance may result in corrective action or termination of the agreement.

Underperformance may result in corrective action or termination of the agreement.

Financial Governance Structure
The Board, including members with financial and audit expertise, will work in coordination with the financial management provider to ensure that all financial activities are conducted with transparency, accountability, and compliance with state, federal, and authorizer requirements.

Q251. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial, etc? Describe the criteria and procedures for the selection of contractors and large purchases.

Yes, the school intends to contract for select services to ensure operational excellence, compliance, and scalability as the organization grows.

The school anticipates engaging qualified vendors to support key operational areas, including financial management, technology infrastructure, audit services, legal support, and specialized programmatic services where appropriate. These services will be procured in alignment with the approved budget and operational priorities of the school, allowing access to specialized expertise while maintaining flexibility and cost control as enrollment and programming expand.

The selection of contractors and execution of large purchases will follow a structured and transparent process designed to ensure accountability and responsible stewardship of funds. The school will operate under a formal Vendor and Procurement Policy that governs all purchasing and contracting activities.

Selection Criteria

Vendors will be evaluated based on the following criteria:

- Demonstrated experience and qualifications, particularly in education, nonprofit, or public sector environments
- Cost and overall value, ensuring services are competitively priced and aligned with the approved budget
- Capacity and reliability, including the ability to deliver services effectively and at scale
- Compliance and risk management, including appropriate licensing, insurance coverage, and adherence to applicable regulations
- Alignment with the school's operational standards and mission, including responsiveness and professionalism

Selection Procedures

The school will implement the following procurement procedures:

- Clearly define the scope of work or service need prior to vendor solicitation
- Obtain multiple quotes or proposals for significant expenditures when feasible, based on established thresholds
- Evaluate proposals using a balanced review of cost, quality, and vendor qualifications
- Conduct vendor due diligence, including reference checks for high-impact services
- Complete a formal vendor onboarding process, including W-9, executed contracts, and required insurance documentation
- Obtain appropriate internal approvals based on the size and scope of the purchase or contract
- Maintain documentation of all procurement decisions to ensure audit readiness and compliance

Q252. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.

The five-year operating budget is fully aligned with the school's mission, instructional model, transportation approach, and facility plan. All operating expenses are funded entirely through state, local, and federal per-pupil revenue with no reliance on external grants, donations, or working capital. The budget reflects: (1) a STEM and technology preparatory instructional model with phased investment in computing devices, classroom software, robotics/coding equipment, and STEM lab buildout that scales with each new grade level; (2) a culture-driven all-boys learning environment supported through dedicated student activities, mentorship programming, and graduation costs that grow from Year 1 through Year 5; (3) a transportation plan reflecting family-arranged daily transportation, with $0 in school-operated transportation costs across all five years to remain consistent with the transportation plan described in Q228; and (4) a facility plan made viable through an in-kind partnership with New H.O.P.E. Community Development Corporation as described in Q246 and Q248, with the school as tenant responsible for utilities, regular maintenance, custodial services, security, and landscaping. The result is a balanced budget with positive surplus every year, building toward an 8-12% fund balance reserve by Year 4 and Year 5.

A significant portion of the budget is dedicated to instructional staffing, ensuring students receive rigorous academic instruction in core content areas while maintaining appropriate class sizes and strong student-teacher relationships. Funding for teachers, instructional leaders, intervention staff, and student support personnel reflects the school’s commitment to high expectations, individualized support, and sustained adult mentorship for young men.

The budget also aligns with the mission through dedicated investments in STEM Education programming and technology infrastructure. Planned expenditures for classroom technology, software platforms, science and technology equipment, internet connectivity, and digital learning tools will help create an innovative learning environment that prepares students for a technology-driven future.

To support high-demand career pathways, the budget includes resources for career exploration, workforce readiness programming, college and career counseling, industry partnerships, certifications, internships, dual-enrollment opportunities as available, and exposure to postsecondary pathways. These investments help students connect classroom learning to future careers and college opportunities.

Because the mission emphasizes a culture-driven all-boys environment, the budget also supports student culture and climate initiatives, leadership development, behavior systems, extracurricular programming, mentoring structures, and family engagement efforts designed specifically to meet the developmental needs of young men and foster belonging, accountability, and character.

In addition, the budget includes operational and administrative expenditures necessary to sustain a safe, compliant, and high-functioning school environment. Responsible investments in facilities, security, insurance, food service coordination, and business operations ensure that instructional priorities can be delivered effectively.

Finally, the budget reflects prudent long-term planning by phasing growth according to enrollment and maintaining fiscal oversight so resources remain focused on mission-critical priorities. As enrollment grows, additional revenues will be strategically reinvested into academics, STEM expansion, student supports, and career pathway opportunities.

Q253.What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

The school will establish and maintain a target general fund balance of approximately 8% to 12% of annual operating expenditures. This range is designed to provide sufficient financial stability to manage cash flow, address unforeseen expenses, and ensure continuity of operations, while still allowing the majority of resources to be directed toward instructional programming and student support.

The fund balance will be developed intentionally over time through disciplined financial management practices. In the early years of operation, the school will prioritize building reserves by:

- Maintaining conservative budgeting assumptions, particularly with respect to enrollment and revenue projections
- Monitoring expenditures closely to ensure alignment with approved budgets
- Capturing and retaining year-end surpluses rather than reallocating all available funds
- Phasing in certain expenditures in alignment with enrollment growth to avoid overextension

As the school stabilizes, annual operating surpluses will be systematically allocated to the general fund balance until the target range is achieved. Once established, the fund balance will be maintained within the target range through ongoing financial oversight, including regular budget-to-actual analysis and multi-year financial planning.

Q254.Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.

The primary component of the school's financing structure will be the acquisition and financing of its facility through a commercial lending relationship with Atlantic Union Bank, which will serve as the school's real property financing partner. The facility will be financed through a structured loan agreement, with debt service incorporated into the school's multi-year financial projections. This approach allows the school to secure a permanent location while maintaining predictable, budgeted payments aligned with projected revenues.

The school's debt service has been modeled conservatively within the operating budget to ensure that facility costs remain sustainable relative to enrollment-driven revenue. The structure also allows for flexibility in timing, with payments aligned to the school's fiscal year (July 1 – June 30) and operational ramp-up.

In addition to facility financing, the school will utilize a combination of operating funds and strategic purchasing for other assets. Instructional materials, technology equipment, and furniture will be acquired in alignment with the approved budget, with an emphasis on:

Front-loaded investments during initial startup and early operational years

Phased purchasing tied to enrollment growth to ensure cost efficiency

Leveraging vendor partnerships and bulk purchasing where appropriate

The school may also utilize short-term leases or service agreements for certain assets or systems, particularly in the areas of technology infrastructure (e.g., LMS/SIS platforms) and equipment, where leasing provides flexibility, scalability, and reduced upfront capital requirements.

All financing, purchasing, and leasing decisions will be governed by the school's financial policies and procurement procedures, ensuring alignment with budgetary constraints, operational priorities, and long-term sustainability.

This financing structure reflects a balanced approach—leveraging strategic debt for facility acquisition while maintaining disciplined operational spending—positioning the school to support both immediate startup needs and long-term growth.

Q255. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.

Yes, the school will have assets from a combination of secured and anticipated sources to support startup and ongoing operations. The primary secured asset is the school facility, which will be financed through a structured real property acquisition and is essential to core operations. In addition, the school has budgeted for all required startup and operational assets, including classroom furniture, instructional materials, student and staff technology, and core administrative systems. Critical assets necessary for opening—such as the facility, classroom setup, student devices, curriculum, safety infrastructure, and financial and technology systems—are reflected in the approved budget and will be procured prior to the start of operations. Additional assets, including specialized program equipment such as STEM and pathway-related resources, will be phased in as enrollment grows and programming expands. All assets will be acquired through the school's established procurement process, with supporting documentation maintained for items essential to core operations, including financing documentation, vendor agreements, and budget allocations. This approach ensures the school is fully equipped to open and operate effectively while maintaining flexibility and financial discipline as it scales.

13.3. Financial Compliance

Q256. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?

The school will implement a strong internal control framework designed to promote financial integrity, accountability, and responsible stewardship of public funds. Internal controls will be established through written policies, clearly defined roles, regular oversight, and the use of reliable financial management systems.

The school will contract with an independent third-party accounting and financial services provider to manage core accounting functions. Utilizing an outside contractor creates additional separation between school operations and financial processing while providing professional expertise and oversight.

Segregation of duties will be maintained through the division of responsibilities between school leadership, the contracted finance provider, and the Board of Directors. No single employee or entity will control all phases of a financial transaction. School administrators will be responsible for initiating requests, approving purchases within authorized limits, and overseeing daily operations. The outside contractor will be responsible for accounts payable processing, general ledger maintenance, financial reporting, payroll administration or coordination, and bank reconciliations. Final oversight and review will be provided by designated board members, including the Treasurer or Finance Committee.

To safeguard assets, the school will maintain strict controls over cash, bank accounts, equipment, technology devices, and other property. Dual approval processes will be used for disbursements above established thresholds. Access to bank accounts, accounting software, and sensitive financial data will be restricted through user permissions and password controls. Physical assets such as computers, tablets, and instructional equipment will be inventoried, tagged, and periodically reviewed. Cash collections, if any, will follow documented handling procedures requiring timely deposits and dual verification.

Accurate and adequate record keeping will be supported through the use of a recognized accounting system managed by the contracted provider that tracks revenues, expenditures, grants, payroll, purchasing, and budget performance. Financial records will be maintained in accordance with Generally Accepted Accounting Principles (GAAP), state reporting requirements, and applicable federal grant standards. Supporting documentation, including invoices, receipts, contracts, payroll records, and approvals, will be retained in organized digital and physical files according to the school's record retention policy.

The Board of Directors will provide oversight through regular review of monthly financial statements, budget-to-actual reports, cash flow updates, and audit findings prepared or coordinated by the outside contractor. An annual independent financial audit will be conducted by a licensed external auditor, and any recommendations will be promptly addressed through corrective action plans.

Together, these measures will help ensure the school operates with transparency, protects public resources, and maintains sound fiscal management practices from inception through long-term operations.

Q257.Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).

At this time, the Board does not anticipate any related party transactions that would create a conflict of interest or provide improper financial benefit to any board member, officer, employee, or affiliated party. The school intends to operate independently and procure goods and services through fair, transparent, and competitive processes whenever practical.

Potential related party transactions, if any arise, may include services, leases, donations, or professional support provided by individuals or organizations connected to board members, founders, or key staff. Any such transaction would be disclosed in advance, reviewed under the school's conflict of interest policy, and approved only if it is determined to be fair, reasonable, in the best interest of the school, and comparable to market terms.

All board members and senior staff will be required to complete annual conflict of interest disclosures identifying any financial interests or relationships that could present an actual or perceived conflict. Any individual with a potential conflict would be recused from discussion and voting related to the matter.

Q258.Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number, and fax number. If a firm has yet to be identified, please list the firms the board has investigated.

PB MARE LLC

6751 Parker Farm Drive
2nd Floor
Wilmington, NC 28405
Phone: (910) 762-9671
Fax: (910) 762-9206

13.4. Certify

Q259.I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- (●) Yes
- ( ) No

Q260.Explanation (optional):

N/A

14. Other Forms

Q261.Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

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

15. Third-party Application Preparation

Q262. Was this application prepared with the assistance of a third-party person or group?

- ○ Yes
- ◉ No

16. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a $1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **April 24, 2026, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 24, 2026, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash nor credit cards are accepted.

Q265.*Application Note: The applicant must mail the certified check or money order along with the Application Fee Payment Form (see the resources to download Payment Form) before or on the due date of April 26, 2026, at 5:00 pm EDT. By signing below you acknowledge and understand.

Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307

Signature

Logo

17. Signature page

Q266.Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

Upload Required **File Type:** pdf, image **Max File Size:** 30 **Total Files Count:** 5

Q267.Board chair, please digitally sign your application here.

Signature

Logo

NORTH CAROLINA
Department of the Secretary of State

To all whom these presents shall come, Greetings:

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

ARTICLES OF INCORPORATION

OF

NEW H.O.P.E. TECHNOLOGY PREPARATORY ACADEMY

the original of which was filed in this office on the 6th day of April, 2026.

Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 6th day of April, 2026.

Elaine F. Marshall

Secretary of State

SOSID: 3269212
Date Filed: 4/6/2026 8:08:00 AM
Elaine F. Marshall
North Carolina Secretary of State
C2026 093 02740

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

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

1. The name of the nonprofit corporation is: New H.O.P.E. Technology Preparatory Academy.

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

3. The name of the initial registered agent is: Robert L Campbell.

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

   Number and Street: 401 S 7th St

   City: Wilmington State: NC Zip Code: 28401 County: New Hanover

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

   Number and Street or PO Box: _____

   City: _____ State: NC Zip Code: _____ County: _____

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

   New Helping Ordinary People Excel Community Development Corporation - 401 S 7th St Wilmington, NC 28401

6. (Check either "a" or "b" below.)

   a. ☑ The corporation will have members.

   b. ☐ The corporation will not have members.

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

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

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

Principal Office Telephone Number: (910) 807-5183

Number and Street: 401 S 7th Street

City: Wilmington State: NC Zip Code: 28401 County: New Hanover

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

Number and Street or PO Box: _____

City: _____ State: _____ Zip Code: _____ County: _____

10. **(Optional):** Listing of Officers (See instructions for why this is important)

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

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

This is the 3 day of April ,20 26.

New Helping Ordinary People Excel Community Development Corporation

Incorporator Business Entity Name

Sharm Brantley

Signature of Incorporator

Sharm Brantley - CFO

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

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

Organizers

Purpose of Corporation
The corporation is organized for the following purpose(s): (check all that apply):

- ☐ Religious
- ☐ Charitable
- ☑ Educational
- ☐ Testing for public safety
- ☐ Scientific
- ☐ Literary
- ☐ Fostering national or international amateur sports competitions, and/or
- ☐ Prevention of cruelty to children or animals.

Organizers

The Dissolution Clause

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

The Limitation of Activities Clause

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these Articles. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

The school's governing nonprofit organization plans to apply for recognition as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code. At this time, the application has not yet been submitted; however, obtaining 501(c)(3) status is an established priority during the startup phase of the school.

The board intends to complete all required filings, organizational documents, and supporting materials necessary to submit the application in a timely manner. This process will include finalizing governance documents, confirming charitable and educational purposes, and working with qualified legal and financial professionals as needed to ensure compliance.

Securing 501(c)(3) status will support the long-term financial sustainability of the school by enhancing eligibility for grants, charitable contributions, and other funding opportunities commonly available to nonprofit educational organizations. Until approval is received, the board will continue to operate in accordance with applicable nonprofit governance standards and all state charter school requirements.

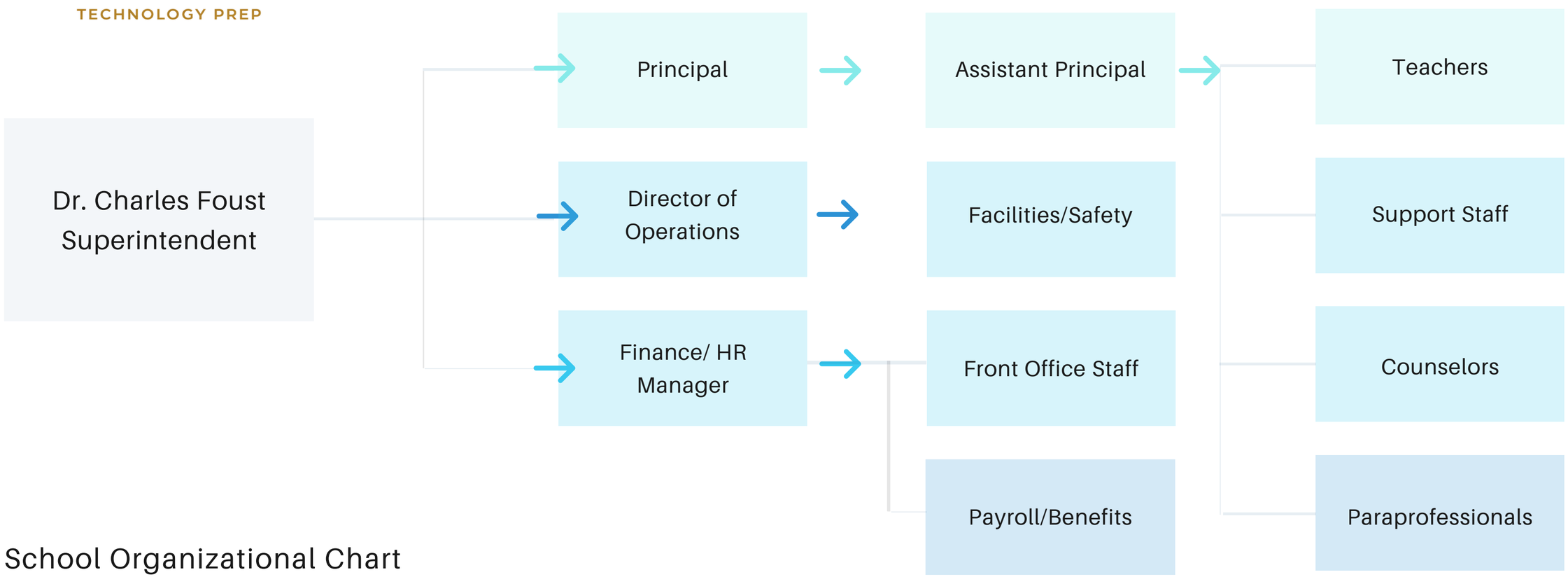
NEW HOPE TECHNOLOGY PREPARATORY ACADEMY

Organizational Chart



NEW HOPE TECHNOLOGY PREPARATORY ACADEMY

NEW HOPE
TECHNOLOGY PREP



School Organizational Chart

Property Insurance Proposal Summary

New H.O.P.E Technology Preparatory School

Indication Only.

Total Insurable Values

- **Buildings:** $3,884,000
- **Contents:** $500,000
- **Business Interruption / Rents:** $250,000
- **Machinery & Equipment:** $1
- **Other / Outdoor:** $1
- **Total Insurable Values: $4,634,002**

Property Coverage Terms

Perils:
All Risk, excluding Flood and Earth Movement, including Equipment Breakdown.

Limits of Liability:
Coverage shall not exceed the lesser of:

1. The stated value for each scheduled item as shown on the Statement of Values or other documentation on file with the Program Administrator; or
2. **$4,634,002** (Maximum Limit of Liability)

Valuation:

- **Property Damage (PD):** Replacement Cost Value (RCV)
- **Time Element (TE):** Actual Loss Sustained (ALS)

Monthly Limitation (TE):
1/12 Monthly

Property Deductibles

- **All Other Perils:** $10,000
- **Named Wind:** 5%
    - Applies to locations in Tier 1 or Tier 2
    - Subject to a minimum deductible of $10,000
- **All Other Wind/Hail:** 3%
    - Subject to a minimum deductible of $10,000
- **Equipment Breakdown:** $10,000

Deductible Application:
Deductibles apply per occurrence unless otherwise stated. Percentage deductibles apply per location, per occurrence, as defined in the policy, and are subject to a minimum of the All Other Perils deductible.

Board Member Name	Board Title	Phone Number	Email Address	County of Residence	Current Occupation	Past or Present Professional Licenses Held	Any disciplinary action taken against any of these professional licenses?
Robert Campbell	Board Chair	(910) 264-0732	nbcc401pastorcampbell@gmail.com	Onslow	Executive Director, New H.O.P.E. CDC		
Dr. Lee Monroe	Vice Chair	(910) 620-3252	lundymonroe@gmail.com	New Hanover	Educational Consultant, Self-employed		
Cedrick Barrett	Treasurer	(910) 400-1616	cedrickbarrett@wearepurpose.com	New Hanover	Director of Finance, YMCA of Wilmington		
Nelly Brantley	Secretary	(919) 737-3023	admin@newhope-cdc.org	New Hanover	Executive Administrator, New H.O.P.E. CDC		
Frankie Roberts	Member	(910) 332-1135	froberts@lincnc.org	New Hanover	Executive Director, Leading Into New Communities (LINC)		
Travis Corpening	Member	(910) 352-5741	traviscorpening@gmail.com	Brunswick	Chief Anomaly Officer, Young Mogul Development Group		
Dr. Charles Foust	Member	(336) 447-8263	cefoust1@gmail.com	New Hanover	Executive Coach, SYDKIMYL	Superintendent Certification, Principal Certification, Teacher Certification, A/S 400 Certification	N/A
Keisha Desmarais	Member	(919) 264-0306	Keishadesmarais@newhope-cdc.org	Iredell	Director of Strategic Planning, Marketing, & Technology, New H.O.P.E. CDC		
Avery Muldrow	Member	(910) 358-9463	menofhoonor910@gmail.com	New Hanover	Wilmington Peer-Support Specialist, Clinicians of Mecklenburg		
Jon Vincent	Member	(910) 256-0101	jontvincent@gmail.com	Alamance	President, Jon T. Vincent, CPA, P.C.		
Alexis Perkins	Member	(252) 412-4073	alexiscarrperkins@gmail.com	Onslow			

NEW H.O.P.E. TECHNOLOGY PREPARATORY ACADEMY BY-LAWS



NEW HOPE

TECHNOLOGY PREP

Table of Contents

1. **Board ByLaws**
2. **Organizational Chart**
3. **Conflict of Interest Policy**
4. **Board Member Agreement**
5. **Board Committees**
6. **Amendments**

1. Board of Directors Bylaws

Article I – Name and Purpose

The name of the organization shall be **New H.O.P.E. Technology Preparatory Academy, LLC** operating under New H.O.P.E. Community Development Corporation, a 501(c)3 nonprofit organization organized under the laws of North Carolina.

The purpose of the organization is to operate a public or non-profit educational institution serving young men grades 9 -12, including pathways to earn up to two years of college credentials in Wilmington, NC and surrounding communities.

The organization exists to promote student achievement, community engagement, and responsible governance while providing high-quality educational opportunities through a rigorous academic program that integrates technology, leadership development, and charter education.

The academy shall operate exclusively for educational purposes in accordance with applicable state and federal laws governing nonprofit organizations and public charter schools.

Article II – Board of Directors

The Board of Directors shall serve as the governing body of the school and shall have full authority over the strategic direction, policies, and financial oversight of the organization.

The Board is responsible for ensuring that the school operates in accordance with the terms of its charter, applicable laws, and sound governance practices.

Board Size:

- The Board shall consist of no fewer than five (5) and no more than eleven (11) members.

Terms:

- Board members shall serve three-year terms and may serve two consecutive terms.

Vacancies:

- Vacancies may be filled by a majority vote of the Board.

Removal:

- Board members may be removed by a two-thirds vote for misconduct, absence, or violation of policies.
- Board members may resign at any time by providing 30 day written notice to the Board Chair.

Board Expertise:

- Board membership will include individuals with professional expertise in areas such as:
    - Education
    - Finance
    - Law
    - Business Leadership
    - Technology
    - Community Engagement

Article III – Officers

Officers of the Board include:

Chair – Presides over meetings and provides strategic leadership to the board, so it effectively governs and supports the mission of this academy. They serve as a liaison between the Executive Director and the Board. Ensure legal and fiduciary duties are fulfilled; by supporting the bylaws, policies, and ethical standards are upheld. Promotes Board development, committee oversight, and overall serves as an ambassador of the organization.

Vice Chair – Assists the Chair and presides when the Chair is absent, resigns, or is unable to perform their duties. Supports the Board by promoting adherence to the Academy's regulations and policies; promotes leadership continuity and the overall vision and mission of the Academy.

Treasurer – Provides financial oversight, budget reviews, financial reporting, accountability, and compliance for the Academy. This helps ensure the organization maintains strong financial management, accountability, and transparency. The Treasurer works with the Academy leadership, finance staff, and auditors to monitor the school's financial health and ensure compliance with the Academy's financial regulations.

Secretary – Responsible for ensuring accurate documentation of board activities and maintaining official records of the Academy's governance. The Secretary supports the board by keeping clear meeting minutes, managing records, and helping ensure the board follows proper procedures and transparency requirements.

Officers are elected annually by the Board.

Article IV – Meetings

The Board shall meet at least quarterly to conduct the business of the school. Special meetings may be called by the Board Chair or by the majority of board members when necessary.

Quorum:

Majority of board members constitute a quorum required to conduct official business.

Voting:

Each board member shall have one vote. Decisions require a majority vote unless otherwise specified.

Notice:

Notice of meetings shall be provided at least 48 hours in advance, unless otherwise required by law.

Meetings shall comply with North Carolina Open Meetings Law when applicable.

Article V – Committees

The Board may establish committees, including but not limited to:

- Governance Oversight Committee & Leadership: Responsible for board recruitment, evaluation, and policy review.
- Finance Committee: Oversees financial management, budgeting, and audits.
- Academic Committees: Monitors school performance and educational programs.
- Technology Committee: Oversees technology systems, digital tools, and IT strategy.
- Athletics Committee: Coordinates sports programs, events, and student participation.

Committees report recommendations to the Board but do not replace Board authority.

Article VI – Conflict of Interest

The Board of Directors shall maintain the highest standards of ethical conduct and transparency. Board members must disclose any financial or personal conflicts.

A conflict of interest arises when a board member has a personal, financial, or professional interest that could influence their decisions regarding the school. Members with conflicts must recuse themselves from discussion and voting.

All board members will sign an annual Conflict of Interest Disclosure Statement affirming that they will act in the best interests of the school and avoid conflicts that may compromise governance integrity.

Article VII – Open Meetings Commitment

New H.O.P.E. Technology Preparatory Academy is committed to transparency and public accountability.

All meetings of the Board of Directors will be conducted in accordance with applicable open

meetings laws governing public charter schools.

The Board will ensure that:

- Meeting dates and agendas are publicly posted in advance
- Board meetings are accessible to the public
- Meeting minutes are recorded and maintained as public records

The Board may enter closed sessions only when permitted by law, such as for discussions related to personnel matters or legal issues.

Article VIII- Grievance & Complaint Procedures

The school shall maintain a formal process for addressing complaints and grievances from parents, students, staff, and community members.

Individuals are encouraged to seek resolution through school administration first. If the issue cannot be resolved at the administrative level, the matter may be submitted to the Board for review.

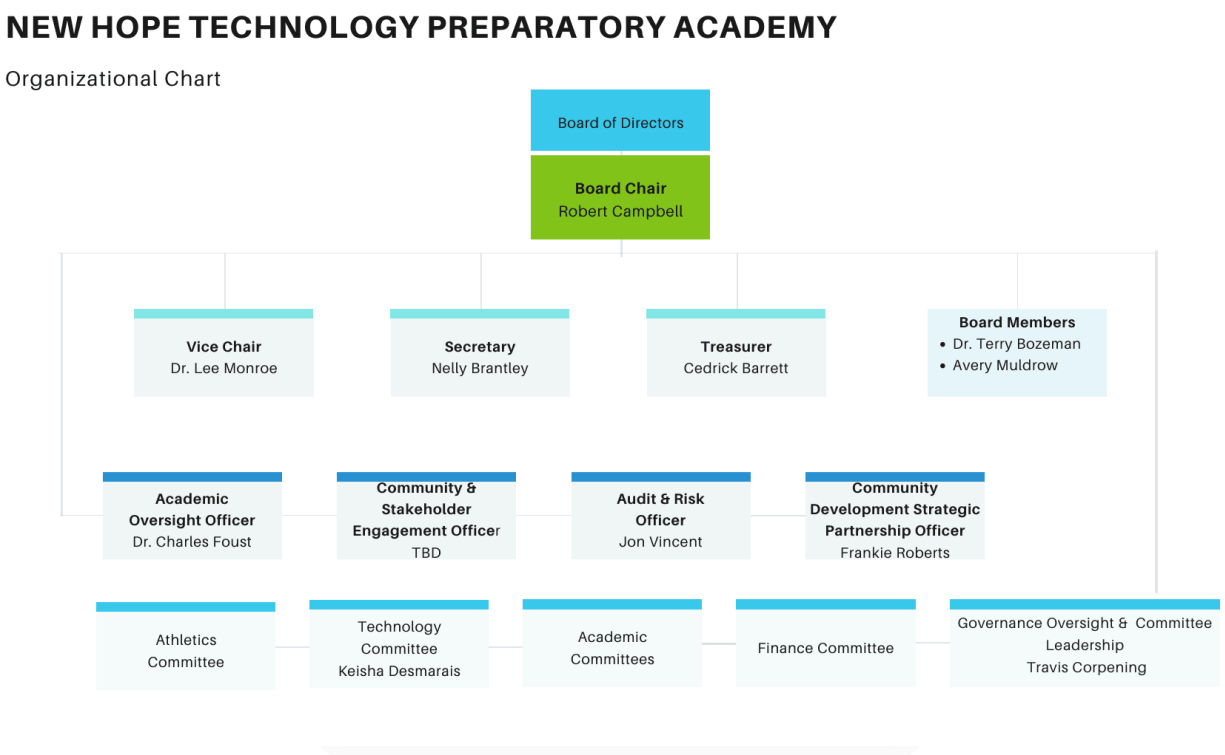
The Board will review grievances in accordance with established policies and ensure that concerns are addressed fairly and promptly.

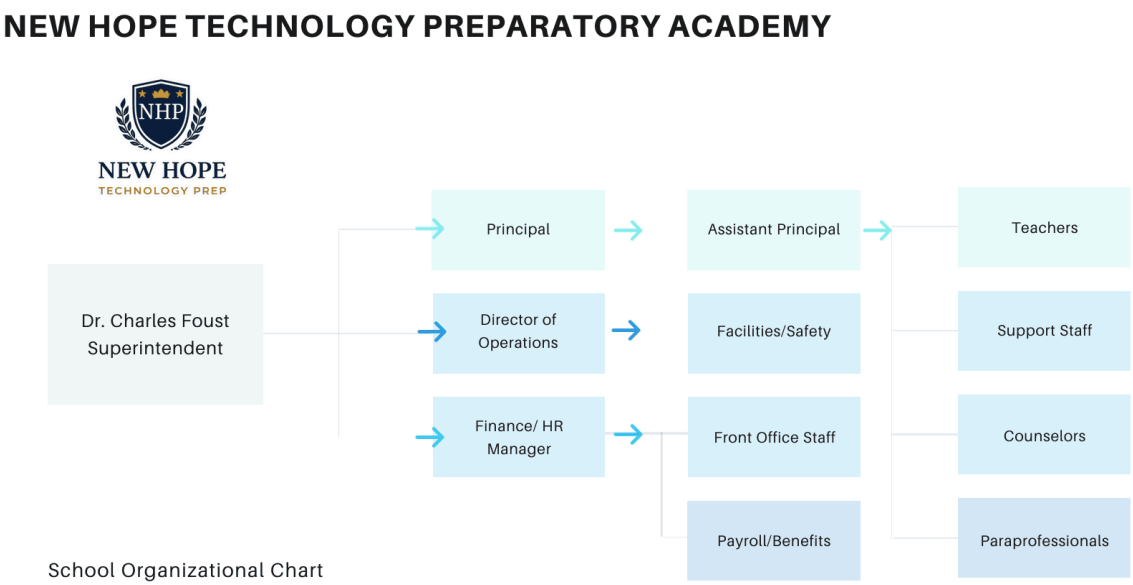
Article IX- Amendments

These bylaws may be amended by a two-thirds vote of the Board with prior written notice.

Proposed amendments must be distributed to board members before the meeting at which the vote will occur.

2. Organizational Chart





School Organizational Chart

3. Conflict of Interest Policy

Article I: Purpose

The purpose of this Conflict of Interest Policy is to protect the interests of New HOPE Technology Preparatory Academy when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, director, or key employee of the School or might result in a possible excess benefit transaction.

This policy is intended to comply with applicable provisions of the North Carolina Nonprofit Corporation Act, the North Carolina Charter School Act, federal laws governing tax-exempt organizations under Section 501(c)(3) of the Internal Revenue Code, and applicable federal grant requirements.

Article II: Definitions

1. Interested Person

Any director, principal officer, member of a committee with governing board-delegated powers, or key member who has a direct or indirect financial interest is an Interested Person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

An ownership or investment interest in any entity with which the school has a transaction or arrangement;

A compensation arrangement with the school or with any entity or individual with which the school has a transaction or arrangement; or

A potential ownership, investment interest, or compensation arrangement with any entity or individual with which the school is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

A financial interest is not necessarily a conflict of interest. A conflict of interest exists only when the Board or appropriate committee decides that a conflict of interest exists.

Article III: Duty to Disclose

Regarding any actual or possible conflict of interest, an Interested Person must:

- Promptly disclose the existence of the financial interest;
- Promptly disclose all material facts; and be given the opportunity to disclose all material facts to the directors and members of committees with governing board-delegated powers considering the proposed transaction or arrangement.

Disclosure should occur before any discussion or vote on the matter whenever possible.

Article IV: Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts:

The Interested Person shall leave the meeting while the determination of a conflict of interest is discussed and voted upon.

The remaining Board members or committee members shall decide if a conflict of interest exists.

Article V: Procedures for Addressing the Conflict of Interest

1. Investigation of Alternatives

An Interested Person may make a presentation at the meeting but shall leave the meeting during discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

The Chairperson of the Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

2. Approval of Transaction

After exercising due diligence, the Board or committee shall determine whether the school can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not cause a conflict of interest.

If a more advantageous transaction is not reasonably possible under circumstances not producing a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested directors whether:

The transaction or arrangement is in the school's best interest,

The transaction is for its own benefit, and

- The transaction is fair and reasonable.

The decision shall be documented in the minutes.

Article VI: Violations of the Conflict of Interest Policy

If the Board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest:

The member shall be informed of the basis for such belief and given an opportunity to explain the alleged failure to disclose.

If, after hearing the member’s response and making further investigation as warranted, the Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action, which may include removal from the Board, in accordance with the school's bylaws.

Article VII: Records of Proceedings

The minutes of the Board and all committees with board-delegated powers shall contain:

The names of the persons who disclosed or were found to have a financial interest;

The nature of the financial interest;

Any action taken to determine whether a conflict of interest was present;

The Board’s or committee’s decision as to whether a conflict of interest existed;

The names of the persons present for discussions and votes relating to the transaction or arrangement;

The content of the discussion, including alternatives considered; and

A record of any votes taken regarding the proceedings.

Article VIII: Compensation

A voting member of the Board who receives compensation, directly or indirectly, from the school for services is precluded from voting on matters pertaining to that member’s compensation.

No voting member of the Board whose jurisdiction includes compensation matters and who receives compensation from the school, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article IX: Annual Statements

Each director, principal officer, and member of a committee with governing board-delegated powers shall annually sign a statement which affirms that such person:

Has received a copy of the Conflict of Interest Policy;

Has read and understands the policy;

Has agreed to comply with the policy; and

Understands that the school is charitable and that in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Article X: Periodic Reviews

To ensure the School operates in a manner consistent with its educational and charitable purposes and maintains compliance with applicable federal and state laws governing nonprofit charter schools, the Board of Directors shall conduct periodic reviews of the School's financial arrangements and governance practices. These reviews are intended to ensure that no activity results in private inurement, excess benefit transactions, or impermissible private benefit.

Certification

Adopted by resolution of the Board of Directors on this ___ day of _____, 20___.

_____

Board Chair

_____

Secretary

_____

Annual Conflict Of Interest Disclosure Form

Name: _____
Position/Title: _____
Term Year: _____
New HOPE Technology Preparatory Academy requires each director and officer to complete this annual disclosure in accordance with the organization's Conflict of Interest Policy.

Please answer the following questions:

1. Financial Interests

Do you, or any of your family members (spouse, parent, child, sibling, or household member), have a financial interest in or receive compensation from any organization or individual that:

Does business with New HOPE Technology Preparatory Academy?

Seeks to do business with New HOPE Technology Preparatory Academy?

Receives funding, contracts, or grants from New HOPE Technology Preparatory Academy?

☐ Yes
☐ No

If yes, please describe the nature of the relationship and financial interest:

2. Board Service or Leadership Roles

Do you or any family member serve as an officer, director, trustee, employee, or key volunteer of any organization that has a relationship with New HOPE Technology Preparatory Academy?

☐ Yes
☐ No

If yes, please explain:

3. Other Potential Conflicts

Are you aware of any other situation that could create a real or perceived conflict of interest with your duties to New HOPE Technology Preparatory Academy?

☐ Yes
☐ No

If yes, please describe:

Certification

I certify that:

- ☐ I have received and read the New HOPE Technology Preparatory Academy Conflict of Interest Policy.
- ☐ I understand the policy and agree to comply with it.
- ☐ I agree to disclose any potential conflicts that arise during the year.

The information provided above is complete and accurate to the best of my knowledge.

Signature: _____

Printed Name: _____

Title/Role: _____

Date: _____

Conflict of Interest Procedure

Adopted: _____
Revised: _____

I. Purpose

These procedures establish the step-by-step process for identifying, disclosing, reviewing, documenting, and resolving actual or potential conflicts of interest in accordance with the New HOPE Technology Preparatory Academy Conflict of Interest Policy and applicable North Carolina and federal law.

II. Annual Disclosure Process

A. Distribution of Annual Disclosure Forms

1. The Secretary (or designee) shall distribute the **Annual Conflict of Interest Disclosure Form** to:
    - All directors
    - Principal officers
    - Committee members with board-delegated powers
    - Key employees (as determined by the Executive Director)
2. Distribution shall occur:
    - Upon appointment or election to the Board; and
    - Annually, no later than the first Board meeting of each fiscal year.

B. Collection and Review

1. Completed forms must be returned within 14 days of distribution.
2. The Secretary shall:
    - Review forms for disclosed interests;
    - Maintain signed originals in the school's corporate records.
3. Any disclosed financial interest shall be reported to the Board Chair for review and possible placement on a Board agenda if necessary.

III. Ongoing Duty to Disclose

A. Timing of Disclosure

An Interested Person must disclose any actual or potential conflict:

- As soon as the conflict is known; and
- Before discussion or vote on the relevant matter whenever possible.

B. Method of Disclosure

Disclosure shall:

1. Be made verbally during the meeting where the matter is discussed; and
2. Be documented in the meeting minutes; and
3. If appropriate, it should be submitted in writing to the Board Chair or Secretary.

IV. Procedure for Determining Whether a Conflict Exists

Step 1: Disclosure of Interest

The Interested Person shall:

- Fully disclose all material facts; and
- Answer any clarifying questions from the Board.

Step 2: Recusal

After disclosure:

- The Interested Person shall leave the meeting room (or virtual session) during:
    - Deliberation regarding whether a conflict exists; and
    - Any vote on the matter.

Step 3: Board Determination

The remaining disinterested Board or committee members shall:

1. Discuss whether the disclosed financial interest constitutes a conflict of interest.
2. Vote by the majority of disinterested members.
3. Record in the minutes:
    - Name of interested person;
    - Nature of financial interest;
    - Determination of whether a conflict exists;
    - Vote outcome.

V. Procedure for Addressing an Identified Conflict

If the Board determines a conflict of interest exists:

A. Presentation (If Requested)

The Interested Person may:

- Present information relevant to the transaction;
- Answer factual questions;
- Then must leave prior to discussion and vote.

B. Investigation of Alternatives

The Chairperson may:

- Appoint a disinterested director or committee to investigate alternatives;
- Request competitive bids or comparable market data;
- Obtain independent compensation or valuation data when appropriate.

C. Due Diligence Review

The Board or committee shall determine:

1. Whether a more advantageous transaction without a conflict is reasonably available; and
2. Whether the proposed transaction:
    - Is in the school's best interest;
    - Furthers the school's charitable purposes;
    - Is fair and reasonable; and
    - Does not result in excess benefit or impermissible private benefit.

D. Approval

Approval requires:

- Majority vote of disinterested directors;
- Documentation of due diligence in the minutes.

VI. Special Procedures for Compensation Matters

1. Any Board member receiving compensation from New HOPE Technology Preparatory Academy:
    - Shall not vote on matters related to their compensation.
2. Such members may:
    - Provide information to the Board or committee upon request.
3. Compensation decisions must be supported by:
    - Comparable salary data;
    - Market analysis or survey information;
    - Documentation demonstrating reasonableness.

VII. Documentation Requirements

The Secretary shall ensure that meeting minutes include:

- Names of persons who disclosed financial interests;
- Nature of the interest;
- Actions taken to determine whether a conflict existed;
- Determination outcome;
- Names of persons present during the discussion and vote;
- Summary of discussion, including alternatives considered;
- Record of votes taken.

All documentation shall be retained in accordance with the Organization's records retention policy.

VIII. Violations of the Policy

A. Initial Review

If the Board has reasonable cause to believe a failure to disclose has occurred:

1. The member shall be informed of the basis for concern.
2. The member shall be given an opportunity to explain.

B. Investigation

The Board may:

- Conduct further inquiry;
- Review relevant documents;
- Interview relevant parties.

C. Corrective Action

If a violation is confirmed, the Board may take appropriate action consistent with the bylaws, including:

- Formal reprimand;
- Removal from committee assignments;
- Removal from position as officer or member;
- Recommendation for removal from the Board.

All actions must be documented in the minutes.

IX. Periodic Compliance Review

At least annually, the Board (or designated committee) shall review:

1. Compensation arrangements for reasonableness;
2. Contracts and partnerships for compliance with policy;
3. Joint ventures or management agreements;
4. Documentation of conflict procedures.

Findings shall be summarized in Board minutes.

X. Records Retention

- Signed annual disclosure forms shall be retained permanently in corporate records.
- Meeting minutes documenting conflicts shall be retained permanently.
- Supporting documentation for compensation reviews shall be retained for at least seven (7) years.

XI. Procedure Implementation Responsibility

- **Board Chair:** Ensures enforcement during meetings.

- **Secretary:** Maintains documentation and records.
- **Principal:** Ensures key employees complete disclosures.
- **Governance Oversight Committee & Leadership:** Oversees annual review and compliance.

XII. Acknowledgment

All directors, officers, committee members with board-delegated powers, and key members are responsible for understanding and complying with these procedures.

4. Board Member Agreement

Article I – Board Responsibilities

The Board of Directors shall:

- Ensure the school fulfills its mission
- Hire and evaluate the school leader or executive director
- Approve the annual budget
- Monitor financial performance
- Ensure legal and regulatory compliance
- Establish strategic direction for the school

Article II – Records and Transparency

The Board shall maintain accurate records, including:

- Meeting minutes
- Financial reports
- Governance documents

Records shall be maintained in accordance with **North Carolina public records requirements**.

Board members agree to:

• Support the mission of the school

• Attend board meetings regularly

• Prepare for meetings by reviewing materials

• Maintain confidentiality when appropriate

• Avoid conflicts of interest and report any conflicts of interest

• Act in the best interest of students and the school

Board members are expected to participate actively in committees and strategic planning.

This ensures board members understand their responsibilities.

Board Member Commitment Form

I understand and agree to fulfill the following responsibilities:

- Attend scheduled board meetings regularly
- Participate in strategic planning and governance activities
- Review financial and academic performance reports
- Support the mission and vision of the school
- Participate in board training and development

Expected meeting attendance: Minimum 75% per year

Signature: _____
Date: _____

5. Board Committees

Governance Oversight Committee & Leadership

Responsibilities:

• Recruit new board members

• Review bylaws and policies

• Lead board evaluations

Finance Committee

Responsibilities:

• Review financial statements

• Monitor budgets

• Oversee audits and financial compliance

Academic Committees

Responsibilities:

• Monitor academic performance

• Review curriculum and programs

• Support school leadership in improving student outcomes

Technology Committee

Responsibilities:

• Oversee technology systems and infrastructure

• Support instructional technology use

• Ensure data security and student privacy

• Recommend technology budget priorities

• Promote responsible student technology use

Athletics Committee

Responsibilities:

- Oversee athletic programs and student participation
- Ensure compliance with league and eligibility requirements
- Review safety, facilities, and equipment needs
- Support student-athlete development and academic balance
- Recommend athletics budget and resource needs

6. Amendments

These bylaws may be amended by a **two-thirds vote of the Board of Directors**, if notice of the proposed amendment is given at least **seven days before the meeting**.

Dissolution:

Upon dissolution of the organization, any remaining assets shall be distributed in accordance with **North Carolina nonprofit law** to another nonprofit organization or educational institution with a similar mission.

Adoption:

These bylaws were adopted by the Board of Directors of **New HOPE Technology Preparatory Academy** on this date:

Date: _____

Chair Signature: _____

Secretary Signature: _____

NEW H.O.P.E. TECHNOLOGY PREPARATORY ACADEMY

BY-LAWS

Table of Contents

1. Board By Laws
2. Organizational Chart
3. Conflict of Interest Policy
4. Board Member Agreement
5. Board Committees
6. Amendments

1. Board of Directors Bylaws

Article I – Name and Purpose

The name of the organization shall be **New H.O.P.E. Technology Preparatory Academy, LLC** operating under New H.O.P.E. Community Development Corporation, a 501(c)3 nonprofit organization organized under the laws of North Carolina.

The purpose of the organization is to operate a public or non-profit educational institution serving boys ages 9-14 in Wilmington, NC and surrounding communities.

The organization exists to promote student achievement, community engagement, and responsible governance whiling providing high-quality educational opportunities through a rigorous academic program that integrates technology, leadership development, and charter education.

The academy shall operate exclusively for educational purposes in accordance with applicable state and federal laws governing nonprofit organizations and public charter schools.

Article II – Board of Directors

All newly appointed board members will participate in an orientation program designed to familiarize them with the mission, governance structure, and operational framework of the school.

The orientation will include training in the following areas:

- Charter school governance responsibilities
- Financial oversight and fiduciary duties
- Academic accountability and performance monitoring
- Charter school laws and regulatory requirements
- Ethical governance and conflict of interest policies
- Robert's Rules of Order for board meetings

The Board will also participate in ongoing professional development opportunities to strengthen governance effectiveness and ensure continued compliance with best practices in charter school oversight.

The Board of Directors shall serve as the governing body of the school and shall have full authority over the strategic direction, policies, and financial oversight of the organization.

The Board is responsible for ensuring that the school operates in accordance with the terms of its charter, applicable laws, and sound governance practices.

Board Size:

- The Board shall consist of no fewer than five (5) and no more than eleven (11) members.

Terms:

- Board members shall serve three-year terms and may serve two consecutive terms.

Vacancies:

- Vacancies may be filled by a majority vote of the Board. Vacancies should be filled within a timely manner typically 30-90 days.

Removal:

- Board members may be removed by a two-thirds vote for misconduct, absence, or violation of policies.
- Board members may resign at any time by providing written notice to the Board Chair

Board Expertise:

- Board membership will include individuals with professional expertise in areas such as:
    - Education
    - Finance
    - Law
    - Business Leadership
    - Technology
    - Community Engagement

Article III – Officers

Officers of the Board include:

Chair – Presides over meetings and provides strategic leadership to the board, so it effectively governs and supports the mission of this academy. They serve as a liaison between the Executive Director and the Board. Ensure legal and fiduciary duties are fulfilled; by supporting the bylaws, policies, and ethical standards are upheld. Promotes Board development, committee oversight, and overall serves as an ambassador of the organization.

Vice Chair – Assists the Chair and presides when the Chair is absent, resigns, or is unable to perform their duties. Supports the Board by promoting adherence to the Academy's regulations and policies; promotes leadership continuity and the overall vision and mission of the Academy.

Treasurer – Provides financial oversight, budget reviews, financial reporting, accountability, and compliance for the Academy. This helps ensure the organization maintains strong financial management, accountability, and transparency. The Treasurer works with the Academy leadership, finance staff, and auditors to monitor the school's financial health and ensure compliance with the Academy's financial regulations.

Secretary – Responsible for ensuring accurate documentation of board activities and maintaining official records of the Academy's governance. The Secretary supports the board by keeping clear

meeting minutes, managing records, and helping ensure the board follows proper procedures and transparency requirements.

Officers are elected annually by the Board.

Article IV – Meetings

The Board shall meet at least quarterly to conduct the business of the school. Special meetings may be called by the Board Chair or by a majority of board members when necessary.

Quorum:

A majority of board members constitutes a quorum required to conduct official business.

Voting:

Each board member shall have one vote. Decisions require a majority vote unless otherwise specified.

Notice:

Notice of meetings shall be provided at least 48 hours in advance, unless otherwise required by law.

Meetings shall comply with North Carolina Open Meetings Law when applicable.

Article V – Committees

The Board may establish committees including:

- Governance Committee: Responsible for board recruitment, evaluation, and policy review.
- Finance & Audit Committee: Oversees financial management, budgeting, and audits.
- Academic Excellence Committee: Monitors school performance and educational programs.
- Facilities & Operations Committee: Oversees school facilities, construction, and maintenance.

Committees report recommendations to the Board but do not replace Board authority.

Article VI – Conflict of Interest

The Board of Directors shall maintain the highest standards of ethical conduct and transparency. Board members must disclose any financial or personal conflicts.

A conflict of interest arises when a board member has a personal, financial, or professional interest that could influence their decisions regarding the school. Members with conflicts must recuse themselves from discussion and voting.

All board members will sign an annual Conflict of Interest Disclosure Statement affirming that they will act in the best interests of the school and avoid conflicts that may compromise governance integrity.

Article VII – Open Meetings Commitment

New H.O.P.E. Technology Preparatory Academy is committed to transparency and public accountability.

All meetings of the Board of Directors will be conducted in accordance with applicable open meetings laws governing public charter schools.

The Board will ensure that:

- Meeting dates and agendas are publicly posted in advance
- Board meetings are accessible to the public
- Meeting minutes are recorded and maintained as public records

The Board may enter closed sessions only when permitted by law, such as for discussions related to personnel matters or legal issues.

Article VIII- Grievance & Complaint Procedures

The school shall maintain a formal process for addressing complaints and grievances from parents, students, staff, and community members.

Individuals are encouraged to seek resolution through school administration first. If the issue cannot be resolved at the administrative level, the matter may be submitted to the Board for review.

The Board will review grievances in accordance with established policies and ensure that concerns are addressed fairly and promptly.

Article IX- Amendments

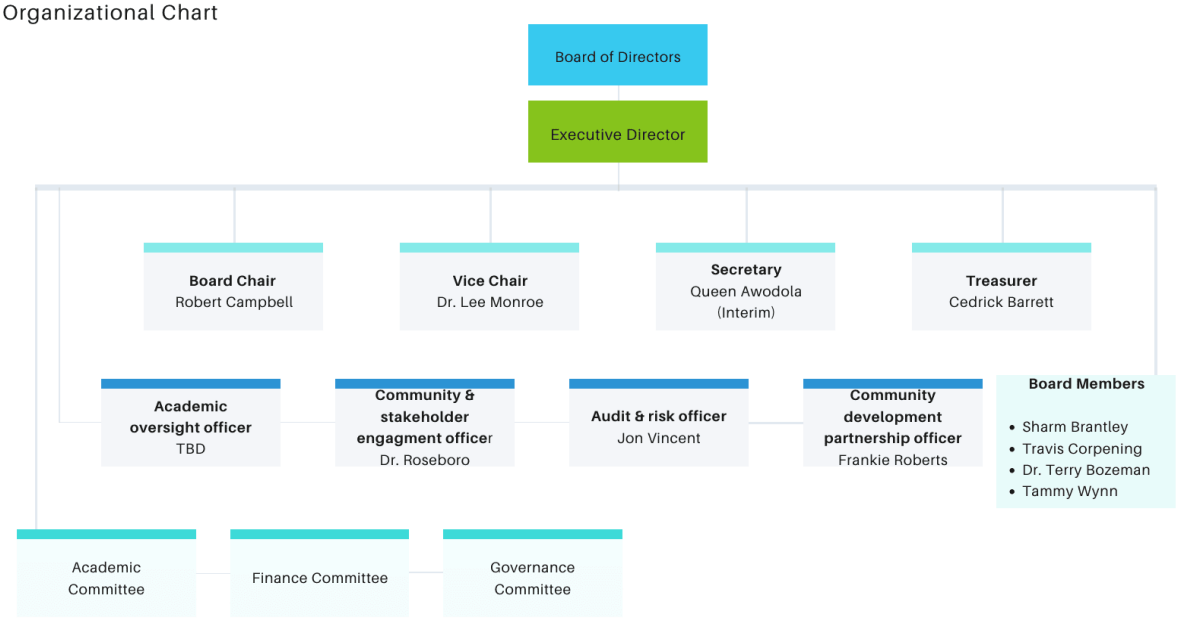
These bylaws may be amended by a two-thirds vote of the Board with prior written notice.

Proposed amendments must be distributed to board members before the meeting at which the vote will occur.

2. **Organizational Chart**

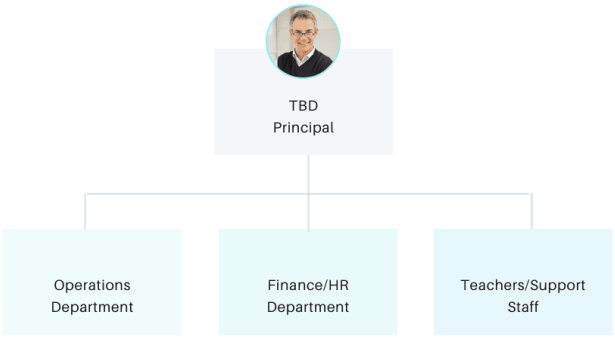
NEW HOPE TECHNOLOGY PREPATORY ACADEMY

Organizational Chart



NEW HOPE TECHNOLOGY PREPATORY ACADEMY

School Organizational Chart



3. Conflict of Interest Policy

Article I: Purpose

The purpose of this Conflict of Interest Policy is to protect the interests of New HOPE Technology & Preparatory Academy when it is contemplating entering into a transaction or arrangement that might

benefit the private interest of an officer, director, or key employee of the School or might result in a possible excess benefit transaction.

This policy is intended to comply with applicable provisions of the North Carolina Nonprofit Corporation Act, the North Carolina Charter School Act, federal laws governing tax-exempt organizations under Section 501(c)(3) of the Internal Revenue Code, and applicable federal grant requirements.

Article II: Definitions

1. Interested Person

Any director, principal officer, member of a committee with governing board-delegated powers, or key member who has a direct or indirect financial interest is an Interested Person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

An ownership or investment interest in any entity with which the school has a transaction or arrangement;

A compensation arrangement with the school or with any entity or individual with which the school has a transaction or arrangement; or

A potential ownership, investment interest, or compensation arrangement with any entity or individual with which the school is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

A financial interest is not necessarily a conflict of interest. A conflict of interest exists only when the Board or appropriate committee decides that a conflict of interest exists.

Article III: Duty to Disclose

Regarding any actual or possible conflict of interest, an Interested Person must:

- Promptly disclose the existence of the financial interest;
- Promptly disclose all material facts; and be given the opportunity to disclose all material facts to the directors and members of committees with governing board-delegated powers considering the proposed transaction or arrangement.

Disclosure should occur prior to any discussion or vote on the matter whenever possible.

Article IV: Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts:

The Interested Person shall leave the meeting while the determination of a conflict of interest is discussed and voted upon.

The remaining Board members or committee members shall decide if a conflict of interest exists.

Article V: Procedures for Addressing the Conflict of Interest

1. Investigation of Alternatives

An Interested Person may make a presentation at the meeting but shall leave the meeting during discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

The Chairperson of the Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

2. Approval of Transaction

After exercising due diligence, the Board or committee shall determine whether the school can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction is not reasonably possible under circumstances not producing a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested directors whether:

The transaction or arrangement is in the school's best interest,

The transaction is for its own benefit, and

- The transaction is fair and reasonable.

The decision shall be documented in the minutes.

Article VI: Violations of the Conflict of Interest Policy

If the Board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest:

The member shall be informed of the basis for such belief and given an opportunity to explain the alleged failure to disclose.

If, after hearing the member’s response and making further investigation as warranted, the Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action, which may include removal from the Board, in accordance with the school's bylaws.

Article VII: Records of Proceedings

The minutes of the Board and all committees with board-delegated powers shall contain:

The names of the persons who disclosed or were found to have a financial interest;

The nature of the financial interest;

Any action taken to determine whether a conflict of interest was present;

The Board's or committee's decision as to whether a conflict of interest existed;

The names of the persons present for discussions and votes relating to the transaction or arrangement;

The content of the discussion, including alternatives considered; and

A record of any votes taken regarding the proceedings.

Article VIII: Compensation

A voting member of the Board who receives compensation, directly or indirectly, from the school for services is precluded from voting on matters pertaining to that member's compensation.

No voting member of the Board whose jurisdiction includes compensation matters and who receives compensation from the school, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article IX: Annual Statements

Each director, principal officer, and member of a committee with governing board-delegated powers shall annually sign a statement which affirms that such person:

Has received a copy of the Conflict of Interest Policy;

Has read and understands the policy;

Has agreed to comply with the policy; and

Understands that the school is charitable and that in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Article X: Periodic Reviews

To ensure the School operates in a manner consistent with its educational and charitable purposes and maintains compliance with applicable federal and state laws governing nonprofit charter schools, the Board of Directors shall conduct periodic reviews of the School's financial arrangements and governance practices. These reviews are intended to ensure that no activity results in private inurement, excess benefit transactions, or impermissible private benefit.

Certification

Adopted by resolution of the Board of Directors on this ___ day of _____, 20___.

Board Chair

Secretary

ANNUAL CONFLICT OF INTEREST DISCLOSURE FORM

Name: _____
Position/Title: _____
Term Year: _____
New HOPE Technology & Preparatory Academy requires each director and officer to complete this annual disclosure in accordance with the organization's Conflict of Interest Policy.

Please answer the following questions:

1. Financial Interests

Do you, or any of your family members (spouse, parent, child, sibling, or household member), have a financial interest in or receive compensation from any organization or individual that:

Does business with New HOPE Technology & Preparatory Academy?

Seeks to do business with New HOPE Technology & Preparatory Academy?

Receives funding, contracts, or grants from New HOPE Technology & Preparatory Academy?

☐ Yes
☐ No

If yes, please describe the nature of the relationship and financial interest:

2. Board Service or Leadership Roles

Do you or any family member serve as an officer, director, trustee, employee, or key volunteer of any organization that has a relationship with New HOPE Technology & Preparatory Academy?

☐ Yes
☐ No

If yes, please explain:

3. Other Potential Conflicts

Are you aware of any other situation that could create a real or perceived conflict of interest with your duties to New HOPE Technology & Preparatory Academy?

☐ Yes
☐ No

If yes, please describe:

Certification

I certify that:

- ☐ I have received and read the New HOPE Technology & Preparatory Academy Conflict of Interest Policy.
- ☐ I understand the policy and agree to comply with it.
- ☐ I agree to disclose any potential conflicts that arise during the year.

The information provided above is complete and accurate to the best of my knowledge.

Signature: _____

Printed Name: _____

Title/Role: _____

Date: _____

Conflict of Interest Procedure

Adopted: _____
Revised: _____

I. Purpose

These procedures establish the step-by-step process for identifying, disclosing, reviewing, documenting, and resolving actual or potential conflicts of interest in accordance with the New HOPE Technology & Preparatory Academy Conflict of Interest Policy and applicable North Carolina and federal law.

II. Annual Disclosure Process

A. Distribution of Annual Disclosure Forms

1. The Secretary (or designee) shall distribute the **Annual Conflict of Interest Disclosure Form** to:
    - All directors
    - Principal officers
    - Committee members with board-delegated powers
    - Key employees (as determined by the Executive Director)
2. Distribution shall occur:
    - Upon appointment or election to the Board; and

- Annually, no later than the first Board meeting of each fiscal year.

B. Collection and Review

1. Completed forms must be returned within 14 days of distribution.
2. The Secretary shall:
   - Review forms for disclosed interests;
   - Maintain signed originals in the school's corporate records.
3. Any disclosed financial interest shall be reported to the Board Chair for review and possible placement on a Board agenda if necessary.

III. Ongoing Duty to Disclose

A. Timing of Disclosure

An Interested Person must disclose any actual or potential conflict:

- As soon as the conflict is known; and
- Before discussion or vote on the relevant matter whenever possible.

B. Method of Disclosure

Disclosure shall:

1. Be made verbally during the meeting where the matter is discussed; and
2. Be documented in the meeting minutes; and
3. If appropriate, be submitted in writing to the Board Chair or Secretary.

IV. Procedure for Determining Whether a Conflict Exists

Step 1: Disclosure of Interest

The Interested Person shall:

- Fully disclose all material facts; and
- Answer any clarifying questions from the Board.

Step 2: Recusal

After disclosure:

- The Interested Person shall leave the meeting room (or virtual session) during:
  - Deliberation regarding whether a conflict exists; and
  - Any vote on the matter.

Step 3: Board Determination

The remaining disinterested Board or committee members shall:

1. Discuss whether the disclosed financial interest constitutes a conflict of interest.
2. Vote by majority of disinterested members.
3. Record in the minutes:
   - Name of Interested Person;
   - Nature of financial interest;
   - Determination of whether a conflict exists;
   - Vote outcome.

V. Procedure for Addressing an Identified Conflict

If the Board determines a conflict of interest exists:

A. Presentation (If Requested)

The Interested Person may:

- Present information relevant to the transaction;
- Answer factual questions;
- Then must leave prior to discussion and vote.

B. Investigation of Alternatives

The Chairperson may:

- Appoint a disinterested director or committee to investigate alternatives;
- Request competitive bids or comparable market data;
- Obtain independent compensation or valuation data when appropriate.

C. Due Diligence Review

The Board or committee shall determine:

1. Whether a more advantageous transaction without a conflict is reasonably available; and
2. Whether the proposed transaction:
    - Is in the school's best interest;
    - Furthers the school's charitable purposes;
    - Is fair and reasonable; and
    - Does not result in excess benefit or impermissible private benefit.

D. Approval

Approval requires:

- Majority vote of disinterested directors;
- Documentation of due diligence in the minutes.

VI. Special Procedures for Compensation Matters

1. Any Board member receiving compensation from New HOPE Technology & Preparatory Academy:
    - Shall not vote on matters related to their compensation.
2. Such members may:
    - Provide information to the Board or committee upon request.
3. Compensation decisions must be supported by:
    - Comparable salary data;
    - Market analysis or survey information;
    - Documentation demonstrating reasonableness.

VII. Documentation Requirements

The Secretary shall ensure that meeting minutes include:

- Names of persons who disclosed financial interests;
- Nature of the interest;
- Actions taken to determine whether a conflict existed;
- Determination outcome;
- Names of persons present during discussion and vote;
- Summary of discussion, including alternatives considered;
- Record of votes taken.

All documentation shall be retained in accordance with the Organization's records retention policy.

VIII. Violations of the Policy

A. Initial Review

If the Board has reasonable cause to believe a failure to disclose has occurred:

1. The member shall be informed of the basis for concern.
2. The member shall be given an opportunity to explain.

B. Investigation

The Board may:

- Conduct further inquiry;
- Review relevant documents;
- Interview relevant parties.

C. Corrective Action

If a violation is confirmed, the Board may take appropriate action consistent with the bylaws, including:

- Formal reprimand;
- Removal from committee assignments;
- Removal from officer position;
- Recommendation for removal from the Board.

All actions must be documented in the minutes.

IX. Periodic Compliance Review

At least annually, the Board (or designated committee) shall review:

1. Compensation arrangements for reasonableness;
2. Contracts and partnerships for compliance with policy;
3. Joint ventures or management agreements;
4. Documentation of conflict procedures.

Findings shall be summarized in Board minutes.

X. Records Retention

- Signed annual disclosure forms shall be retained permanently in corporate records.
- Meeting minutes documenting conflicts shall be retained permanently.
- Supporting documentation for compensation reviews shall be retained for at least seven (7) years.

XI. Procedure Implementation Responsibility

- **Board Chair:** Ensures enforcement during meetings.
- **Secretary:** Maintains documentation and records.
- **Executive Director:** Ensures key employees complete disclosures.
- **Governance Committee (if applicable):** Oversees annual review and compliance.

XII. Acknowledgment

All directors, officers, committee members with board-delegated powers, and key members are responsible for understanding and complying with these procedures.

4. Board Member Agreement

Article I – Board Responsibilities

The Board of Directors shall:

- Ensure the school fulfills its mission
- Hire and evaluate the school leader or executive director
- Approve the annual budget
- Monitor financial performance
- Ensure legal and regulatory compliance
- Establish strategic direction for the school

Article II – Records and Transparency

The Board shall maintain accurate records including:

- Meeting minutes
- Financial reports
- Governance documents

Records shall be maintained in accordance with North Carolina public records requirements.

Board members agree to:

• Support the mission of the school

• Attend board meetings regularly

• Prepare for meetings by reviewing materials

• Maintain confidentiality when appropriate

• Avoid conflicts of interest

• Act in the best interest of students and the school

Board members are expected to actively participate in committees and strategic planning.

This ensures board members understand their responsibilities.

Board Member Commitment Form

I understand and agree to fulfill the following responsibilities:

- Attend scheduled board meetings regularly
- Participate in strategic planning and governance activities
- Review financial and academic performance reports
- Support the mission and vision of the school
- Participate in board training and development

Expected meeting attendance: Minimum 75% per year

Signature: _____
Date: _____

5. Board Committees

Governance Committee

Responsibilities:

• Recruit new board members

• Review bylaws and policies

• Lead board evaluations

Finance Committee

Responsibilities:

• Review financial statements

• Monitor budgets

• Oversee audits and financial compliance

Academic Committee

Responsibilities:

• Monitor academic performance

• Review curriculum and programs

• Support school leadership in improving student outcomes

Facilities Committee

Responsibilities:

• Oversee school buildings and property

• Plan for expansion and maintenance

• Review safety and infrastructure needs

6. Amendments

These bylaws may be amended by a **two-thirds vote of the Board of Directors**, provided that notice of the proposed amendment is given at least **seven days prior to the meeting**.

Dissolution:

Upon dissolution of the organization, any remaining assets shall be distributed in accordance with **North Carolina nonprofit law** to another nonprofit organization or educational institution with a similar mission.

Adoption:

These bylaws were adopted by the Board of Directors of **New HOPE Tech** on this date:

Date: _____

Chair Signature: _____

Secretary Signature: _____

Office of
CHARTER SCHOOLS
NC Department of Public Instruction

Enrollment Summary Tabl

Academic School Year	Grade Levels
Year 1	9
Year 2	9 - 10
Year 3	9 - 11
Year 4	9 - 12
Year 5	9 - 12

e

Total Projected Student Enrollment
95
190
285
380
380

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		

NHTPA Enrollment Projection – Instructions

Overview:
This workbook provides a 25-year enrollment and demographic projection aligned to NC DPI data and charter application expectations.

Tab Descriptions:
Percentages Tab: Contains projected demographic percentages by year using midpoint ranges aligned
Counts Tab: Auto-calculates student counts based on total enrollment and percentage assumptions.
Charts Tab: Visual representation of enrollment growth over time.

Column Definitions:
Year: Academic year of operation (Year 1 = opening year).
Total Students: Total projected student enrollment for that year.
Black %: Percentage of students identifying as Black/African American.
Hispanic %: Percentage of students identifying as Hispanic/Latino.
White %: Percentage of students identifying as White.
Other %: Percentage of students identifying as Multiracial, Asian, or other groups.
Econ Disadv %: Percentage of students classified as economically disadvantaged.
EL %: Percentage of English Learner students.
SWD %: Percentage of Students with Disabilities.

Counts Tab Columns:
Each subgroup column represents the calculated number of students based on:
Total Students x Percentage (from Percentages tab).

Assumptions:
Enrollment reaches full capacity (380 students) in Year 4 and remains stable through Year 25.
Demographic ranges are based on New Hanover County Schools averages and NC DPI data.
Percentages use midpoint values for planning consistency and reporting clarity.

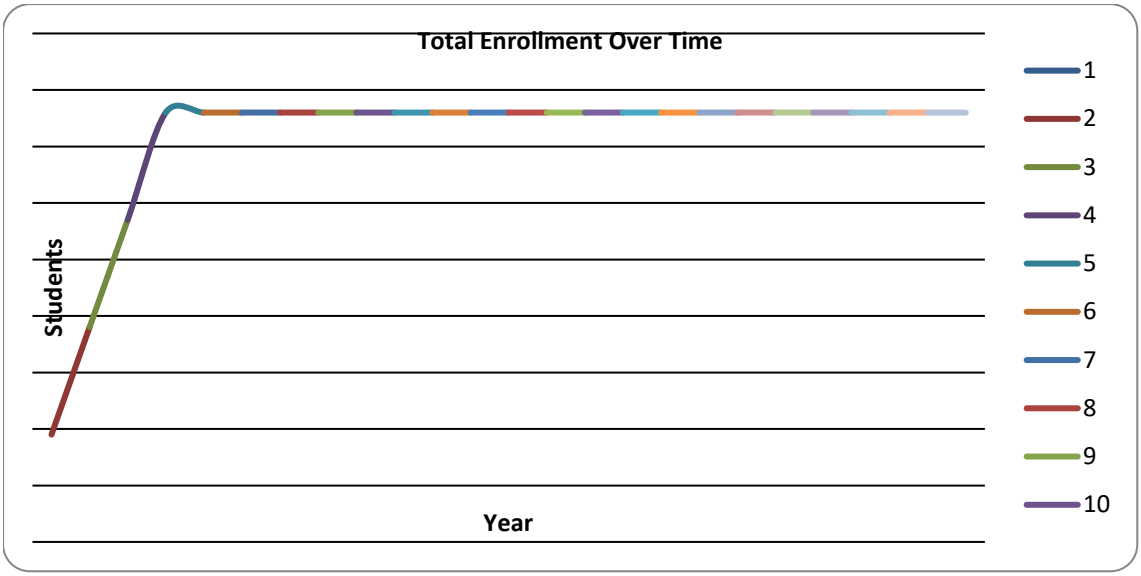
Data Sources (NC DPI):
NC School Report Cards: https://ncreportcards.ondemand.sas.com
NC DPI Data & Reports: https://www.dpi.nc.gov/data-reports
NC DPI Statistical Profile: https://www.dpi.nc.gov/districts-schools/district-operations/financial-and-b

Citation Guidance:
Include the following statement in your application:
'Baseline demographic data were derived from publicly available North Carolina Department of Public

Instruction (NC DPI) sources, including NC School Report Cards and district statistical reports.'

Year	Total Stude	Black %	Hispanic %	White %	Other %	Econ Disad	EL %	SWD %
1	95	0.2	0.2	0.525	0.1	0.5	0.075	0.125
2	190	0.2	0.2	0.525	0.1	0.5	0.075	0.125
3	285	0.2	0.2	0.525	0.1	0.5	0.075	0.125
4	380	0.2	0.2	0.525	0.1	0.5	0.075	0.125
5	380	0.2	0.2	0.525	0.1	0.5	0.075	0.125
6	380	0.2	0.2	0.525	0.1	0.5	0.075	0.125
7	380	0.2	0.2	0.525	0.1	0.5	0.075	0.125
8	380	0.2	0.2	0.525	0.1	0.5	0.075	0.125
9	380	0.2	0.2	0.525	0.1	0.5	0.075	0.125
10	380	0.2	0.2	0.525	0.1	0.5	0.075	0.125
11	380	0.2	0.2	0.525	0.1	0.5	0.075	0.125
12	380	0.2	0.2	0.525	0.1	0.5	0.075	0.125
13	380	0.2	0.2	0.525	0.1	0.5	0.075	0.125
14	380	0.2	0.2	0.525	0.1	0.5	0.075	0.125
15	380	0.2	0.2	0.525	0.1	0.5	0.075	0.125
16	380	0.2	0.2	0.525	0.1	0.5	0.075	0.125
17	380	0.2	0.2	0.525	0.1	0.5	0.075	0.125
18	380	0.2	0.2	0.525	0.1	0.5	0.075	0.125
19	380	0.2	0.2	0.525	0.1	0.5	0.075	0.125
20	380	0.2	0.2	0.525	0.1	0.5	0.075	0.125
21	380	0.2	0.2	0.525	0.1	0.5	0.075	0.125
22	380	0.2	0.2	0.525	0.1	0.5	0.075	0.125
23	380	0.2	0.2	0.525	0.1	0.5	0.075	0.125
24	380	0.2	0.2	0.525	0.1	0.5	0.075	0.125
25	380	0.2	0.2	0.525	0.1	0.5	0.075	0.125

Year	Total Stude	Black	Hispanic	White	Other	Econ Disad	EL	SWD
1	95	19	19	49.875	9.5	47.5	7.125	11.875
2	190	38	38	99.75	19	95	14.25	23.75
3	285	57	57	149.625	28.5	142.5	21.375	35.625
4	380	76	76	199.5	38	190	28.5	47.5
5	380	76	76	199.5	38	190	28.5	47.5
6	380	76	76	199.5	38	190	28.5	47.5
7	380	76	76	199.5	38	190	28.5	47.5
8	380	76	76	199.5	38	190	28.5	47.5
9	380	76	76	199.5	38	190	28.5	47.5
10	380	76	76	199.5	38	190	28.5	47.5
11	380	76	76	199.5	38	190	28.5	47.5
12	380	76	76	199.5	38	190	28.5	47.5
13	380	76	76	199.5	38	190	28.5	47.5
14	380	76	76	199.5	38	190	28.5	47.5
15	380	76	76	199.5	38	190	28.5	47.5
16	380	76	76	199.5	38	190	28.5	47.5
17	380	76	76	199.5	38	190	28.5	47.5
18	380	76	76	199.5	38	190	28.5	47.5
19	380	76	76	199.5	38	190	28.5	47.5
20	380	76	76	199.5	38	190	28.5	47.5
21	380	76	76	199.5	38	190	28.5	47.5
22	380	76	76	199.5	38	190	28.5	47.5
23	380	76	76	199.5	38	190	28.5	47.5
24	380	76	76	199.5	38	190	28.5	47.5
25	380	76	76	199.5	38	190	28.5	47.5


Total Enrollment Over Time
Students
Year
1
2
3
4
5
6
7
8
9
10

LINC
LEADING INTO NEW COMMUNITIES

LINC's mission is to educate and motivate youth to make positive life choices and to empower men and women returning from incarceration to be productive members of our community.

Michell Gunn, Co-Director / Frankie Roberts, Co-Director

BOARD MEMBERS
Brenda Roberts-Fong, Chair, NHC NAACP
Teresa Woods-Cox, Vice-Chair, Managing Partner Liberty Land Development, LLC
Kacie Harless, Board Treasurer, Apnimed
Katy L Parker, General Counsel, Live Oak Bank
Ashley Helfer, RN, MSN, MBA, Novant Health
Brandy Watts, RN, BSN, Ciena Healthcare, Wellpath
Cory Wrisborne, Dinero Digital Marketing
McKay Siegel, Partner East West Partners Management Company

April 21, 2026

North Carolina Charter School Review Board
North Carolina Department of Public Instruction

Re: Letter of Support for New HOPE Technology Prep Academy – Wilmington, NC

Dear Members of the Review Board,

I am writing in my capacity as Co-Director of LINC, Inc., a Wilmington-based nonprofit dedicated to supporting justice-involved individuals and strengthening our community through education, workforce development, and reentry services. I am pleased to offer my strong support for the proposed ***New HOPE Technology Prep Academy in Wilmington, North Carolina.***

Through our work at LINC, we see firsthand how gaps in education and limited access to career pathways can significantly impact long-term outcomes for young people and families. Too often, individuals fall behind not because of a lack of ability, but because they have not been provided with clear, relevant, and accessible pathways to meaningful careers. This is especially true for those who face systemic barriers and need both academic support and real-world opportunities to succeed.

The vision for ***New HOPE Technology Prep Academy***—to create a grades 9–14, workforce-focused charter school that connects students directly to real career pathways—is both timely and essential for our community. By integrating high school education with postsecondary credentialing and workforce preparation, the school can help bridge a critical gap between education and employment. This model not only supports academic achievement but also ensures that students graduate with tangible skills, industry exposure, and a clear direction for their futures.

We are particularly encouraged by the emphasis on career readiness, hands-on learning, and alignment with workforce needs. Wilmington and the surrounding region will benefit from an educational institution that intentionally prepares students for in-demand careers while also supporting their personal growth and long-term stability.

At LINC, Inc., we continue to work alongside New Hope, who share our focus on empowerment, opportunity, and sustainable success. We are strongly aligned with ***New HOPE Technology Prep Academy's mission,*** and we are excited to collaborate to support students and families—particularly those navigating complex life circumstances.

Expanding access to innovative, career-connected educational opportunities is critical to strengthening our community and reducing long-term disparities. ***New HOPE Technology Prep Academy*** represents a

forward-thinking approach that can make a meaningful difference in the lives of Wilmington's youth and families.

Thank you for your consideration of this application and for your continued commitment to advancing educational opportunities across North Carolina. I respectfully urge you to give full and favorable consideration to the proposal for ***New HOPE Technology Prep Academy.***

Sincerely,



Frankie Roberts
Co-Director
LINC, Inc.
Wilmington, NC

Address: 1202 S. 16th street Email: youngmogulgroup@gmail.com

To whom it may concern:

My name is Travis Corpening and I am the Executive Director of Young Mogul Development Group (YMDG). YMDG is a 501(c)3 dedicated to teaching entrepreneurship, self-branding, decision-making, and inspiring innovation in young men ages 13 to 18. I write this letter in support of the New Hope Technology Prep Academy and its efforts to shape the lives of young men in southeastern North Carolina.

For over 12 years Young Mogul has been blessed and driven by a call to be an organization that contributes to the leadership development, STEM career exposure, and self-knowledge of young men in this community with a focus on young men of color. We see tremendous promise in the goal of this effort and support its mission and vision as we continue to possibly work alongside it to transform the careers and futures of young people in our region.

Prayerfully, you will see what we see in its efforts and take the necessary steps to continue to synergy the school has brought to the fore for so many who have been looking for something to make a difference in so many who are often forgotten.

I look to see the school do phenomenal things in the future. I hope that you will give them the opportunity to build our next and brightest scholars.

Thank you!

Travis Corpening

Executive Director

Young Mogul Development Group

NEW HOPE TECHNOLOGY PREPAPARATORY ACADEMY

Building Leaders, Advancing Futures



NHP

NEW HOPE

TECHNOLOGY PREP

Preparing Young Men For College, Careers, and Leadership in Technology

College Readiness | **Technology & Innovation** | **Community Engagement**

Where Culture Fuels Learning; Brotherhood Sustains It...

Why New Hope Technology Prep?

NEW HOPE
TECHNOLOGY PREP

- ✓ Closing the opportunity gap for young men
- ✓ Science, Technology, Engineering, and Mathematics (STEM)–focused curriculum
- ✓ Strong community and family enegagement
- ✓ Leadership development, mentorship, & paid internships



Who We Serve:

- ✓ Young men grades 9 -12, including pathways to earn up to two years of college credentials
- ✓ Serving families commited to academic performance and character development

Scan to Learn More

Join the movement!



www.newhopetechnologyprep.org

education@newhope-cdc.org

***H**elping **O**rdinary **P**eople **E**xcel*

HOPE Community Giving

A Five-Year Commitment



Think about a time when someone invested in you. Now it's your turn.

HOPE invites businesses, churches, and individuals to walk with our students from high school through postsecondarycompletion.

This is because transformation takes time and no student should walk alone.

Leadership Commitments

HOPE Legacy Partner – $100,000
($20,000 per year for 5 years)

HOPE Champion Partner – $50,000
($10,000 per year for 5 years)

HOPE Community Partner –
$25,000
($5,000 per year for 5 years)

Where Your Donations Make a Difference

Debt-Free Associate Degrees & Certifications

Paid Internships

Career Exposure Trips

Student Advising & Mentorship

FREE Uniforms & Professional Attire for Freshmen

Teacher Recruitment & Retention

Upgraded Facilities & Technology Labs



Graduation Is Not the Finish Line.

After high school,
students become HOPE Scholars!

NHP

NEW HOPE

TECHNOLOGY PREP

Where Culture Fuels Learning and Brotherhood Sustains It



(910) 807-5183
education@newhope-cdc.org
www.newhopetechnologyprep.org

A culture-driven school preparing young men for transferable college credentials, technical skills, trades and a long-term economic mobility.

WHY HOPE

The New Hope Technology Prep Academy for Boys is a Charter School designed to prepare children of color for the real world.

We believe that every student deserves an education that supports and inspires them.

We offer an engaging curriculum to develop critical thinking, creativity and real-world-problem solving skills which is why we tilted towards the inclusion of a trade school.



HOPE Is Built Differently

Students are encouraged to commit to the full journey and never give up midstream. At HOPE, we don't quit when it gets difficult.

CULTURE FIRST

Culture Is Critical to Successful Learning
We offer advanced STEM coursework and early college opportunities through:

- Cape Fear Community College
- North Carolina A&T State University
- UNC Wilmington



Students develop:

- **Cybersecurity**
- **Computer Technology**
- **Electrical**
- **HVAC**
- **Construction**

Starting in 11th grade, students are tracked are tracked intentionally, paired with paid internships and supported through Cape Fear graduation.



A PURPOSE-DRIVEN BROTHERHOOD

At HOPE, your son joins a brotherhood of accountability where:

- **No one disappears**
- **No one quits silently**
- **Standards are high and clear**
- **Discipline is firm and fair**

Growth is shaped through peer leadership.

"HOPE men never lose because HOPE men never quit."

With New Hope, curriculum is the vehicle and culture is the fuel. This accelerates learning and other parameters such as graduation, credentials and mobility follows.

PROFESSIONAL CAREER DAY

Students wear professional attire and connect with industry leaders each week, building confidence and preparing for future careers.

POWER BREAKFAST

Students engage with professionals during weekly Power Breakfast sessions, building networking skills and professional confidence.

WORKFORCE HUB

The Workforce Hub provides hands-on training and internship pathways that prepare students for in-demand careers.

NEW HOPE
TECHNOLOGY PREP



NEW HOPE TECHNOLOGY

PREPARATORY ACADEMY

AGENDA

NEW HOPE
TECHNOLOGY PREP

- HOW DID WE GET HERE
- HOPE VISION/MISSION
- HOPE TECH PREP ACADEMY
- WHY H.O.P.E
- THE JOURNEY DOESN’T END AT GRADUATION
- CULTURE FIRST
- A BROTHERHOOD WITH PURPOSE
- ACADEMIC SKILLS & FULL JOURNEY
- HOPE COMMUNITY GIVING
- HOW DONATIONS ARE USED
- PROFESSIONAL CAREER DAY
- BUILDING CULTURE TOGETHER

HOW DID WE GET HERE

NEW HOPE
TECHNOLOGY PREP

HOPE TECHNOLOGY PREP ACADEMY

New HOPE Technology Prep Academy intergrates culture, college preparation and workforce pathways.

SCHOOL MODEL	CULTURE	COLLEGE PREP	WORKFORCE
New HOPE Technology Prep Academy	GREEN	GREEN	GREEN
Urban Prep Academy	GREEN	GREEN	RED
Traditional Trade High School	RED	YELLOW	GREEN



Chicago Urban Prep

VISION

NEW HOPE
TECHNOLOGY PREP

New HOPE (Helping Ordinary People Excel) Technology Prep Academy envisions a future in which young men graduate from high school prepared to complete postsecondary education, earn meaningful credentials, and contribute responsibly to their communities through college, career, and service.The school seeks to be a model of how a strong, consistent culture—paired with rigorous academic and real-world learning—can ensure students not only access opportunities, but successfully finish what they begin.

MISSION

NEW HOPE
TECHNOLOGY PREP

New HOPE Technology Prep Academy prepares young men for successful completion of postsecondary education and entry into high-demanding careers by providing a culture-driven, all-boys learning environment that integrates rigorous academics, Science, Technology, Engineering, and Mathematics (STEM) instruction, career, technical pathways, and sustained adult support from ninth grade through an associate degree, four years university or career credentials.



CULTURE FIRST!

CULTURE IS CRITICAL TO SUCCESSFUL LEARNING

NEW HOPE
TECHNOLOGY PREP

Curriculum is the car but culture is the fuel.

- When culture is right, learning accelerates
- When learning accelerates, graduation rates increase
- When graduation rates rise, economic mobility increases



We Believe Our Boys Are Brilliant!

- We push STEM and College Prep Studies with Vigor!
- Cape Fear Community College
- North Carolina A&T State University
- University of North Carolina Wilmington (UNCW)

PROFESSIONAL CAREER DAY

A CULTURE PRACTICE

NEW HOPE
TECHNOLOGY PREP

Friday each week, students wear professional attire, networking, participating in business culture, reinforcing professionalism, aspiration, and belonging to community.

- **Community professionals; men and women are honored guest speakers.**
- **Businesses are encouraged to set up career/job displays.**
- **Students do research on guest in preparation for professional engagement.**
- **Students given business cards and taught networking for paid internships.**
- **Professional business blazers do not have permanent school logo.**
- **Business blazers are reserved for networking events, professional development and job interviews.**
- **HOPE Scholar graduates invited back as honored guest speakers.**

POWER BREAKFAST



HOPE TECH PREP ACADEMY

NEW HOPE
TECHNOLOGY PREP

WHERE CULTURE FUELS LEARNING; BROTHERHOOD SUSTAINS IT....

A culture-driven high school preparing young men for:

- **Transferable college credentials**
- **Technical skills & trades**
- **Community Leadership**
- **Long-term economic mobility**



Academic Excellence

At New Hope Technology Prep, academic excellence is our cornerstone. With rigorous coursework in STEM, humanities, and personalized support, we ensure each student reaches their full potential in a nurturing and challenging environment.



Student Life

Our vibrant campus life offers a range of extracurricular activities, including clubs, sports, leadership programs, and community service initiatives, fostering personal growth and lifelong friendships.

A BROTHERHOOD WITH PURPOSE

NEW HOPE
TECHNOLOGY PREP

Growth Is Shaped By Peer Leadership & Student Honor Boards

At HOPE Prep, your son is:

- Seen
- Known by name
- Expected—and encouraged—to be brilliant
- Treated as a gentleman and a scholar
- Never to settle for mediocrity



HOPE MEN ARE VISIONARY ENTREPRENEURS

Students join a brotherhood of mutual accountability, where:

- No one is allowed to quit silently or alone
- High standards are clear and consistently enforced
- Discipline is firm, fair, and practiced with dignity



ACADEMIC SKILLS & THE FULL JOURNEY

NEW HOPE
TECHNOLOGY PREP

Preparing for Life Beyond High School

9th grade students are prepared broadly, then intentionally guided and tracked starting in 11th grade.

Students simultaneously develop workforce skills to paid internships while building the academic foundations and college credentials.

- **Cybersecurity**
- **Computer Technology**
- **Electrical**
- **HVAC**
- **Construction**
- **Digital literacy & Artifical Intelligence (AI)**

Students maintain their paid internships through Cape Fear Community and 4 year graduation.



THE JOURNEY DOESN'T END AT GRADUATION

NEW HOPE
TECHNOLOGY PREP

STUDENTS BECOME HOPE SCHOLARS!

- Paired with counselors and mentors, monthly and then quarterly
- Tracked through post-secondary and 4 year degree
- Invited back to New Hope as mentor/guest speaker

Graduation is not the finish line. Completion is!



WHY H.O.P.E.?

Helping **O**rdinary **P**eople **E**xcel

NEW HOPE
TECHNOLOGY PREP

H.O.P.E. Tech Prep is built to last! We walk the full journey so families don't have to endure:

- **Programs start strong, but end weak**
- **Dual enrollment earning college credits only to graduate high school**
- **Lost in their first year as full-time student**
- **Life gets hard and students are left to navigate alone**
- **Ambivalent with no sure guidance**



BUILDING CULTURE TOGETHER

NEW HOPE
TECHNOLOGY PREP

HOPE Community Giving includes gifts in kind, allowing the entire community to participate. Examples include:

- **Churches, restaurants, and community groups providing meals for Professional Career Day Power Breakfast**
- **Teaching a professional trade and training at class**
- **Landscaping, maintenance, plumbing, and facility services**
- **Counseling, wellness, and support services**
- **Construction and trade services**

HOPE Technology Prep Academy is not a short-term intervention. It is a long-term promise—to students, families, and community. HOPE STAYS!



HOPE COMMUNITY GIVING

NEW HOPE
TECHNOLOGY PREP

WE ASK FOR A 5-YEAR COMMITTMENT FOR HOPE PREP...

Maybe you can relate to when you were a kid. There was a time when you were struggling—and someone stepped in to invest in you. That investment helped open doors, shaped your future, and helped lead to your success.

Now we ask you to consider doing the same.



HOPE LEGACY PARTNER – $100,000
(FIVE-YEAR COMMITMENT OF $20,000 PER YEAR)

HOPE CHAMPION PARTNER – $50,000
(FIVE-YEAR COMMITMENT OF $10,000 PER YEAR)

HOPE COMMUNITY PARTNER – $25,000
(FIVE-YEAR COMMITMENT OF $5,000 PER YEAR)

HOW DONATIONS ARE USED

COMMUNITY DONATIONS HELP REMOVE FINANCIAL BARRIERS...

NEW HOPE
TECHNOLOGY PREP

HOPE Prep primarily serves low income and under resourced boys from within our community.

Your donations help remove financial barriers and provide an equal playing field to provide:

- **Debt Free Associates Degree, state exams, licenses or credentials**
- **Paid internships and career exposure trips to 4 year Universities.**
- **Student advising, counseling, and HOPE Scholar follow-through**
- **All incoming Freshmen students receive FREE uniforms and professional attire.**
- **Funds to hire quality teachers; $5000 relocation bonus, $10,000 longevity paid $2,000 yearly, for 5-year commitment and upgrade school facilities and technology labs.**



NEW HOPE TECHNOLOGY PREPARATORY ACADEMY

WHY WE NEED AN ALL BOY'S HIGH SCHOOL

EOGs

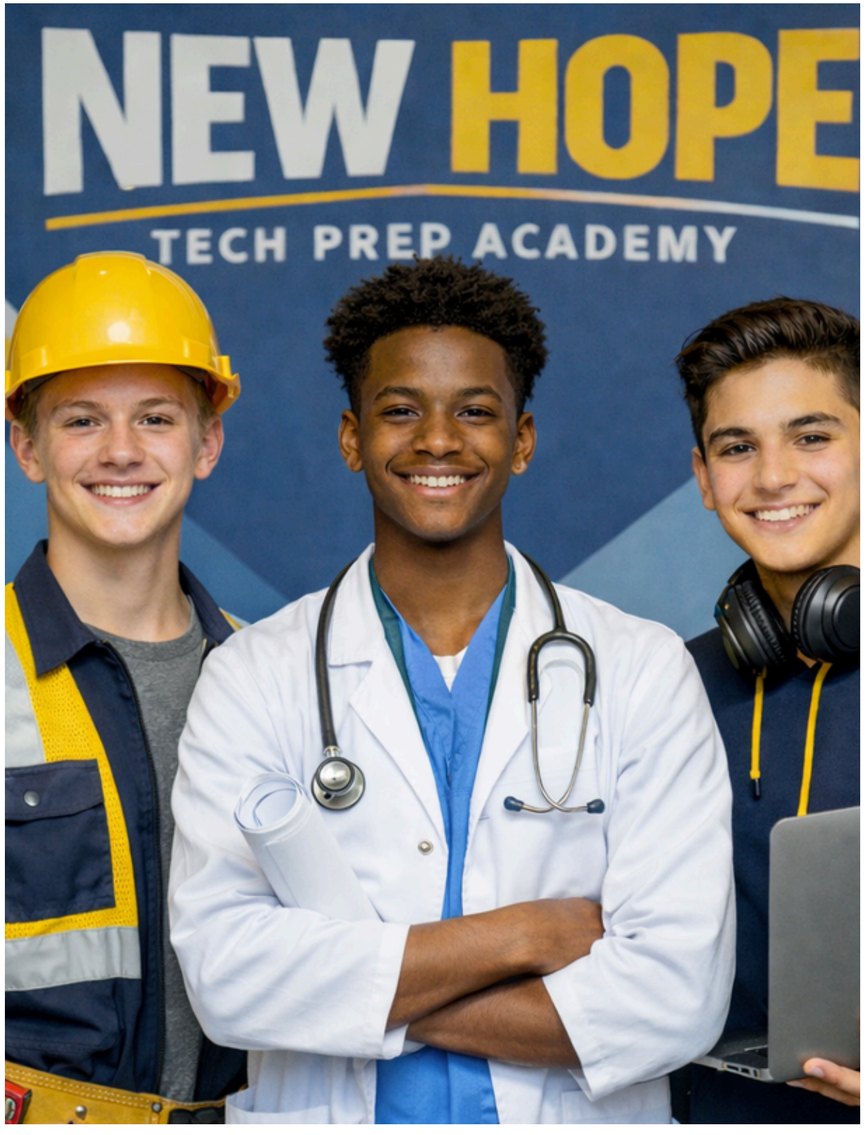
- 76% White Students
- 40% Hispanic Students
- 30% Black Students

SUSPENSIONS

Black boys suspended 5X more often; frequently longer time for lesser offenses.

- We're not pointing out blame
- <u>We're stating 50 years of history</u>
- Will you join hands to help create solutions, where all students excel

Scan to Sign Letter of Support



New H.O.P.E. Technology Preparatory Academy Academic Calendar

Aug 2026						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Sep 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Oct 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Nov 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Dec 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Jan 2027						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Feb 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

Mar 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Apr 2027						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Jun 2027						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Jul 2027						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Key Dates

First/Last Day of School	
Undesignated Teacher Workday	
Designated Teacher Workday	
Holiday	
Vacation Day	
Interim Reports	
Report Cards	

NEW H.O.P.E. TECHNOLOGY PREPARATORY ACADEMY

Daily/Weekly Schedule

1st Period	**8:30 – 10:00**
2nd Period	**10:00 – 11:30**
Lunch	**11:30 – 12:00**
12:00 – 12:40	
3rd Period	**12:40 - 2:10**
4th Period	**2:10 – 3:40**

This schedule will apply Monday-Friday for the first year of operation.

Mathematics 9–12 Curriculum Overview

Program Scope and Sequence for High School Mathematics

Core Curriculum Platform: Desmos — used across all four courses (NC Math 1, NC Math 2, NC Math 3, and NC Math 4).

Family Materials: Available in English and Spanish for each unit via Amplify or Khan Academy.

Instructional Structure: Each course is organized into a **First Nine Weeks** and **Second Nine Weeks** period, each containing multiple units with associated Learning Targets.

Introduction

This document summarizes the Program Scope and Sequence for High School Mathematics at New Hope Technology Preparatory Academy. All four courses — **NC Math 1**, **NC Math 2**, **NC Math 3**, and **NC Math 4** — use the **Desmos** core curriculum platform for instruction and student engagement. Each course is organized into a First Nine Weeks and Second Nine Weeks instructional period, with multiple units per semester. Learning Targets are provided for each unit to guide instruction and assessment. Family Materials (in English and Spanish) are available for each unit via Amplify or Khan Academy.

Course Summary at a Glance

Course	First Nine Weeks Focus	Second Nine Weeks Focus	Units
NC Math 1	Equations, graphing functions, data & statistics	Exponential & quadratic functions, systems, factoring	8
NC Math 2	Transformations, quadratics, square root & systems	Congruence & similarity, trigonometry, probability	6
NC Math 3	Functions, polynomials, exponential/logarithmic, geometry modeling	Rational functions, geometric reasoning, trig functions, statistics	8

Course	First Nine Weeks Focus	Second Nine Weeks Focus	Units
NC Math 4	Parent functions, piecewise/composition, logarithms, trigonometry	Exploratory data analysis, probability distributions, statistical inference	8

COURSE 1: NC MATH 1

NC Math 1 builds from grade 8 mathematics. The first semester focuses on equations, graphing functions, and systems of equations and inequalities. The second semester introduces exponential and quadratic functions, factoring, key features of all function types, and concludes with a statistics unit covering data displays and standard deviation.

First Nine Weeks

The first semester begins with work on equations building from grade 8. Students then work with graphing functions and systems of equations and inequalities on the coordinate plane. They analyze functions and systems within real-world contexts.

Unit 1: Representing Relationships

Duration: Approximately 8 days (17 days for yearlong high school course)

Standards: F-BF.1a, A-REI.10, A-REI.11

Learning Targets:

- Create representations to help solve a problem
- Describe patterns in a table and patterns in an image
- Use tables and images to make predictions about a pattern

- Use expressions with variables to describe and make predictions about a pattern
- Interpret points on a graph to solve a problem
- Compare relationships that grow by constant differences and by constant ratios
- Explain that quantities that grow by a constant ratio (exponential) eventually exceed those that grow by a constant difference (linear)
- Compare and contrast linear and exponential relationships
- Determine if a situation, table, or graph shows a linear or exponential relationship
- Write equations for linear and exponential situations given descriptions or tables
- Interpret each part of an exponential function in context
- Use equations of the form $y = a \cdot b$ to solve problems in context
- Make equations, tables, and graphs for exponential functions that grow and decay
- Use information from a graph or situation to write an exponential equation
- Compare graphs of exponential and linear relationships in context
- Model situations with linear or exponential relationships and use the models to make predictions

Unit 2: Linear Equations and Inequalities

Duration: Approximately 11 days (22 days for yearlong high school courses)

Standards: A-SSE.1a, A-REI.3, A-REI.1, A-REI.12, A-CED.1, A-CED.4

Learning Targets:

- Determine a solution to an equation by modeling it with a hanger diagram
- Describe balanced moves and use them to solve an equation
- Describe and use inverse operations to solve an equation
- Explain whether two equations are equivalent

- Justify that a step used in solving a linear equation creates an equation with the same solution
- Analyze others' reasoning when solving equations
- Solve one-variable linear equations
- Create an equation to represent the relationship between even and odd consecutive numbers
- Solve the equation to find the consecutive integers
- Justify whether a one-variable equation has one solution, no solution, or infinite solutions
- Represent constraints using two-variable equations and interpret their solutions
- Understand that different forms of a linear equation can be useful for different purposes
- Solve an equation with multiple variables for one of the variables
- Make connections between equations, tables, descriptions, and graphs
- Use slope to determine if lines are parallel or perpendicular
- Find the equation of a parallel or perpendicular line that passes through a given point
- Understand what a solution to an inequality is
- Interpret and write one-variable inequalities that represent constraints
- Solve a one-variable linear inequality using its corresponding equation
- Interpret what two-variable inequalities represent in a situation
- Graph the solutions to a two-variable linear inequality
- Use two-variable linear inequalities to analyze an issue in society

Unit 3: Describing Data

Duration: Approximately 10 days (20 days for yearlong high school courses)

Standards: S-ID.6a, S-ID.6b, S-ID.7, S-ID.8, S-ID.9

Learning Targets:

- Use technology to represent data with a dot plot or histogram

- Describe the advantages and disadvantages of using a dot plot or histogram
- Interpret the parts of a box plot and use technology to represent data with a box plot
- Use box plots to compare data sets
- Describe the shape of a data set using terms like bimodal, bell-shaped, skewed, symmetric, and uniform
- Explain how to calculate the mean and median and what these tell us about a data set
- Explain the effect of extreme values on the mean and median
- Understand that standard deviation is a measure of spread and use it to compare data sets
- Use mean and standard deviation to compare two data sets
- Calculate the IQR of a data set and understand that it is a measure of spread
- Determine whether or not a data point is an outlier
- Use statistics appropriate to the shape of the data to compare the center and spread of two data sets
- Use correlation coefficient to describe the strength and sign of the relationship between variables on a scatter plot
- Interpret correlation coefficients in context
- Interpret the slope and vertical intercept for a linear model in everyday language
- Estimate unknown values using a line of fit on a graph
- Make connections between a residual plot and residuals on a graph
- Use technology to generate the line of best fit for data on a scatter plot
- Determine if the relationship between two variables represents correlation or causation

Second Nine Weeks

The second semester continues with two new types of functions — exponential and quadratic. These functions will model real-world contexts and students will analyze them in graphs, tables, and

equations. In Unit 5, students learn to factor quadratic equations and analyze key features of all types of functions. The year ends with a statistics unit covering data displays and standard deviation.

Unit 4: Describing Functions

Duration: Approximately 11 days (22 days for yearlong high school courses)

Standards: F-LE.5, F-IF.5, S-ID.9, F-IF.7, F-IF.9, F-IF.1, F-IF.2, F-IF.4, F-IF.6, G-GPE.5, G-GPE.6, G-GPE.4

Learning Targets:

- Decide whether or not a rule is a function
- Explain that a function has only one output for every input
- Interpret a statement that uses function notation in context
- Evaluate functions written in function notation
- Write equations of functions using function notation
- Sketch a graph of a function to match a situation
- Describe key features of a graph using terms like positive, negative, maximum, minimum, increasing, and decreasing
- Calculate the average rate of change over an interval on a graph
- Interpret the average rate of change in context
- Compare graphs of functions using their key features and statements written in function notation
- Describe the domain and range of a function as the set of all possible inputs and outputs
- Calculate unknown side lengths of a right triangle by using the Pythagorean theorem
- Calculate the distance between two points in the coordinate plane using the Pythagorean theorem
- Use coordinates to find the midpoint or endpoint of a line segment

- Use coordinates to prove the slope criteria for parallel and perpendicular lines
- Use slope to verify that a given set of points produces a type of triangle or quadrilateral

Unit 5: Systems of Linear Equations and Inequalities

Duration: Approximately 9 days (18 days for yearlong high school courses)

Standards: A-CED.3, A-REI.5, A-REI.6, A-REI.11, A-REI.12

Learning Targets:

- Solve systems of equations by adding or subtracting the equations to eliminate a variable
- Solve a system of equations by multiplying one or both equations by a number, then eliminating a variable
- Solve a system of equations using substitution
- Solve a system of linear equations using a graph
- Determine whether a system of equations has zero, one, or infinite solutions
- Interpret what the solution to a system of equations means in context
- Represent a situation with a system of equations
- Develop fluency in solving systems of linear equations using substitution and elimination
- Describe the solutions to a system of inequalities as all pairs of values that make both inequalities true
- Determine the solution region of a system of inequalities given the boundary lines
- Graph the solutions to a system of inequalities
- Write a system of inequalities to represent constraints in a situation
- Interpret the solutions to a system of inequalities in context

Unit 6: Exponential Functions

Duration: Approximately 10 days (20 days for yearlong high school courses)

Standards: N-RN.2, F-IF.3, F-BF.2, F-IF.2, F-IF.4, A-CED.1, A-CED.2, A-REI.10, F-LE.5, F-IF.6, F-LE.1, F-IF.5, F-IF.7, F-IF.8b, F-LE.3, A-SSE.1a, F-IF.9, A-REI.11, F-BF.1a, F-BF.1b, S-ID.6c

Learning Targets:

- Rewrite algebraic expressions involving integer exponents using the properties of exponents
- Determine whether a pattern represents a linear or exponential relationship
- Use graphs and equations of linear and exponential functions to make predictions
- Describe exponential functions using their key features and function notation
- Create equations, tables, and graphs for linear and exponential functions
- Evaluate exponential functions with positive, zero, and negative inputs
- Describe the domain of an exponential function in context
- Write equations of exponential functions from a graph
- Calculate the result of applying a percent increase over and over again
- Interpret a and b in $f(x) = a \cdot b$ when it represents a percent increase
- Compare and write equivalent equations of functions that represent exponential decay
- Calculate the percent change of an exponential function given a graph
- Recognize that recursively and explicitly defined sequences are linear or exponential
- Translate between explicit and recursive forms of geometric sequences

Unit 7: Quadratic Functions — Introduction

Duration: Approximately 10 days (20 days for yearlong high school courses)

Standards: N-RN.2, F-IF.3, F-BF.2, F-IF.2, F-IF.4, A-CED.1, A-CED.2, A-REI.10, F-LE.5, F-IF.6, F-LE.1, F-IF.5, F-IF.7, F-IF.8b, F-LE.3, A-SSE.1a, F-IF.9, A-REI.11, F-BF.1a, F-BF.1b, S-ID.6c

Learning Targets:

- Describe a nonlinear pattern using words or an expression
- Compare linear and quadratic relationships
- Write an expression for a quadratic relationship from a pattern
- Understand that quadratic relationships contain a square or squared term
- Determine whether a pattern represents a linear, quadratic, or exponential relationship
- Explain that quadratic relationships have a constant second difference
- Create tables and graphs to represent a quadratic relationship in context
- Describe that parabolas are symmetrical around a line of symmetry
- Use tables and graphs to make predictions about quadratic relationships in context
- Describe the key features of a parabola and create graphs from descriptions
- Compare properties of quadratic functions represented in different ways
- Determine the x-intercepts of a parabola from its equation in factored form
- Determine the y-intercept of a parabola from its equation in standard form
- Interpret key features of a quadratic function in context

Unit 8: Quadratic Functions — Solving

Duration: Approximately 8 days (16 days for yearlong high school courses)

Standards: A-SSE.3, A-REI.4, A-APR.3, A-REI.1, A-REI.11, F-IF.4, A-APR.1, A-SSE.1b, F-BF.1b, F-IF.5, F-IF.7

Learning Targets:

- Use area models and diagrams to rewrite a factored-form quadratic expression in standard form
- Identify the a-, b-, and c-values in a standard-form quadratic expression

- Factor to rewrite standard-form quadratic expressions in factored form
- Rewrite a standard form quadratic expression with a GCF as the leading coefficient
- Determine the x-intercepts of quadratic functions written in factored form and standard form
- Understand the zero-product property and use it to solve quadratic equations
- Solve quadratic equations by reasoning, factoring, and graphing
- Determine whether a quadratic equation has zero, one, or two solutions
- Use square roots to determine exact solutions to quadratic equations

---

COURSE 2: NC MATH 2

NC Math 2 continues students' study of algebraic and geometric concepts, building on middle school topics and NC Math 1. Students deepen understanding of quadratics, exponentials, and systems of equations. New geometric concepts include transformations, triangle properties and proofs, and trigonometry. Students are encouraged to think, write, communicate, and solve real-world scenarios across subjects.

First Nine Weeks

Unit 1: Transformations

Duration: Approximately 10 days

Standards: NC.M2.F-IF.1, NC.M2.F-IF.2, NC.M2.G-CO.2, NC.M2.G-CO.3, NC.M2.G-CO.4, NC.M2.G-CO.5, NC.M2.G-CO.6, NC.M2.G-SRT.1

Learning Targets:

- Describe the different types of transformations (translations, reflections, rotations, dilations)
- Compare transformations that preserve distance and angle measure (rigid transformations) to those that do not
- Describe translations and reflections as functions using coordinate plane notation
- Use and interpret function notation for translations, reflections, and rotations
- Dilate a point or line segment with a given center and scale factor
- Define, describe, and apply translations, reflections, and rotations to figures
- Describe the reflections and rotations that will carry a figure onto itself
- Reflect figures over vertical and horizontal lines that are not the axes
- Apply multiple reflections, rotations, and translations to any figure or point
- Predict the effect of a rigid transformation on a given figure
- Dilate basic polygons with a given center and scale factor
- Identify transformations that will map a pre-image onto its image
- Perform combinations of transformations

Unit 2: Quadratics

Duration: Approximately 20 days

Standards: NC.M2.A-SSE.1a, NC.M2.A-SSE.1b, NC.M2.F-IF.4, NC.M2.F-IF.7, NC.M2.F-IF.9, NC.M2.A-REI.7, NC.M2.A-APR.1, NC.M2.N-CN.1, NC.M2.A-SSE.3, NC.M2.A-REI.4a, NC.M2.A-REI.4b, NC.M2.A-REI.1, NC.M2.F-IF.8, NC.M2.F-BF.1, NC.M2.F-BF.3, NC.M2.A-CED.1, NC.M2.A-CED.2, NC.M2.A-CED.3

Learning Targets:

- Perform operations with polynomials
- Identify the vertex, axis of symmetry, x- and y-intercepts, and domain of a quadratic function from the graph

- Identify the vertex, y-intercept, and opening direction from standard or vertex form
- Shift a quadratic graph horizontally and vertically and describe the effect on the equation
- Factor using GCF, grouping, and difference of squares
- Solve a quadratic by factoring when the leading coefficient is one
- Factor and solve when the leading coefficient is greater than 1
- Solve a quadratic equation using the quadratic formula
- Recognize when a quadratic has no real solution
- Solve a quadratic equation with complex solutions in the form a ± bi
- Understand that $i^2 = -1$, therefore $i = \sqrt{-1}$
- Write a quadratic in standard form in vertex form by completing the square
- See the relationship between completing the square and the quadratic formula
- Interpret the equation and graph of a quadratic modeling a real-world situation
- Describe an appropriate domain of a quadratic function in context
- Use regression to determine a quadratic equation for a given table of values
- Compare and contrast key features of two or more functions in different representations

Unit 3: Square Root & Inverse Variation Functions, Systems of Equations

Duration: Approximately 15 days

Standards: NC.M2.N-RN.1, NC.M2.N-RN.2, NC.M2.N-RN.3, NC.M2.A-SSE.1a, NC.M2.A-SSE.1b, NC.M2.A-CED.1, NC.M2.A-CED.2, NC.M2.F-BF.3, NC.M2.A-CED.3, NC.M2.A-REI.1, NC.M2.A-REI.2, NC.M2.A-REI.11, NC.M2.F-IF.4, NC.M2.F-IF.7, NC.M2.F-IF.9

Learning Targets:

- Rewrite expressions involving radicals and rational exponents using the properties of exponents
- Identify and provide examples of rational and irrational numbers

- Explain properties of sums and products of rational and irrational numbers
- Determine the domain and range of square root functions
- Solve square root functions that model situations in context
- Write equations for direct, inverse, and joint variation
- Create and solve systems of linear, quadratic, square root, and inverse variation equations
- Solve a square root function with radicals on one or both sides of the equation; check for extraneous solutions
- Graph a simple square root function by hand; shift it horizontally and vertically
- Solve a square root function that results in a quadratic
- Solve a system of equations graphically and by substitution
- Solve systems involving linear/quadratic, quadratic/quadratic, linear/square root, and square root/square root

Second Nine Weeks

Unit 4: Similarity & Congruence, Angles & Triangles

Duration: Approximately 12 days

Standards: NC.M2.G-CO.9, NC.M2.G-SRT.1, NC.M2.G-SRT.2a/b, NC.M2.G-SRT.3, NC.M2.G-SRT.4, NC.M2.G-CO.10, NC.M2.G-CO.6, NC.M2.G-CO.8

Learning Targets:

- Define and name line segments, rays, and angles
- Identify and solve types of angles including adjacent, vertical, linear pairs, complementary, and supplementary

- Prove that the sum of the interior angles in a triangle is 180 degrees
- Solve for missing angles in a triangle numerically and algebraically
- Recognize that an exterior angle of a triangle equals the sum of its remote interior angles
- Identify types of triangles and properties of isosceles triangles
- Identify midsegments of a triangle; recognize they are parallel to the third side and half the length
- Identify parallel lines and transversals; classify interior, exterior, alternate, and consecutive angles
- Determine if pairs of angles are congruent or supplementary based on theorems
- Show that two triangles are congruent if and only if their corresponding parts are congruent
- Justify the ASA, SAS, AAS, SSS, and HL postulates for triangle congruence
- Write two-column proofs using angle, side, and triangle theorems
- Use CPCTC to prove that angles or sides of triangles are congruent
- Determine if two triangles are similar using the AA theorem
- Justify the AA criterion for triangle similarity
- Prove figures are similar by showing their sides have the same ratio
- Apply the side splitter theorem to similar triangles

Unit 5: Trigonometry — Solving Right Triangles

Duration: Approximately 13 days

Standards: NC.M2.G-CO.10, NC.M2.G-SRT.4, NC.M2.G-SRT.12, NC.M2.G-SRT.6, NC.M2.A-SSE.1a, NC.M2.A-CED.1, NC.M2.G-SRT.8

Learning Targets:

- Simplify radical expressions using perfect squares or factor trees

- Use the Pythagorean theorem to solve for missing sides in a right triangle
- Use special right triangles (45-45-90) to solve for a missing side
- Derive and use the relationships in a 30-60-90 triangle
- Solve problems involving multiple triangles using special right triangles
- Identify the sides of right triangles as they relate to an acute angle (opposite, adjacent, hypotenuse)
- Define the three trigonometric ratios by comparing ratios of corresponding sides of similar right triangles
- Recognize that sine, cosine, and tangent ratios of corresponding angles are constant in similar right triangles
- Use trigonometric ratios to solve for a missing side in a right triangle
- Use inverse trig ratios to solve for a missing angle in a right triangle
- Identify angles of elevation and depression in real-world situations
- Use right triangle trig to model and solve real-world applications

Unit 6: Probability

Duration: Approximately 10 days

Standards: NC.M2.S-IC.2, NC.M2.S-CP.1, NC.M2.S-CP.3a/b, NC.M2.S-CP.4, NC.M2.S-CP.5, NC.M2.S-CP.6, NC.M2.S-CP.7, NC.M2.S-CP.8

Learning Targets:

- Identify events, outcomes, and sample spaces for a given situation
- Calculate basic probabilities from a situation or table (probability = favorable/total)
- Explain the differences between experimental and theoretical probability and how they relate through the law of large numbers
- Describe events as unions, intersections, and complements; identify disjoint events

- Use a Venn Diagram to represent outcomes and determine probabilities
- Find the probability of the union of two events using P(A or B) = P(A) + P(B) – P(A and B)
- Describe what it means for two events to be independent
- Determine if two events are independent using P(A and B) = P(A)·P(B)
- Create a two-way table from a set of data
- Explain conditional probabilities in context of a situation
- Determine conditional probabilities from a two-way table using P(A|B) = P(A and B)/P(B)

COURSE 3: NC MATH 3

NC Math 3 students study piecewise, polynomial, rational, exponential, logarithmic, and sinusoidal functions. Geometric units focus on circles and their properties with modeling 2D and 3D geometric figures. Probability rules learned in previous courses are extended to the statistics of making inferences and justifying conclusions.

First Nine Weeks

Unit 1: Functions

Duration: Approximately 9–10 days

Standards: NC.M3.A-SSE.1b, NC.M1.F-IF.4, NC.M3.F-IF.9, NC.M3.F-IF.2, NC.M3.F-IF.7, NC.M3.F-BF.1b, NC.M3.F-BF.3, NC.M3.F-BF.4a/b/c, NC.M3.A-CED.1, NC.M3.A-CED.2, NC.M3.A-CED.3, NC.M3.A-SSE.1a, NC.M3.A-REI.1, NC.M3.A-REI.11

Learning Targets:

- Understand the effects on a graph through transformations
- Compare key features of graphs
- Find the inverse of a function graphically and algebraically
- Solve absolute value equations and inequalities
- Read and apply word problems to absolute value equations and inequalities
- Solve systems of equations and systems of inequalities
- Evaluate and graph piecewise functions

Unit 2: Polynomial Functions

Duration: Approximately 9–10 days

Standards: NC.M3.N-CN.9, NC.M3.A-SSE.1a/1b, NC.M3.A-SSE.2, NC.M3.A-APR.2, NC.M3.A-APR.3, NC.M3.A-CED.1, NC.M3.A-CED.2, NC.M3.A-REI.1, NC.M3.F-BF.1a/1b, NC.M1.F-IF.4, NC.M3.F-IF.7, NC.M3.F-IF.9, NC.M3.F-BF.3, NC.M3.F-LE.3

Learning Targets:

- Find and interpret key features of polynomials
- Compare key features graphically, numerically, and algebraically
- Identify number of solutions (zeros and roots) of polynomial functions
- Create and solve one or two variable polynomial equations
- Create a polynomial function using zeros
- Identify the number of real and imaginary solutions by viewing the graph and degree of the polynomial
- Divide polynomials using synthetic and long division
- Apply the factor and remainder theorem

- Apply optimization using real-world applications

Unit 3: Exponential and Logarithmic Functions

Duration: Approximately 9–10 days

Standards: NC.M3.A-CED.1, NC.M3.A-CED.2, NC.M3.A-SSE.1a/1b, NC.M3.A-SSE.2, NC.M3.A-SSE.3, NC.M3.A-REI.1, NC.M3.F-BF.3, NC.M1.F-IF.4, NC.M3.F-IF.7, NC.M3.F-IF.9, NC.M3.F-BF.1a/1b, NC.M3.F-BF.4a/b/c, NC.M3.F-LE.4

Learning Targets:

- Graph exponential and logarithmic functions
- Identify key features of exponential and logarithmic functions
- Solve exponential and logarithmic equations
- Identify and compare equivalent equations using growth and decay
- Solve real-world problems using growth and decay

Unit 4: Modeling with Geometry

Duration: Approximately 7 days

Standards: NC.M3.G-GPE.1, NC.M3.G-GMD.3, NC.M3.G-GMD.4, NC.M3.G-MG.1, NC.M3.G-CO.14, NC.M3.A-SSE.1b, NC.M3.A-SSE.2, NC.M3.A-REI.1, NC.M3.F-BF.1b

Learning Targets:

- Complete the square to find the radius and center of a circle
- Write and graph the equation of a circle with center (h, k) and radius r
- Explain the variables and how the volume formula was built

- Use volume formulas to solve problems
- Identify 2D shapes formed by the cross section of a 3D figure
- Identify 3D figures formed by the rotation of a 2D shape
- Use geometric concepts to model and solve real-world problems

Second Nine Weeks

Unit 5: Rational Functions

Duration: Approximately 10 days

Standards: NC.M3.A-SSE.1a/1b, NC.M3.A-SSE.2, NC.M3.A-APR.6, NC.M3.A-APR.7a/7b, NC.M3.A-CED.1, NC.M3.A-CED.2, NC.M3.A-REI.1, NC.M3.A-REI.2, NC.M3.F-BF.1b, NC.M1.F-IF.4, NC.M3.F-IF.7, NC.M3.F-IF.9

Learning Targets:

- Rewrite and simplify a rational expression by factoring, long division, or synthetic division
- Multiply and divide rational expressions
- Add and subtract rational expressions
- Solve rational equations
- Determine the domain, range, asymptotes, and discontinuities of a rational function
- Graph rational functions using key features
- Create and solve a rational equation to solve an application

Unit 6: Reasoning with Geometry

Duration: Approximately 15 days

Standards: NC.M3.G-CO.11, NC.M3.G-CO.14, NC.M3.G-CO.10, NC.M3.G-C.2, NC.M3.G-C.5

Learning Targets:

- Apply theorems about parallelograms to prove other theorems or solve problems
- Explore and prove properties of centers of triangles
- Apply the properties of the centroid, incenter, and circumcenter to solve problems
- Use circle vocabulary: radii, diameter, central angle, inscribed angle, circumscribed angle
- Find the length of an arc and the area of a sector of a circle
- Find a central angle or inscribed angle of a circle
- Find angles created by tangents and chords
- Find lengths using chords, secants, and tangents
- Choose an appropriate geometric figure for modeling a real-world object

Unit 7: Trigonometric Functions

Duration: Approximately 10 days

Standards: NC.M3.F-IF.1, NC.M1.F-IF.4, NC.M3.F-IF.7, NC.M3.F-IF.9, NC.M3.F-BF.3, NC.M3.F-TF.1, NC.M3.F-TF.2a/2b, NC.M3.F-TF.5

Learning Targets:

- Understand the ratios between sides of special right triangles
- Use the Unit Circle to find the trig function of different angles
- Use angle measures in radians and degrees
- Graph sine and cosine functions
- Understand the relationship between the Unit Circle and graphs of sine and cosine

- Use technology, graphs, and tables to compare sine and cosine graphs
- State the amplitude, period, and vertical shift of sine and cosine functions
- Use technology to interpret key features of sine and cosine graphs in a real-world situation
- Use key features to construct the graph of a sine and cosine function

Unit 8: Statistics

Duration: Approximately 5 days

Standards: NC.M3.S-IC.1, NC.M3.S-IC.3, NC.M3.S-IC.4, NC.M3.S-IC.5, NC.M3.S-IC.6

Learning Targets:

- Distinguish between a sample and a population
- Describe different sampling techniques
- Explain the purpose of sample surveys, observational studies, and experiments
- Determine how results of a statistical study can be generalized to make conclusions about a population
- Determine and justify if results from an experiment are statistically significant
- State a conclusion of the effectiveness or accuracy of a claim based on a sample
- Use the data from a sample survey to estimate a population mean or proportion with a margin of error

---

COURSE 4: NC MATH 4

The primary focus of NC Math 4 is functions and statistical thinking, continuing the study of algebra, functions, trigonometry, and statistical concepts from NC Math 1–3. The course is designed as a capstone to introductory statistical concepts. It intentionally integrates algebra and functions to demonstrate the close relationship between algebraic reasoning and the characteristics and behaviors of more complex functions.

First Nine Weeks

Unit 1: Parent Functions and Key Features

Duration: Approximately 5 days

Note: Review of NC Math 3 Functions domain

Unit 2: Functions

Duration: Approximately 15 days

AF.4 — Piecewise Functions: Understand the properties and key features of piecewise functions.

- **AF.4.1:** Translate between algebraic and graphical representations of piecewise functions (linear, exponential, quadratic, polynomial, square root, rational, radical, logarithmic)
- **AF.4.2:** Construct a piecewise function to model a contextual situation

AF.1 — Function Composition: Apply properties of function composition to build new functions from existing functions.

- **AF.1.1:** Execute algebraic procedures to compose two functions
- **AF.1.2:** Execute a procedure to determine the value of a composite function at a given value in algebraic, graphical, or tabular representations

AF.5 — Regression Modeling: Understand how to model functions with regression.

- **AF.5.1:** Construct regression models of linear, quadratic, exponential, logarithmic, and sinusoidal functions of bivariate data using technology to model data and solve problems
- **AF.5.2:** Compare residuals and residual plots of non-linear models to assess goodness of fit

Unit 3: Logarithmic Functions

Duration: Approximately 10 days

AF.3 — Logarithmic Functions: Apply the properties and key features of logarithmic functions.

- **AF.3.1:** Execute properties of logarithms to simplify and solve equations algebraically
- **AF.3.2:** Implement properties of logarithms to solve equations in contextual situations
- **AF.3.3:** Interpret key features of a logarithmic function using multiple representations

AF.5 — Regression Modeling:

- **AF.5.1:** Construct regression models (linear, quadratic, exponential, logarithmic, sinusoidal) using technology

Unit 4: Trigonometry

Duration: Approximately 15 days

AF.2 — Trigonometry: Apply properties of trigonometry to solve problems involving all types of triangles.

- **AF.2.1:** Translate trigonometric expressions using the reciprocal and Pythagorean identities
- **AF.2.2:** Implement Law of Sines and Law of Cosines to solve problems
- **AF.2.3:** Interpret key features (amplitude, period, phase shift, vertical shifts, midline, domain, range) of models using sine and cosine functions in context

AF.5 — Regression Modeling:

- **AF.5.1:** Construct regression models using technology to model sinusoidal data

Second Nine Weeks

Unit 5: Exploratory Data Analysis

Duration: Approximately 15 days

SP.1 — Statistical Investigations: Create statistical investigations to make sense of real-world phenomenon.

- **SP.1.1:** Construct statistical questions to guide explorations of data in context (anticipates variability, answerable with data, states population and attribute under investigation)
- **SP.1.2:** Design sample surveys and comparative experiments using sampling methods to collect and analyze data
- **SP.1.3:** Organize large datasets (3+ measures, sample size >200) using technology (spreadsheets, dynamic analysis tools) to determine variable types, outcomes, possible statistical questions, and appropriate summaries
- **SP.1.4:** Interpret non-standard data visualizations from media or scientific papers to make sense of real-world phenomenon

Unit 6: Probability Distributions

Duration: Approximately 15 days

SP.3 — Probability Distributions: Apply probability distributions in making decisions under uncertainty.

- **SP.3.1:** Implement discrete probability distributions to model a random phenomenon and make decisions (e.g., expected value of playing a game)
- **SP.3.2:** Implement the binomial distribution to model situations and make decisions
- **SP.3.4:** Implement the normal distribution as a probability distribution to determine the likelihood of events occurring

Unit 7: Statistical Inference

Duration: Approximately 15 days

SP.2 — Statistical Inference: Apply informal and formal statistical inference to make sense of and make decisions in meaningful real-world contexts.

- **SP.2.1:** Design a simulation to create a sampling distribution for making informal statistical inferences
- **SP.2.2:** Construct confidence intervals of population proportions in the context of the data
- **SP.2.3:** Implement a one-proportion z-test to determine if an observed proportion is significantly different from a hypothesized proportion

SP.3 — Probability Distributions:

- **SP.3.3:** Recognize from simulations of sampling distributions that a normal distribution can be used as an approximate model in certain situations

Unit 8: ACT Prep

Duration: Approximately 3 days

N.1 — Complex Numbers: Apply properties and operations with complex numbers.

- **N.1.1:** Execute procedures to add and subtract complex numbers
- **N.1.2:** Execute procedures to multiply complex numbers

N.2 — Matrices and Vectors: Apply properties and operations with matrices and vectors.

- **N.2.1:** Execute procedures of addition, subtraction, multiplication, and scalar multiplication on matrices
- **N.2.2:** Execute procedures of addition, subtraction, and scalar multiplication on vectors

NC Math 4 — Standards Quick Reference

Standard Code	Domain	Brief Description	Units
AF.1	Algebra & Functions	Function Composition	2
AF.2	Algebra & Functions	Trigonometry — Law of Sines/Cosines, Sinusoidal Models	4
AF.3	Algebra & Functions	Logarithmic Functions	3
AF.4	Algebra & Functions	Piecewise Functions	2
AF.5	Algebra & Functions	Regression Modeling	2, 3, 4
SP.1	Statistics & Probability	Statistical Investigations	5
SP.2	Statistics & Probability	Statistical Inference	7
SP.3	Statistics & Probability	Probability Distributions	6, 7
N.1	Number	Complex Numbers	8
N.2	Number	Matrices and Vectors	8

Science 9–12 Curriculum Overview

Program Scope and Sequence for High School Science

Introduction

This document summarizes the **Program Scope and Sequence for High School Science** at New Hope Technology. It is intended as an internal curriculum reference for educators, instructional coaches, and school administrators.

Five courses are covered in this overview:

- **Biology**
- **Chemistry**
- **Earth and Environmental Science**
- **Physical Science**
- **Physics**

All units are approximately **10–20 days** in duration. Parent and family resources are available through the platforms listed under each course header.

Course Summary at a Glance

Course	Units	Unit Duration	Primary Parent/Family Resources
Biology	4 Units	~10–20 days each	CK-12 Biology; Amoeba Sisters (amoebasisters.com)
Chemistry	7 Units	~10–20 days each	Crash Course Chemistry (YouTube); CK-12 Chemistry
Earth & Environmental Science	5 Units	~10–20 days each	NSF Earth and Environmental Resources (nsf.gov)
Physical Science	8 Units	~10–20 days each	CK-12 Physical Science (flexbooks.ck12.org)
Physics	7 Units	~10–20 days each	CK-12 Physics; The Physics Classroom (physicsclassroom.com)

Course 1

Biology

Course Overview: This course provides opportunities for students to gain an understanding of the fundamental principles related to living things. The major objective is to introduce students to the living world as well as its interactions with the non-living world. Important topics include the physical, chemical, and cellular basis of life; continuity of life (genetics); the changes in organisms over time (biological evolution); unity and diversity of life (the five kingdoms); ecological relationships among organisms (ecology); and organism behavior.

Core Parent/Family Resources

CK-12 Biology | Amoeba Sisters — amoebasisters.com

Unit 1: From Molecules to Organisms – Structures and Processes

Sequence: First Unit | Duration: Approximately 10–20 Days

High school Biology students will explore structure-function relationships in organisms via macromolecules, enzyme catalysis, organelle function, and DNA/RNA's impact on protein synthesis. They'll also study growth processes, examining how cellular division supports reproduction, growth, and repair, and how proteins regulate gene expression for cellular differentiation. Additionally, students will analyze biochemical processes and energy use, investigating homeostasis through feedback mechanisms and modeling energy transformations in photosynthesis and cellular respiration.

North Carolina Standards

LS.Bio.1 — Analyze how the relationship between structure and function supports life processes within organisms

- **LS.Bio.1.1** — Construct an explanation to illustrate relationships between structure and function of major macromolecules essential for life
- **LS.Bio.1.2** — Carry out investigations to illustrate how enzymes act as catalysts for biochemical reactions and how environmental factors affect enzyme activity
- **LS.Bio.1.3** — Use models to explain how the structure of organelles determines its function and supports overall cell processes
- **LS.Bio.1.4** — Construct explanations to compare prokaryotic and eukaryotic cells in terms of structures and degree of complexity
- **LS.Bio.1.5** — Construct an explanation to summarize how DNA and RNA direct the synthesis of proteins

LS.Bio.2 — Analyze the growth and development processes of organisms

- **LS.Bio.2.1** — Use models to illustrate how cellular division results in the reproduction, growth, and repair of organisms
- **LS.Bio.2.2** — Construct an explanation to illustrate that proteins regulate gene expression resulting in cellular differentiation, specialized cells with specific functions, and uncontrolled cell growth

LS.Bio.3 — Analyze the relationship between biochemical processes and energy use

- **LS.Bio.3.1** — Carry out investigations to explain how homeostasis is maintained through feedback mechanisms
- **LS.Bio.3.2** — Use models to illustrate how photosynthesis transforms light energy into chemical energy
- **LS.Bio.3.3** — Use models to illustrate how cellular respiration (aerobic and anaerobic) transforms chemical energy into ATP

Unit 2: Heredity – Inheritance and Variation of Traits

Sequence: Second Unit | Duration: Approximately 10–20 Days

> High school Biology students will understand genetic variation mechanisms, including how DNA is passed through meiosis and fertilization, and how genetic variations arise from new combinations, replication mutations, or environmental factors. They will also learn about inheritance types such as Mendelian, co-dominance, and polygenic traits, predicting trait variations and explaining phenotypic ranges influenced by genetic and environmental factors. Students will explore genetics and biotechnology applications, including DNA analysis and the societal impacts of biotech in agriculture and medicine.

North Carolina Standards

LS.Bio.6 — Understand genetic mechanisms for variation

- **LS.Bio.6.1** — Use models to explain how DNA is passed from parents to offspring through the processes of meiosis and fertilization in sexual reproduction
- **LS.Bio.6.2** — Construct an explanation to summarize how inheritable genetic variations may result from: new genetic combinations in meiosis, mutations during replication, or mutations caused by environmental factors

LS.Bio.7 — Understand types of inheritance and how the environment can influence traits

- **LS.Bio.7.1** — Use mathematics and computational thinking to predict the variation and distribution of expressed traits based on: Mendelian inheritance, co-dominance, incomplete dominance, multiple alleles, and sex-linked inheritance
- **LS.Bio.7.2** — Analyze and interpret data to explain how polygenic traits result in a wide range of phenotypes
- **LS.Bio.7.3** — Construct an explanation to summarize how traits result from interactions of genetic factors (multiple genes and/or alleles) and environmental factors

LS.Bio.8 — Understand applications of genetics and biotechnology

- **LS.Bio.8.1** — Analyze and interpret data to compare DNA samples
- **LS.Bio.8.2** — Obtain and communicate information that summarizes the impact of biotechnology applications on the individual, society, and the environment, including agriculture and medicine

Unit 3: Biological Evolution – Unity and Diversity

Sequence: Third Unit | Duration: Approximately 10–20 Days

> High school Biology students will explore natural selection as a mechanism for evolution, analyzing factors like geographic isolation and resistance to understand its influence. They'll illustrate common ancestry and evolutionary evidence, use models to depict conditions for natural selection, and explain how it leads to adaptations. They will also focus on evolutionary relationships, explaining how environmental changes can impact species populations, new species emergence, or extinctions, and using models like dichotomous keys and phylogenetic trees to identify organisms and show relationships.

North Carolina Standards

LS.Bio.9 — Understand natural selection as a mechanism for biological evolution

- **LS.Bio.9.1** — Analyze and interpret data to summarize how various factors such as geographic isolation, pesticide resistance, and antibiotic resistance can influence natural selection
- **LS.Bio.9.2** — Construct an explanation to illustrate how common ancestry and biological evolution are supported by multiple lines of empirical evidence
- **LS.Bio.9.3** — Use models to illustrate the conditions required for natural selection, including the overproduction of offspring, inherited variation, and the struggle to survive
- **LS.Bio.9.4** — Construct an explanation to explain how natural selection leads to adaptations within populations

LS.Bio.10 — Analyze evolutionary relationships among organisms

- **LS.Bio.10.1** — Construct explanations to illustrate how varying environmental conditions may result in: changes in the number of individuals of a species, the emergence of new species over time, or the extinction of other species
- **LS.Bio.10.2** — Use models (including dichotomous keys, scientific nomenclature, cladograms, phylogenetic trees) to identify organisms and exemplify relationships

Unit 4: Ecosystems – Interactions, Energy, and Dynamics

Sequence: Fourth Unit | Duration: Approximately 10–20 Days

> High school Biology students will analyze how matter and energy interact within ecosystems, using models to illustrate energy flow and matter cycling among organisms. Students will also focus on ecosystem dynamics, using mathematical thinking to explain how interactions like predator-prey relationships and competition affect ecosystem stability and carrying capacity. They will also evaluate evidence-based solutions to mitigate human impacts on biodiversity and ecosystem health.

North Carolina Standards

LS.Bio.4 — Analyze the relationships between matter and energy within ecosystems

- **LS.Bio.4.1** — Use models to illustrate how processes in organisms contribute to the flow of energy and the cycling of matter within an ecosystem
- **LS.Bio.4.2** — Use models to explain the relationship between the flow of energy and cycling of matter among organisms in an ecosystem

LS.Bio.5 — Understand ecosystem dynamics, functioning, and resilience

- **LS.Bio.5.1** — Use mathematics and computational thinking to explain how interactions between organisms (predator/prey, competition) affect carrying capacity and maintain stability in an ecosystem
- **LS.Bio.5.2** — Engage in argument from evidence to evaluate various solutions to reduce the impact of human activities on biodiversity and ecosystem health

Course 2

Chemistry

Course Overview: High School Chemistry encourages students to continue their investigation of the structure of matter along with chemical reactions and the conservation of energy in these reactions. The course focuses on basic chemical concepts and incorporates activities that promote investigations to reinforce the concepts. Topics covered include a detailed study of matter and its changes, atomic theory, bonding, formula writing, general and acid/base reactions, gas behavior, solutions, heat, and nuclear chemistry.

Core Parent/Family Resources

Crash Course Chemistry (YouTube) | CK-12 Chemistry

Unit 1: Matter and Its Interactions – Atomic Structure

Duration: Approximately 10–20 Days

North Carolina Standards

PS.Chm.1 — Analyze the structure of atoms and isotopes

- **PS.Chm.1.1** — Use models to explain how the scientific understanding of atomic structure has evolved
- **PS.Chm.1.2** — Use models to compare nuclear reactions including alpha decay, beta decay and gamma decay; nuclear fusion and nuclear fission
- **PS.Chm.1.3** — Use models to explain how electrons are distributed in atoms

---

Unit 2: Matter and Its Interactions – The Periodic Table

Duration: Approximately 10–20 Days

North Carolina Standards

PS.Chm.2 — Understand the physical and chemical properties of atoms based on their position in the Periodic Table

- **PS.Chm.2.1** — Use the Periodic Table as a model to predict the relative properties of elements based on the pattern of valence electrons in the outermost energy levels of atoms

- **PS.Chm.2.2** — Construct an explanation to infer the atomic size, reactivity, electronegativity, and ionization energy of an element based on its position in the Periodic Table

---

Unit 3: Matter and Its Interactions – Chemical Bonding

Duration: Approximately 10–20 Days

North Carolina Standards

PS.Chm.3 — Understand the bonding that occurs in simple compounds in terms of bond type, strength, and properties

- **PS.Chm.3.1** — Analyze and interpret data to explain the mechanisms and properties of the two main types of intramolecular (ionic and covalent) bonds
- **PS.Chm.3.2** — Construct an explanation to summarize the influences intermolecular forces have on the properties of chemical compounds
- **PS.Chm.3.3** — Use models to predict chemical names and formulas including ionic (binary and ternary), acidic, and binary covalent compounds

---

Unit 4: Matter and Its Interactions – Chemical Reactions and Stoichiometry

Duration: Approximately 10–20 Days

North Carolina Standards

PS.Chm.4 — Analyze chemical reactions in terms of quantities, product formation, and energy

- **PS.Chm.4.1** — Use models to explain the exothermic or endothermic nature of chemical changes
- **PS.Chm.4.2** — Carry out investigations to predict the outcome of simple chemical reactions that obey the Law of Conservation of Mass
- **PS.Chm.4.3** — Use mathematics and computational thinking to analyze quantitatively the composition of a substance (empirical formula, molecular formula, percent composition, and mole conversions)

- **PS.Chm.4.4** — Use mathematics and computational thinking to apply the mole concept in the stoichiometric relationships inherent in chemical reactions

---

Unit 5: Matter and Its Interactions – Reaction Rates and Equilibrium

Duration: Approximately 10–20 Days

North Carolina Standards

PS.Chm.5 — Understand the factors affecting rate of reaction and chemical equilibrium

- **PS.Chm.5.1** — Carry out investigations to explain the effects of temperature, surface area, stirring, concentration of reactants, and presence of catalysts on the rate of chemical reactions according to Collision Theory
- **PS.Chm.5.2** — Analyze and interpret data to predict how stressors on a reaction (concentration, temperature, pressure) would shift equilibrium

---

Unit 6: Matter and Its Interactions – Solutions, Acids, and Bases

Duration: Approximately 10–20 Days

North Carolina Standards

PS.Chm.6 — Understand solutions and the solution process

- **PS.Chm.6.1** — Carry out investigations to summarize the factors that affect the formation and properties of solutions
- **PS.Chm.6.2** — Use models to explain the quantitative nature of a solution (molarity, dilution, titration)
- **PS.Chm.6.3** — Carry out investigations to compare properties and behaviors (qualitative and quantitative) of acids and bases

---

Unit 7: Energy – Gas Laws and Thermodynamics

Duration: Approximately 10–20 Days

North Carolina Standards

PS.Chm.7 — Understand the relationship among pressure, temperature, volume, and phase

- **PS.Chm.7.1** — Use models to explain how changes in energy affect the arrangement and movement of the particles in solids, liquids, and gases, as well as the relative strengths of their intermolecular forces
- **PS.Chm.7.2** — Use mathematics and computational thinking to execute simple calorimetric calculations based on the Law of Conservation of Energy
- **PS.Chm.7.3** — Use mathematics and computational thinking to explain the relationships among pressure, temperature, volume, and quantity of gas, both qualitatively and quantitatively

Course 3

Earth and Environmental Science

Course Overview: Earth and Environmental Science introduces students to the function and the impact of human interactions on the earth's geological and environmental systems. Through lab experiences, students analyze and examine scientific evidence about issues relevant to the earth. Emphasis is placed on problem solving and reliance on evidence to promote learning in an investigative-based, issue-oriented science course. Topics covered include matter, energy, plate tectonics, origin and evolution of the earth and solar system, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth system.

Core Parent/Family Resources

NSF Earth and Environmental Resources — nsf.gov

Unit 1: Earth's Place in the Universe

Duration: Approximately 10–20 Days

North Carolina Standards

ESS.EES.1 — Explain how Earth's position relative to the sun influences conditions on Earth

- **ESS.EES.1.1** — Use models to illustrate the formation of the solar system
- **ESS.EES.1.2** — Use mathematics and computational thinking to analyze Earth's motion through space
- **ESS.EES.1.3** — Use models to illustrate how the sun produces energy
- **ESS.EES.1.4** — Construct an explanation to infer how incoming solar radiation interacts with Earth systems to support life

---

Unit 2: Earth's Systems – Plate Tectonics and the Rock Cycle

Duration: Approximately 10–20 Days

North Carolina Standards

ESS.EES.2 — Analyze how the geosphere is shaped by plate tectonics and the rock cycle

- **ESS.EES.2.1** — Use models to explain how mantle convection powers plate tectonics
- **ESS.EES.2.2** — Analyze and interpret data to predict locations of volcanoes and earthquakes based on plate boundaries
- **ESS.EES.2.3** — Use models to explain how plate tectonics influence topography
- **ESS.EES.2.4** — Carry out investigations to explain how the rock cycle and rates of weathering, erosion, and soil formation influence Earth's systems
- **ESS.EES.2.5** — Analyze and interpret data to explain how volcanic activity influences changes in Earth's atmosphere, geosphere, biosphere, and hydrosphere

---

Unit 3: Earth's Systems – Hydrosphere, Atmosphere, and Climate

Duration: Approximately 10–20 Days

North Carolina Standards

ESS.EES.3 — Analyze how the interactions between the hydrosphere and atmosphere transfer energy and influence climate

- **ESS.EES.3.1** — Carry out investigations to explain the properties of water
- **ESS.EES.3.2** — Use models to explain how water is an agent of energy transfer
- **ESS.EES.3.3** — Analyze and interpret data to explain how major greenhouse gases influence climate
- **ESS.EES.3.4** — Analyze and interpret data to attribute how atmospheric composition and surface conditions influence heat retention in the troposphere
- **ESS.EES.3.5** — Construct an explanation to conclude that heat exchange between the ocean and atmosphere results in local, regional, and global weather phenomena and climate patterns

---

Unit 4: Earth and Human Activity – Human Consumption and Sustainability

Duration: Approximately 10–20 Days

North Carolina Standards

ESS.EES.5 — Evaluate how human consumption patterns impact Earth's systems

- **ESS.EES.5.1** — Analyze and interpret data to explain the impacts of land use on Earth's systems
- **ESS.EES.5.2** — Analyze and interpret data to evaluate how human use of ground and surface waters impacts water quality and availability in river basins, wetlands, estuaries, and aquifers
- **ESS.EES.5.3** — Construct an argument to evaluate the ways that human activities influence atmospheric composition
- **ESS.EES.5.4** — Construct an argument to evaluate the benefits and trade-offs of using non-renewable or renewable energy sources for electricity production and transportation fuels
- **ESS.EES.5.5** — Construct an argument to evaluate potential solutions that will ensure sustainable consumption of Earth's resources
- **ESS.EES.5.6** — Construct an argument to evaluate a range of solutions to mitigate impacts of human activities on Earth's systems

---

Unit 5: Earth and Human Activity – Natural Hazards and the Biosphere

Duration: Approximately 10–20 Days

North Carolina Standards

ESS.EES.6 — Analyze how Earth's systems impact humans and the biosphere

- **ESS.EES.6.1** — Analyze and interpret data to infer how use of natural resources impacts ecosystems and human populations, including human health
- **ESS.EES.6.2** — Construct an argument to infer how some natural hazards (such as flooding and wildfires) are increasing in frequency and intensity due to human activities
- **ESS.EES.6.3** — Construct an argument to explain how natural hazards and other environmental problems may impact some human populations more than others

---

Course 4

Physical Science

> **Course Overview:** Physical Science introduces chemistry and physics and provides an understanding of the interactions of matter and energy. Through lab experiences, students collect and mathematically analyze data involving the classes of matter, chemical equations, Newton's Laws, thermodynamics, light, electricity, nuclear energy, and scientific technology.

Core Parent/Family Resources

CK-12 Physical Science — flexbooks.ck12.org

Unit 1: Matter and Its Interactions – Properties and Structure of Matter

Duration: Approximately 10–20 Days

North Carolina Standards

PS.PSc.1 — Understand types, properties, and structure of matter

- **PS.PSc.1.1** — Construct an explanation to classify matter as a pure substance or mixture; homogeneous or heterogeneous; element or compound; solution, colloid, or suspension
- **PS.PSc.1.2** — Use models to compare the phases of matter and the physical changes they undergo
- **PS.PSc.1.3** — Carry out investigations to compare physical and chemical properties of matter
- **PS.PSc.1.4** — Use models to interpret the data presented in Bohr diagrams and electron dot diagrams for neutral atoms of elements 1 through 18
- **PS.PSc.1.5** — Use models to compare representations of atoms, ions, and isotopes
- **PS.PSc.1.6** — Use the Periodic Table as a model to predict the relative properties (metallic/nonmetallic character, ionic charge, and reactivity) and arrangement of elements based on the pattern of valence electrons in the outermost energy levels of atoms

---

Unit 2: Matter and Its Interactions – Chemical Systems

Duration: Approximately 10–20 Days

North Carolina Standards

PS.PSc.2 — Analyze interactions of matter within a chemical system

- **PS.PSc.2.1** — Construct an explanation to classify the type of chemical bond that occurs (covalent, ionic, or metallic) in a given substance
- **PS.PSc.2.2** — Use models to apply IUPAC conventions to name and write formulas for simple compounds
- **PS.PSc.2.3** — Use mathematics and computational thinking to execute the balancing of chemical equations to illustrate the Law of Conservation of Mass
- **PS.PSc.2.4** — Obtain, evaluate, and communicate information to classify a chemical reaction as synthesis, decomposition, combustion, single replacement, or double replacement reaction
- **PS.PSc.2.5** — Construct an explanation to compare the composition and properties of acids and bases

- **PS.PSc.2.6** — Use models to explain the interactions of acids and bases in the process of neutralization

---

Unit 3: Matter and Its Interactions – Nuclear Science

Duration: Approximately 10–20 Days

North Carolina Standards

PS.PSc.3 — Understand the role of the nucleus in radiation and radioactivity

- **PS.PSc.3.1** — Use models to compare nuclear reactions including alpha decay, beta decay, and gamma decay; nuclear fusion and nuclear fission
- **PS.PSc.3.2** — Use mathematics and computational thinking to execute simple half-life calculations based on the radioactive decay of unstable nuclei
- **PS.PSc.3.3** — Obtain, evaluate, and communicate information to explain the application of nuclear reactions to radioactive dating, medicine, and energy production

---

Unit 4: Motion and Stability – Speed, Velocity, and Momentum

Duration: Approximately 10–20 Days

North Carolina Standards

PS.PSc.4 — Analyze motion in terms of speed, velocity, acceleration, and momentum

- **PS.PSc.4.1** — Analyze and interpret data to explain the motion of an object moving with a constant velocity or that is accelerating
- **PS.PSc.4.2** — Analyze and interpret data to explain the relationship between impulse and an object's change in momentum

---

Unit 5: Motion and Stability – Forces and Newton's Laws

Duration: Approximately 10–20 Days

North Carolina Standards

PS.PSc.5 — Understand the relationship between forces and motion

- **PS.PSc.5.1** — Use mathematics and computational thinking to compare the weight and mass of an object
- **PS.PSc.5.2** — Use models to explain the velocity of an object in freefall
- **PS.PSc.5.3** — Construct an explanation to infer the effects of forces (specifically applied force and friction) on objects
- **PS.PSc.5.4** — Use models to explain the relationship between an object's motion and the interaction of forces acting on it according to Newton's Three Laws of Motion

---

Unit 6: Motion and Stability – Electricity and Magnetism

Duration: Approximately 10–20 Days

North Carolina Standards

PS.PSc.6 — Understand electricity and magnetism and their relationship

- **PS.PSc.6.1** — Carry out investigations to explain static and current electricity
- **PS.PSc.6.2** — Construct an explanation to compare simple series and parallel circuits in terms of Ohm's Law
- **PS.PSc.6.3** — Obtain, evaluate, and communicate information to explain how current is affected by changes in composition, length, temperature, and diameter of wire
- **PS.PSc.6.4** — Use models to explain magnetism in terms of domains, interactions of poles, and magnetic fields
- **PS.PSc.6.5** — Obtain, evaluate, and communicate information to explain the application of electromagnets

---

Unit 7: Energy – Transfers and Transformations

Duration: Approximately 10–20 Days

North Carolina Standards

PS.PSc.7 — Analyze energy transfers and transformations within a mechanical system

- **PS.PSc.7.1** — Use models to explain thermal energy and its transfer
- **PS.PSc.7.2** — Use mathematics and computational thinking to explain the Law of Conservation of Energy in a mechanical system in terms of kinetic and potential energy
- **PS.PSc.7.3** — Use mathematics and computational thinking to explain work in terms of the relationship among the applied force to an object, the resulting displacement of the object, and the energy transferred to an object
- **PS.PSc.7.4** — Construct an explanation to infer the relationship between work and power, both quantitatively and qualitatively

---

Unit 8: Waves and Their Applications

Duration: Approximately 10–20 Days

North Carolina Standards

PS.PSc.8 — Analyze the nature of waves and their applications

- **PS.PSc.8.1** — Carry out investigations to explain the quantitative and qualitative relationships among wave frequency, wave velocity, wavelength, and wave energy
- **PS.PSc.8.2** — Use models to compare the characteristics of mechanical and electromagnetic waves
- **PS.PSc.8.3** — Use models to explain the wave interactions of reflection, refraction, diffraction, and interference
- **PS.PSc.8.4** — Obtain, evaluate, and communicate information to explain how instruments that transmit and detect waves are used in everyday life

Course 5

Physics

Course Overview: Physics uses the language of mathematics to describe natural phenomena. Inquiry is applied to the study of matter and energy. The following topics are explored: motion, forces, heat, waves, optics, electricity, and magnetism.

Core Parent/Family Resources

CK-12 Physics — flexbooks.ck12.org | The Physics Classroom — physicsclassroom.com

Unit 1: Motion and Stability – Kinematics

Duration: Approximately 10–20 Days

North Carolina Standards

PS.Phy.1 — Analyze the motion of objects using time, distance, displacement, speed, velocity, and acceleration

- **PS.Phy.1.1** — Use models (graphs, equations, diagrams) to infer motion in one dimension
- **PS.Phy.1.2** — Use models (graphs, equations, diagrams) to infer motion in two dimensions

---

Unit 2: Motion and Stability – Forces and Newton's Laws

Duration: Approximately 10–20 Days

North Carolina Standards

PS.Phy.2 — Analyze systems of forces and their interaction with matter

- **PS.Phy.2.1** — Use free body models to qualitatively and quantitatively analyze systems of forces in one and two dimensions
- **PS.Phy.2.2** — Carry out investigations to explain the interactions of forces on an object according to Newton's Laws of Motion
- **PS.Phy.2.3** — Use models to qualitatively and quantitatively analyze basic forces related to movement of an object in a circular path (centripetal force)

- **PS.Phy.2.4** — Use models to qualitatively and quantitatively explain the relationship among the force of gravity, the distance between two objects, and the mass of the objects, according to the Law of Universal Gravitation
- **PS.Phy.2.5** — Analyze and interpret data to explain the effect of elastic force on objects (Hooke's Law)

Unit 3: Motion and Stability – Momentum and Impulse

Duration: Approximately 10–20 Days

North Carolina Standards

PS.Phy.3 — Analyze the motion of objects based on the principles of conservation of momentum and impulse in one dimension

- **PS.Phy.3.1** — Use models to analyze inelastic and elastic collisions in terms of the conservation of momentum in one dimension
- **PS.Phy.3.2** — Use mathematics and computational thinking to analyze the relationship among impulse, momentum, and Newton's 3rd Law

---

Unit 4: Motion and Stability – Electricity and Charge

Duration: Approximately 10–20 Days

North Carolina Standards

PS.Phy.4 — Explain charge interactions in electrostatic systems and in electric circuits

- **PS.Phy.4.1** — Use models to qualitatively and quantitatively explain the fundamental properties and interactions (Coulomb's Law) of charged objects along with the conservation of charge
- **PS.Phy.4.2** — Use models to explain the mechanisms for producing electrostatically charged objects, including charging by friction, conduction, and induction
- **PS.Phy.4.3** — Use circuit models to qualitatively and quantitatively analyze the relationships among current, voltage, resistance, and power in series, parallel, and compound circuits

---

Unit 5: Motion and Stability – Magnetism

Duration: Approximately 10–20 Days

North Carolina Standards

PS.Phy.5 — Explain the concept of magnetism

- **PS.Phy.5.1** — Use models to qualitatively explain the relationship between magnetic domains and magnetism
- **PS.Phy.5.2** — Obtain, evaluate, and communicate information about the relationship between magnetism and electric currents to explain the role of magnets in current technology

---

Unit 6: Energy – Work, Energy, and Power

Duration: Approximately 10–20 Days

North Carolina Standards

PS.Phy.6 — Understand the relationship among work, energy, and power

- **PS.Phy.6.1** — Use models to qualitatively and quantitatively analyze the kinetic and potential energy in a system
- **PS.Phy.6.2** — Analyze and interpret data to qualitatively and quantitatively explain the relationship among work, power, and energy

---

Unit 7: Waves and Their Applications in Technologies for Information Transfer

Duration: Approximately 10–20 Days

North Carolina Standards

PS.Phy.7 — Analyze the behavior of waves and their applications

- **PS.Phy.7.1** — Obtain, evaluate, and communicate information to compare mechanical and electromagnetic waves (specifically light and sound) in terms of wave characteristics (frequency, wavelength, period, amplitude, velocity, and energy)
- **PS.Phy.7.2** — Use models to qualitatively and quantitatively compare reflection and refraction (Snell's Law)

- **PS.Phy.7.3** — Obtain, evaluate, and communicate information to summarize how instruments that transmit and detect waves are used in everyday life

English 9–12 Curriculum Overview

Program Scope and Sequence for High School English Language Arts

Introduction

This document summarizes the Program Scope and Sequence for High School English Language Arts at New Hope Technology Preparatory Academy. It is intended as an internal curriculum reference for educators and instructional leaders.

English I & English II — Use the **My Perspectives** core curriculum (Savvas Learning). Units are structured around thematic Essential Questions and include embedded performance tasks, multimedia resources, and whole-class novels.

English III & English IV — Follow a **suggested district pacing guide** with teacher-created units and materials aligned to the NC Standard Course of Study.

Standards Key: **RL** = Reading Literature | **RI** = Reading Informational Text | **L** = Language | **SL** = Speaking & Listening | **W** = Writing

English I — Curriculum Overview

Core Curriculum: My Perspectives (Savvas Learning) | Three Teaching Windows of 25 Days Each

Teaching Window A — Units 2 and/or 4

Duration: 25 Days

Unit 2 — Survival

Students investigate what it takes to survive, considering the physical and emotional costs of survival. They read a variety of texts and view media to discuss the Essential Question:

"What does it take to survive?"

Unit 4 — Star-Crossed Romances

Students learn about tragic romances, considering the concepts of fate and personal choices. They read a variety of texts and view media to discuss the Essential Question:

"Do we determine our own destinies?"

Focus Standards

- **RL.9-10.1** — Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.9-10.3** — Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RI.9-10.3** — Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **RL.9-10.4** — Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.
- **RI.9-10.4** — Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.
- **L.9-10.5a** — Demonstrate understanding of figurative language and nuances in word meanings. Interpret figures of speech in context and analyze their role in the text.

Secondary Standards

RL.9-10.7 | RL.9-10.9 | RL.9-10.10 | RI.9-10.10 | W.9-10.4 | W.9-10.5 | W.9-10.6 | SL.9-10.1 | SL.9-10.2 | SL.9-10.3 | SL.9-10.4 | SL.9-10.5 | L.9-10.1 | L.9-10.2 | L.9-10.3 | L.9-10.5b | L.9-10.6

✎ Culminating Writing Assignment

Each teaching window ends with a culminating writing assignment addressing one of three writing standards: **W.9-10.1**, **W.9-10.2**, or **W.9-10.3**. All three writing standards must be taught during the course; the teacher determines which standard is addressed each window.

Teaching Window B — Units 1 and/or 3

Duration: 25 Days

Unit 1 — American Voices

Students investigate what it means to be American, considering how tradition and experience affect identity. Essential Question:

"What does it mean to be 'American'?"

Unit 3 — The Literature of Civil Rights

Students learn about the Civil Rights Movement, considering the importance of the written and spoken word during that period. Essential Question:

"How can words inspire change?"

Focus Standards

- **RI.9-10.1** — Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.9-10.2** — Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary.
- **RI.9-10.6** — Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- **RI.9-10.8** — Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- **L.9-10.4** — Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from context clues, word parts, word relationships, and reference materials.

Secondary Standards

RL.9-10.7 | RL.9-10.9 | RL.9-10.10 | RI.9-10.10 | W.9-10.4 | W.9-10.5 | W.9-10.6 | SL.9-10.1 | SL.9-10.2 | SL.9-10.3 | SL.9-10.4 | SL.9-10.5 | L.9-10.1 | L.9-10.2 | L.9-10.3 | L.9-10.5b | L.9-10.6

✎ **Culminating Writing Assignment**

Each teaching window ends with a culminating writing assignment addressing one of three writing standards: **W.9-10.1**, **W.9-10.2**, or **W.9-10.3**. All three writing standards must be taught during the course; the teacher determines which standard is addressed each window.

Teaching Window C — Units 5 and/or 6

Duration: 25 Days

Unit 5 — Journey of Transformation

Students learn about life-altering journeys, considering what journeys — both external and internal — can teach us about ourselves. Essential Question:

"What can we learn from a journey?"

Unit 6 — World's End

Students learn about doomsday scenarios, considering why we enjoy speculating about the end of the world. Essential Question:

"Why do we try to imagine the future?"

Focus Standards

- **RL.9-10.2** — Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary.
- **RL.9-10.5** — Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.
- **RL.9-10.6** — Analyze a particular perspective or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- **RI.9-10.5** — Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

Secondary Standards

RL.9-10.7 | RL.9-10.9 | RL.9-10.10 | RI.9-10.10 | W.9-10.4 | W.9-10.5 | W.9-10.6 | SL.9-10.1 | SL.9-10.2 | SL.9-10.3 | SL.9-10.4 | SL.9-10.5 | L.9-10.1 | L.9-10.2 | L.9-10.3 | L.9-10.5b | L.9-10.6

✎ **Culminating Writing Assignment**

Each teaching window ends with a culminating writing assignment addressing one of three writing standards: **W.9-10.1**, **W.9-10.2**, or **W.9-10.3**. All three writing standards must be taught during the course; the teacher determines which standard is addressed each window.

English I — Teaching Window Quick Reference

Window	Units	Themes / Essential Questions	Key Focus Standards	Duration
A	Unit 2 — Survival Unit 4 — Star-Crossed Romances	*What does it take to survive? Do we determine our own destinies?*	RL.9-10.1, RL.9-10.3, RL.9-10.4, RI.9-10.3, RI.9-10.4, L.9-10.5a	25 Days
B	Unit 1 — American Voices Unit 3 — Literature of Civil Rights	*What does it mean to be "American"? How can words inspire change?*	RI.9-10.1, RI.9-10.2, RI.9-10.6, RI.9-10.8, L.9-10.4	25 Days
C	Unit 5 — Journey of Transformation Unit 6 — World's End	*What can we learn from a journey? Why do we try to imagine the future?*	RL.9-10.2, RL.9-10.5, RL.9-10.6, RI.9-10.5	25 Days

Secondary Standards — Full Descriptions

The following standards appear as secondary (supporting) standards across all three English I teaching windows. They are addressed in the context of the focus standards and unit activities throughout the course.

Reading — Literature (RL)

- **RL.9-10.7** — Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- **RL.9-10.9** — Analyze how an author adopts or adapts source material in a specific work.
- **RL.9-10.10** — By the end of grade 9, read and understand literature within the 9–10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

Reading — Informational Text (RI)

- **RI.9-10.7** — Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
- **RI.9-10.9** — Analyze influential documents of historical and literary significance, including how they address related themes and concepts.
- **RI.9-10.10** — By the end of grade 9, read and understand informational texts within the 9–10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

Speaking & Listening (SL)

- **SL.9-10.1** — Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
    - **a.** Come to discussions prepared; explicitly draw on preparation by referring to evidence from texts and other research to stimulate a thoughtful exchange of ideas.
    - **b.** Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.

    - **c.** Propel conversations by posing and responding to questions relating discussion to broader themes; actively incorporate others; clarify, verify, or challenge ideas.
    - **d.** Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement; qualify or justify views; make new connections in light of evidence.
- **SL.9-10.2** — Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.
- **SL.9-10.3** — Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **SL.9-10.4** — Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- **SL.9-10.5** — Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Language (L)

- **L.9-10.1** — Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9–12 grammar continuum.
- **L.9-10.2** — Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9–12 conventions continuum.
- **L.9-10.3** — Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

    - **a.** Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
    - **b.** Use parallel structure.
- **L.9-10.5b** — Demonstrate understanding of figurative language and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
- **L.9-10.6** — Acquire and use accurately general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge.

Writing (W)

- **W.9-10.1** — Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.9-10.2** — Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.9-10.3** — Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **W.9-10.4** — Use digital tools and resources to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- **W.9-10.5** — Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject.
- **W.9-10.6** — Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively; assess the usefulness of each source; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Social Studies 9–12 Curriculum Overview

Program Scope and Sequence for High School Social Studies

Core Curriculum: TCI History Alive and Teacher-Created Resources

---

Introduction

This document summarizes the Program Scope and Sequence for High School Social Studies at New Hope Technology Preparatory Academy. Four courses are covered: **World History**, **American History**, **Civic Literacy**, and **Economics & Personal Finance**. The core curriculum relies on **TCI: History Alive** and teacher-created resources. Parent/Family resources including Khan Academy and Google Slides are available for each unit.

Course	Grade Level	Core Resource
World History	9th Grade	TCI: History Alive; Teacher-Created Resources
American History	10th Grade	TCI: History Alive; Teacher-Created Resources
Civic Literacy	11th Grade	TCI: History Alive; Teacher-Created Resources
Economics & Personal Finance	12th Grade	TCI: History Alive; Teacher-Created Resources

---

Course 1: World History

Course Overview

> World History is designed to be a historical study of societies, nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and details inclusive of change over time, historical impact, religion, diplomacy, cultural practices and beliefs, and economic, political, and social institutions. The course examines the historical development of the world and global issues and patterns since 1200. The course also explores underlying themes of: power and authority; change and continuity; human-environment interaction; globalization; cultural diffusion; and individual and group identity.

Unit 1: Pre-1200 Concepts

First Nine Weeks

> *In this unit students will review foundational topics necessary for understanding the course material. Students will be introduced to historical thinking skills and the importance of studying global history.*

North Carolina Standards:

- **WH.B.2.2** — Explain how competing religious, secular, racial, ethnic, and tribal group identities have impacted societies, now and in the past.

Parent/Family Resources:

- Characteristics of Societies (Google Slides)

Unit 2: Trans-Regional Age, 1200–1500

First Nine Weeks

> *In this unit students will evaluate continuities and changes in the Trans-Regional Age from around the globe. Students will be able to explain core regional and global political, economic, social, and cultural concepts and their impacts.*

North Carolina Standards:

- **WH.C&G.1.2** — Distinguish ways in which religious and secular leaders and political systems have used power to sustain, expand, or restrict freedom and equality.

Parent/Family Resources:

- Khan Academy — Era 5: The First Global Age

Unit 3: The First Global Age, 1500–1750

First Nine Weeks

> *In this unit students will assess various motivations and methods that caused overland and overseas empires to expand. Students will be able to explain the significant innovations leading to and political, economic, social, and cultural impacts of increased regional and global interactions.*

North Carolina Standards:

- **WH.E.1.2** — Explain the influence of economic interdependence on the development, interactions, and transformation of empires, societies, nations, and regions, now and in the past.
- **WH.B.2.3** — Explain the impact of global interaction on the development of national, tribal, and ethnic identities, now and in the past.

Parent/Family Resources:

- Khan Academy — Era 5: The First Global Age

Unit 4: The Long 19th Century, 1750–1900

First Nine Weeks

> *In this unit students will analyze causes and effects of significant changes that developed during the Long Nineteenth Century. Students will identify the role of new technologies and shifting ideologies on revolutions and new imperialism.*

North Carolina Standards:

- **WH.H.1.4** — Distinguish the challenges indigenous peoples and ethnic and tribal groups around the world have experienced as a result of colonization, imperialism, and assimilation, now and in the past.
- **WH.G.1.2** — Distinguish the relationship between movement, technology, and innovation in terms of cultural diffusion on societies around the world, now and in the past.
- **WH.C&G.1.2** — Distinguish ways in which religious and secular leaders and political systems have used power to sustain, expand, or restrict freedom and equality.

Parent/Family Resources:

- Khan Academy — Era 6: The Long Nineteenth Century

Unit 5: Early 20th Century, 1900–1945

Second Nine Weeks

> *In this unit students will identify and examine various turning points in global conflicts and their resolutions. Students will compare forms and actions of governments and their political, economic, social, and cultural impacts on individuals, groups, and societies.*

North Carolina Standards:

- **WH.H.1.1** — Distinguish key turning points in world history in terms of multiple causes and outcomes.
- **WH.H.1.3** — Explain how ethnocentrism, stereotypes, xenophobia, and racism impact human rights and social justice of various groups, tribes, and nations around the world, now and in the past.

Parent/Family Resources:

- Google Slides on Nationalism and Identity
- Google Slides on the Russian Revolution
- Google Slides on The Holocaust

Unit 6: Late 20th Century, 1945–2000

Second Nine Weeks

> *In this unit students will identify influences of the Cold War and decolonization on political, economic, social, and cultural changes around the world. Students will compare the ideologies and actions of the United States and USSR during the Cold War and assess the various responses of other individuals, groups, and nations.*

North Carolina Standards:

- **WH.C&G.1.1** — Compare ways in which individuals, groups, and governments have gained and maintained power.
- **WH.E.1.3** — Compare how empires, groups, and nations have used economic decisions and policies to gain or maintain power, now and in the past.
- **WH.G.2.1** — Deconstruct the relationship between geopolitics and demographic shifts in terms of intentional and unintentional consequences, now and in the past.

Parent/Family Resources:

- Khan Academy — Era 7: The Great Convergence and Divergence

Unit 7: Contemporary World, 2000–Today

Second Nine Weeks

> *In this unit students will explore contemporary global issues and evaluate their causes, impacts, challenges, and solutions. Students will make connections between these contemporary global issues, our local community, and their own lives.*

North Carolina Standards:

- **WH.E.1.2** — Explain the influence of economic interdependence on the development, interactions, and transformation of empires, societies, nations, and regions, now and in the past.
- **WH.B.2.3** — Explain the impact of global interaction on the development of national, tribal, and ethnic identities, now and in the past.

Parent/Family Resources:

- Google Slides on Globalization

Course 2: American History

Course Overview

This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse

groups in building the American story. Students in this course will be asked to investigate major turning points in American History to develop an understanding of multiple causation, to determine patterns of change and continuity, and to be able to compare multiple perspectives of the past.

Unit 1: What Is Social Studies — Introductory Unit

First Nine Weeks

In this unit, students will practice the various skills of historical thinking: analyzing sources, detecting bias, and corroborating sources.

North Carolina Standards:

- **I.1.3 — Gathering and Evaluating Sources:**
    - Locate credible primary and secondary sources
    - Identify a variety of primary and secondary sources in support of compelling and supporting questions
    - Summarize the central ideas and meaning of primary and secondary sources through the use of literacy strategies
    - Determine the origin, context, and bias of primary and secondary sources
    - Differentiate between facts and interpretation of sources
    - Evaluate competing historical narratives and debates among historians

Parent/Family Resources:

- Google Slides on Historical Thinking Skills

Unit 2: The American Revolution and Creating a New Government

First Nine Weeks

> *This unit provides students with an in-depth examination of the causes of the Revolutionary War and the important conflicts that took place and the various groups living in America and their responses and actions. This unit will also examine the writing and ratification of the U.S. Constitution.*

North Carolina Standards:

- **AH.C&G.1.1** — Explain how various views on freedom and equality contributed to the development of American political thought and system of government.
- **AH.H.1.2** — Explain the causes and effects of various international conflicts/wars in terms of political, economic, and social factors.

Parent/Family Resources:

- Khan Academy — The American Revolution

Unit 3: Forging a New Nation

First Nine Weeks

> *Students will evaluate, analyze, and determine causes and effects of the challenges each president faced including the growth of the country, the development of a two-party political system, the challenges of foreign policy, the changes in the power of the different branches of government, as well as the conflict with Britain in the War of 1812.*

North Carolina Standards:

- **AH.C&G.2.3** — Deconstruct changes in balance of power between local, state, and federal government in terms of conflict and compromise.
- **AH.H.2.2** — Critique the extent to which American interaction with other nations has achieved national and global economic, social, and political goals.

Parent/Family Resources:

- Khan Academy — The Early Republic

Unit 4: Nationalism, Expansion, and Reform

First Nine Weeks

North Carolina Standards:

- **AH.B.1.3** — Critique multiple perspectives of American identity in terms of oppression, stereotypes, diversity, inclusion, and exclusion.
- **AH.C&G.1.2** — Critique the extent to which various levels of government used power to expand or restrict the freedom and equality of American people.

Parent/Family Resources:

- Khan Academy — The Early Republic

Unit 5: Manifest Destiny, The Civil War, & Reconstruction

Second Nine Weeks

North Carolina Standards:

- **AH.B.1.7** — Explain how slavery, xenophobia, disenfranchisement, and intolerance have affected individual and group perspectives of themselves as Americans.
- **AH.H.3.1** — Deconstruct various turning points in terms of multiple causation.

Parent/Family Resources:

- Khan Academy — Civil War Era

Unit 6: The West, Populism, and the New South

Second Nine Weeks

North Carolina Standards:

- **H.E.1.4** — Compare how some groups in American society have benefited from economic policies while other groups have been systematically denied the same benefits.

Parent/Family Resources:

- Khan Academy — The Gilded Age

Unit 7: The Gilded Age and the Progressive Era

Second Nine Weeks

North Carolina Standards:

- **AH.C&G.1.3** — Explain how various individuals and groups strategized, organized, advocated, and protested to expand or restrict freedom and equality.

Parent/Family Resources:

- Khan Academy — The Gilded Age

Unit 8: Imperialism and World War I

Third Nine Weeks

North Carolina Standards:

- **AH.H.1.2** — Explain the causes and effects of various international conflicts/wars in terms of political, economic, and social factors.

Parent/Family Resources:

- Khan Academy — Rise to World Power / US in WWI

Unit 9: The Roaring 20s and The Great Depression

Second Nine Weeks

North Carolina Standards:

- **AH.B.1.6** — Explain how the experiences and achievements of minorities and marginalized peoples have contributed to American identity over time in terms of the struggle against bias, racism, oppression, and discrimination.
- **AH.E.1.3** — Explain the causes of economic expansion and retraction and the impacts on the American people.

Parent/Family Resources:

- Khan Academy — 1920s America

Unit 10: World War II and the Cold War

Second Nine Weeks

North Carolina Standards:

- **AH.H.3.1** — Deconstruct various turning points in terms of multiple causation.

Parent/Family Resources:

- Khan Academy — US in WWII

Unit 11: The Civil Rights Movement and the Late Cold War

Second Nine Weeks

North Carolina Standards:

- **AH.B.1.3** — Critique multiple perspectives of American identity in terms of oppression, stereotypes, diversity, inclusion, and exclusion.
- **AH.C&G.1.3** — Explain how various individuals and groups strategized, organized, advocated, and protested to expand or restrict freedom and equality.

Parent/Family Resources:

- Khan Academy — Civil Rights Movement

Unit 12: The Cold War Ends and the 21st Century Begins

Second Nine Weeks

North Carolina Standards:

- **AH.C&G.2.1** — Distinguish decisions by executive, legislative, and judicial leaders in terms of resolving conflict and establishing compromise.

Parent/Family Resources:

- Khan Academy — Modern US History

Course 3: Civic Literacy

> **Course Overview**
>
> This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens. Through the integration of inquiry-based learning, students will also investigate how the American system of government has evolved over time while learning how to analyze topics, issues, and claims in order to communicate ideas and take action to effect change and inform others.

Unit 1: Inquiry, Historical Thinking Skills, and the Reason for Government

First Nine Weeks

> *In this unit, students will apply the inquiry models to analyze and evaluate social studies topics and issues in order to communicate conclusions and take informed actions.*

North Carolina Standards:

- **CL.C&G.3.1** — Differentiate citizenship and civic participation in terms of responsibilities, duties, and privileges of citizens.
- **CL.G.1.1** — Explain how views on freedom and equality influence legislation and public policy on issues of immigration, migration, and the environment.

Parent/Family Resources:

- Khan Academy — US Government Foundations / Ideals of Democracy

---

Unit 2: Civic Participation, American Principles, and Citizenship

First Nine Weeks

> *In this unit, students will examine the meaning of civics and the reasons for why we study it. Students will compare citizenship in the American constitutional democracy to membership in other types of governments.*

North Carolina Standards:

- **CL.H.1.3** — Interpret historical and current perspectives on the evolution of individual rights in America over time.
- **CL.G.1.1** — Explain how views on freedom and equality influence legislation and public policy on issues of immigration, migration, and the environment.

Parent/Family Resources:

- Khan Academy — US Government Foundations / Ideals of Democracy

---

Unit 3A: Revolutionary America

First Nine Weeks

> *In this unit, students will explore how the tensions over power and authority led America*
>
> *,*
>
> *s founding fathers to develop a constitutional democracy.*

North Carolina Standards:

- **CL.H.1.1** — Explain how the tensions over power and authority led the founding fathers to develop a democratic republic.
- **CL.B.1.3** — Explain how the values and beliefs regarding freedom, equality, and justice have helped transform the American system of government.

Parent/Family Resources:

- Khan Academy — US Government Foundations / Ideals of Democracy

---

Unit 3B: The Constitution

First Nine Weeks

> *In this unit, students will explore the Constitution as a living document. Students will examine the compromises that were made to create the Constitution as well as the principles within it.*

North Carolina Standards:

- **CL.C&G.2** — Analyze the roles of the branches of government at the federal, state, and local levels.
- **CL.C&G.4.3** — Exemplify how the constitutions of the United States and North Carolina have been interpreted and applied since ratification.

Parent/Family Resources:

- Khan Academy — Challenges of the Articles of Confederation
- Khan Academy — Ratification of the US Constitution

Unit 3C: Bill of Rights and Extension through Amendments

First Nine Weeks

> *In this unit, students will explore the most basic rights that the framers of the Constitution added.*

North Carolina Standards:

- **CL.H.1.3** — Interpret historical and current perspectives on the evolution of individual rights in America over time, including women, tribal, racial, religious, identity, and ability.
- **CL.B.1.3** — Explain how the values and beliefs regarding freedom, equality, and justice have helped transform the American system of government.

Parent/Family Resources:

- Khan Academy — Civil Liberties and Civil Rights

Unit 4: Legislative Branch

First Nine Weeks

> *In this unit, students will build upon the previous unit to examine how the principles of the U.S. Constitution are reflected in the federal legislative branch.*

North Carolina Standards:

- **CL.C&G.2** — Analyze the roles of the branches of government at the federal, state, and local levels.

- **CL.B.1.2** — Explain how legislation, policy, and judicial rulings reflect changing norms and values in the United States.

Parent/Family Resources:

- Khan Academy — Interactions Among Branches of Government

Unit 5: Executive Branch

Second Nine Weeks

> *In this unit, students will analyze the structure and roles of the federal executive branch, the powers the President has*
>
> *—*
>
> *formal and informal*
>
> *—*
>
> *upon policy, and the limitations upon that power as set forth by the Constitution and its principles of limited government and separation of powers.*

North Carolina Standards:

- **CL.C&G.2** — Analyze the roles of the branches of government at the federal, state, and local levels.
- **CL.B.1.1** — Explain how values and beliefs influence the creation and implementation of public policy and laws.

Parent/Family Resources:

- Khan Academy — Roles and Powers of the President

Unit 6A: Judicial Branch — Structure and Landmark Cases

Second Nine Weeks

> *Students will apply their Constitutional knowledge to analyze various Supreme Court cases to identify which Constitutional amendments and/or principles apply.*

North Carolina Standards:

- **CL.C&G.4.1** — Differentiate the judicial systems of the United States and North Carolina in terms of structure, jurisdiction, and how each provides for equal protection.

Parent/Family Resources:

- Landmark Cases (landmarkcases.org)
- Khan Academy — The Judicial Branch

Unit 6B: Judicial Branch — Laws and Justice System

Second Nine Weeks

> *This unit encompasses the themes, ideas, and nuances of law. Students will be analyzing sources of historic law and the types of laws that apply to our society.*

North Carolina Standards:

- **CL.C&G.4.1** — Differentiate the judicial systems of the United States and North Carolina in terms of structure, jurisdiction, and how each provides for equal protection.
- **CL.C&G.4.2** — Differentiate the structure and function of state and federal courts in order to understand the adversarial nature of each.

Parent/Family Resources:

- Khan Academy — The Bureaucracy: Functions and Responsibilities

---

Unit 7: State and Local Governments

Second Nine Weeks

> *This unit will look at the structure and organization of the government at the state and local levels. It will also analyze how the judicial, legal, and political systems of North Carolina embody the principles of government.*

North Carolina Standards:

- **CL.C&G.2.2** — Explain how the principle of federalism impacts the actions of state and local government.
- **CL.C&G.2.3** — Differentiate between the types of local governments in order to understand the role, powers, and functions each plays within an intergovernmental system.

Parent/Family Resources:

- Google Slides on State and Local Government

Unit 8: Influences Upon Government — Elections, Political Parties, Special Interest, and the Media

Second Nine Weeks

> *This unit will examine how the two-party political system is organized, operates, and shapes the American political system. It will also examine how public opinion, the media, and special interest groups influence elections, inform the electorate, and play a role in the creation of public policy.*

North Carolina Standards:

- **CL.H.1.3** — Interpret historical and current perspectives on the evolution of individual rights in America over time, including women, tribal, racial, religious, identity, and ability.

- **CL.C&G.3.5** — Explain how the two-party system has shaped the political landscape of the United States.

Parent/Family Resources:

- Khan Academy — Political Participation

Units 9A–9C: Economic Policy (Goals, Indicators, Monetary Policy, and Fiscal Policy)

Second Nine Weeks

> Unit 9A — Economic Goals, Indicators, and Regulations:
>
> *Students will examine the economic goals of the government to create a sound economy with consistent growth, stable unemployment and inflation while achieving social, environmental, and security goals of the nation.*
>
> Unit 9B — Monetary Policy:
>
> *Students will examine the monetary policies the government follows to create a sound economy with consistent growth, stable unemployment and inflation.*
>
> Unit 9C — Fiscal Policy:
>
> *Students will examine how the government uses fiscal tools to manage economic growth.*

North Carolina Standards:

- **CL.E.1** — Understand the role of government in both federal and state economies.
- **CL.E.1.1** — Explain how the role federal and state governments play in economic decision-making impacts economic mobility, status, and quality of life of individuals living in America.
- **CL.E.1.2** — Summarize the role of the United States and North Carolina in the world economy.

Parent/Family Resources:

- Google Slides on Economic Goals, Indicators, and Regulations
- Google Slides on Monetary Policy
- Google Slides on Fiscal Policy

Unit 10: Globalization — Human Society, Environment, & Economy

Second Nine Weeks

North Carolina Standards:

- **CL.G.1.3** — Exemplify how the United States interacts with international governments to navigate global environmental issues.
- **CL.E.1.2** — Summarize the role of the United States and North Carolina in the world economy.

Parent/Family Resources:

- Google Slides on Globalization

Course 4: Economics & Personal Finance

> **Course Overview**
>
> The Economics and Personal Finance (EPF) course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. Students will explore how economic principles apply to individual, national, and global decision-making, and how to use that knowledge to build strong personal financial foundations.

Unit 1: Introduction to EPF

First Nine Weeks

> *This is an overall introduction to the EPF course and to some of the key concepts and terminology that students will learn.*

North Carolina Standards:

- This unit briefly touches on several EPF state standards as an overview.

Parent/Family Resources:

- Khan Academy — Macroeconomics: Basic Economic Concepts

Unit 2: What Is Economics?

First Nine Weeks

> *This unit explores the basics of Economics: Wants vs. Needs, Goods*
>
> *&*
>
> *Services, Supply*
>
> *&*
>
> *Demand. Why do people make the decisions they do and how do governments affect their country*
>
> *,*
>
> *s economy?*

North Carolina Standards:

- **EPF.E.1.1** — Compare how individuals and governments utilize scarce resources in traditional, command, market, and mixed economies.

- **EPF.E.1.2** — Distinguish market structures in terms of economic characteristics and the roles they play in decision-making and opportunity costs.

Parent/Family Resources:

- Khan Academy — Macroeconomics: Basic Economic Concepts

Unit 3: Macroeconomics

First Nine Weeks

> *Macroeconomics deals with large-scale economic issues: how do countries trade, how do we measure the entire economy, and what are businesses doing? It focuses on the big picture of what everyone together is producing and consuming.*

North Carolina Standards:

- **EPF.E.2.1** — Summarize basic macroeconomic indicators and how they vary over the course of a business cycle.
- **EPF.E.4.1** — Explain the impact of trade on the interdependence between nations.

Parent/Family Resources:

- Khan Academy — Macroeconomics: Basic Economic Concepts

Unit 4: Microeconomics

First Nine Weeks

> *Microeconomics focuses on individual decisions and allocation of resources. How do individual businesses decide what to make? How do labor and workers affect business decisions?*

North Carolina Standards:

- **EPF.E.1.4** — Compare the ways in which incentives and profits influence what is produced and distributed in a market system.
- **EPF.E.2.2** — Summarize basic microeconomic indicators and how they vary over the course of a business cycle.

Parent/Family Resources:

- Khan Academy — Microeconomics

Unit 5: Government Regulations and Interventions

First Nine Weeks

> *This unit explores the role of the US government in our economy. What are the different policies the government uses to help stabilize the economy and how do they pay for it? How does the government protect individuals and businesses from corrupt and illegal organizations and individuals?*

North Carolina Standards:

- **EPF.E.3.1** — Identify the role the government plays in providing a legal structure to protect property rights and enforce contracts.
- **EPF.E.3.2** — Explain how government regulation impacts market activity.

Parent/Family Resources:

- Google Slides on Government Intervention

Unit 6: Personal Finance and Money Management

Second Nine Weeks

> *How does money work and how can you make it work for you? This unit focuses on the individual and how to manage money on a practical level. Budgets and banks, renting vs. owning, credit vs. debit*
>
> *—*
>
> *students will explore how they can meet their own financial and life goals.*

North Carolina Standards:

- **EPF.MCM.1.1** — Explain how fiscally responsible individuals create and manage a spending plan.
- **EPF.MCM.1.2** — Critique income and spending plans in terms of age, individual needs, and available resources.

Parent/Family Resources:

- Khan Academy — Core Finance

Unit 7: College and Careers

Second Nine Weeks

> *This unit helps students explore what they want to do after leaving high school. Is college the best option, or should they go to a trade school or straight to the workforce? Will their chosen career fund the lifestyle they wish to live? How can they make the most informed decision based on their desires?*

North Carolina Standards:

- **EPF.IE.1.1** — Explain how education, income, career, and life choices impact an individual's financial plan and goals.
- **EPF.IE.1.2** — Differentiate career and education options after high school in terms of desired lifestyle.

Parent/Family Resources:

- Khan Academy — Career Profile Videos

Unit 8: Insurance, Investing, and Retirement

Second Nine Weeks

> *This unit focuses on insurance, investing, and retirement. What are the basics of auto, home, and health insurance? Why should someone invest money and what are the various options? What steps can one take to help retire comfortably?*

North Carolina Standards:

- **EPF.MCM.3.4** — Classify the various types of insurance and estate planning including the benefits and consequences.
- **EPF.FP.1.1** — Compare various investing strategies and tax implications for their potential to build wealth.

Parent/Family Resources:

- Khan Academy — Investment Vehicles

Unit 9: Critical Consumerism

Second Nine Weeks

> *This unit explores how consumers can make the most informed decisions when spending their money. What rights do you have as a consumer? How can you make sure you are not being scammed?*

North Carolina Standards:

- **EPF.CC.1.1** — Explain how advertising, social media, and business practices impact consumer decisions.
- **EPF.CC.1.2** — Identify information, reviews, and reports consumers use to make financial decisions.

Parent/Family Resources:

- Google Slides on Critical Consumerism

Health and Physical Education 9–12 Curriculum Overview

Program Scope and Sequence for High School Health and Physical Education

Prepared for Educator Reference | May 2026

Introduction

The Healthful Living Education (K–12 Health and Physical Education) program promotes behaviors that contribute to a healthy lifestyle and improved quality of life for all students. The Healthful Living curriculum supports and reinforces the goals and objectives of its two major components — health education and physical education. When fully integrated, the New Hope Technology Preparatory Academy Health and Physical Education curriculum not only empowers students to lead an active and healthy lifestyle but also instills positive and encouraging attitudes toward physical activity and lifelong fitness.

Course Structure

This course is made up of two nine-week segments — nine weeks of health and nine weeks of physical education. The health segment consists of building self-esteem, making responsible decisions, and relating these skills to key issues of a healthy lifestyle. The physical education segment emphasizes muscular strength, muscular endurance, cardiovascular endurance, and flexibility, within a variety of activities. Both segments are aligned with North Carolina's High School Healthful Living Essential Standards and clarifying objectives.

Credit: 1 Unit (required for all NC high school students to graduate)

CPR Requirement: Students must also meet the CPR graduation requirement by completing a CPR skills test.

Note: After completing the required Health and Physical Education unit, students may choose to participate in PE Electives.

Standards Key

Standard Code Reference

- **MEH** = Mental and Emotional Health
- **PCH** = Personal and Consumer Health
- **ICR** = Interpersonal Communications and Relationships
- **NPA** = Nutrition and Physical Activity
- **ATOD** = Alcohol, Tobacco, and Other Drugs
- **MS** = Motor Skills
- **MC** = Movement Concepts
- **HF** = Health-Related Fitness
- **PR** = Personal/Social Responsibility

PART 1: HEALTHFUL LIVING — Health Education

Course Overview

The Health Education segment of the Healthful Living course addresses five key content areas aligned with the North Carolina Essential Standards: Mental and Emotional Health, Personal and Consumer Health, Interpersonal Communications and Relationships, Nutrition and Physical Activity, and Alcohol, Tobacco, and Other Drugs. Students are expected to build knowledge, skills, and strategies that support healthy decision-making throughout their lives.

9th Grade — Mental and Emotional Health (MEH)

Focus: Students create positive stress management strategies and develop help-seeking skills for depression and mental disorders.

NC Essential Standards

- **9.MEH.1** — Create positive stress management strategies
    - 9.MEH.1.1 — Identify the body's physical and psychological responses to stressful situations and positive coping mechanisms
    - 9.MEH.1.2 — Plan effective methods to deal with anxiety
- **9.MEH.2** — Create help-seeking strategies for depression and mental disorders
    - 9.MEH.2.1 — Identify causes and symptoms of depression and mental disorders
    - 9.MEH.2.2 — Design useful help-seeking strategies for depression and mental disorders

9th Grade — Personal and Consumer Health (PCH)

Focus: Students analyze wellness, disease prevention, and symptoms; evaluate health information and products; and understand steps to prevent and respond to unintentional injury.

NC Essential Standards

- **9.PCH.1** — Analyze wellness, disease prevention, and recognition of symptoms
    - 9.PCH.1.1 — Recognize that individuals have some control over risks for communicable and chronic diseases
    - 9.PCH.1.2 — Summarize the procedures for organ donation, local and state resources, and benefits

    - 9.PCH.1.3 — Explain the procedures for health screenings, checkups, and other early detection measures in terms of their health-related benefits
    - 9.PCH.1.4 — Design strategies for reducing risks for chronic diseases
    - 9.PCH.1.5 — Select measures to get adequate rest and sleep
    - 9.PCH.1.6 — Recognize the early warning signs of skin cancer and the importance of early detection
    - 9.PCH.1.7 — Differentiate between the lifelong effects of positive and negative health behaviors
- **9.PCH.2** — Evaluate health information and products
    - 9.PCH.2.1 — Critique the potential health and social consequences of body art (tattooing and piercing)
    - 9.PCH.2.2 — Monitor the effects of media and popular culture on normative beliefs that contradict scientific research on health
- **9.PCH.3** — Understand necessary steps to prevent and respond to unintentional injury
    - 9.PCH.3.1 — Summarize the risks associated with operating ATVs and motorcycles
    - 9.PCH.3.2 — Analyze reports of injuries to determine how they might have been prevented and what first aid measures should be taken

9th Grade — Interpersonal Communications and Relationships (ICR)

Focus: Students understand healthy and effective interpersonal communication, evaluate abstinence as a positive choice, and create strategies to develop and maintain reproductive and sexual health.

NC Essential Standards

- **9.ICR.1** — Understand healthy and effective interpersonal communication and relationships
    - 9.ICR.1.1 — Illustrate the ability to respond to others with empathy
    - 9.ICR.1.2 — Classify negotiation and collaboration skills as helpful or harmful in solving problems or resolving conflicts
    - 9.ICR.1.3 — Illustrate strategies for resolving interpersonal conflict without harming self or others
    - 9.ICR.1.4 — Summarize principles of healthy dating
    - 9.ICR.1.5 — Explain how power and control in relationships can contribute to aggression, violence, and sex trafficking
- **9.ICR.2** — Evaluate abstinence from sexual intercourse as a positive choice for young people
    - 9.ICR.2.1 — Critique skills and strategies that are used to promote abstinence from sexual activity in terms of their effectiveness
    - 9.ICR.2.2 — Explain the consequences of early and unprotected sexual behaviors
- **9.ICR.3** — Create strategies that develop and maintain reproductive and sexual health
    - 9.ICR.3.1 — Contrast the myths, misconceptions, and stereotypes pertaining to sexual assault and sexual abuse with what is known based on law and research
    - 9.ICR.3.2 — Design safe plans for the prevention of sexual assault and abuse that include appropriate resources and needed skills
    - 9.ICR.3.3 — Illustrate skills related to safe and effective use of methods to prevent STDs as well as access resources for testing and treatment

- 9.ICR.3.4 — Exemplify decision-making skills and problem solving regarding safe and effective use of methods to prevent unintended pregnancy
- 9.ICR.3.5 — Summarize preventable risks for subsequent pregnancies including induced abortion, smoking, alcohol consumption, use of illicit drugs, and inadequate prenatal care

9th Grade — Nutrition and Physical Activity (NPA)

Focus: Students analyze nutrition and fitness strategies using key tools (MyPlate, Dietary Guidelines, Food Facts Label), create strategies for balanced eating, analyze relationships between nutrition and disease prevention, and apply lifelong fitness concepts.

NC Essential Standards

- **9.NPA.1** — Analyze strategies using tools (MyPlate, Dietary Guidelines, Food Facts Label) to plan healthy nutrition and fitness
  - 9.NPA.1.1 — Attribute the prevention of chronic diseases to healthy nutrition and physical activity
  - 9.NPA.1.2 — Organize meal plans to meet special dietary needs for athletes, pregnant women, diabetics, and those experiencing allergies
  - 9.NPA.1.3 — Recognize the benefits of folic acid and other vitamins and minerals
- **9.NPA.2** — Create strategies to consume a variety of nutrient-dense foods and beverages in moderation
  - 9.NPA.2.1 — Plan vegetarian diets that are balanced and nutrient dense
  - 9.NPA.2.2 — Recall the number of servings recommended from each food group and the need for balanced nutrition

    - 9.NPA.2.3 — Summarize the effects of hydration and dehydration and preventive measures for dehydration
- **9.NPA.3** — Analyze the relationship of nutrition, fitness, and healthy weight management to the prevention of diseases such as diabetes, obesity, cardiovascular disease, and eating disorders
    - 9.NPA.3.1 — Differentiate between healthy and unhealthy plans for weight gain, maintenance, and loss
    - 9.NPA.3.2 — Classify the effects of eating disorders as short-term or long-term
    - 9.NPA.3.3 — Recall resources for seeking help for people with eating disorders
- **9.NPA.4** — Apply lifelong nutrition and health-related fitness concepts to enhance quality of life
    - 9.NPA.4.1 — Execute exercise programs with safety and effectiveness
    - 9.NPA.4.2 — Use appropriate methods for avoiding and responding to climate-related physical conditions during physical activity
    - 9.NPA.4.3 — Implement a personal plan to improve current habits to achieve balanced nutrition and fitness

9th Grade — Alcohol, Tobacco, and Other Drugs (ATOD)

Focus: Students understand the health risks associated with alcohol, tobacco, and other drug use, and apply risk reduction behaviors to protect themselves and others.

NC Essential Standards

- **9.ATOD.1** — Understand the health risks associated with alcohol, tobacco, and other drug use

    - 9.ATOD.1.1 — Explain the short-term and long-term effects of performance-enhancing drugs on health and eligibility to participate in sports
    - 9.ATOD.1.2 — Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs
    - 9.ATOD.1.3 — Contrast prescription medicines, nonprescription medicines, and illegal substances in terms of their use and abuse
    - 9.ATOD.1.4 — Summarize the risks of IV drug use, including blood-borne diseases
    - 9.ATOD.1.5 — Predict the effects of substance abuse on other people as well as society as a whole
    - 9.ATOD.1.6 — Summarize the consequences of alcohol or tobacco use during pregnancy
- **9.ATOD.2** — Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use
    - 9.ATOD.2.1 — Identify ways to avoid riding in a car or engaging in other risky behaviors with someone who is under the influence of alcohol or other drugs
    - 9.ATOD.2.2 — Use strategies for avoiding binge drinking

PART 2: PHYSICAL EDUCATION

Course Overview

The Physical Education segment of the Healthful Living course addresses four key content areas aligned with North Carolina Essential Standards: Motor Skills, Movement Concepts, Health-Related Fitness, and Personal/Social Responsibility. The segment emphasizes muscular strength, muscular endurance,

cardiovascular endurance, and flexibility within a variety of activities. Students are encouraged to develop lifelong habits of physical activity and fitness.

9th Grade — Motor Skills (MS)

Standard Focus: Apply competent motor skills and movement patterns needed to perform a variety of physical activities.

NC Essential Standards

- **PE.9.MS.1.1** — Use basic and advanced skills to participate proficiently in at least three of the following activities or compositions: aquatics, team sports, individual sports, dual sports, outdoor pursuits, self-defense, dance, or gymnastics
- **PE.9.MS.1.2** — Apply fundamental motor skills and complex skills needed to participate successfully in at least three lifetime activities
- **PE.9.MS.1.3** — Apply information and statistical data about personal and group performance to develop strategies to improve game play or participation in activities
- **PE.9.MS.1.4** — Create movement combinations in rhythmic activities with an emphasis on keeping to the beat of the music

9th Grade — Movement Concepts (MC)

Standard Focus: Understand concepts, principles, strategies, and tactics that apply to the learning and performance of movement.

NC Essential Standards

- **PE.9.MC.2.1** — Create plans for establishing and maintaining lifelong health-enhancing behaviors based on concepts of health, fitness, and nutrition
- **PE.9.MC.2.2** — Use complex movement principles to evaluate and improve performance

- **PE.9.MC.2.3** — Generate complex movement concepts that can be used to refine learned skills and to acquire new advanced skills

9th Grade — Health-Related Fitness (HF)

Standard Focus: Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.

NC Essential Standards

- **PE.9.HF.3.1** — Evaluate personal health-related physical fitness status in terms of cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition
- **PE.9.HF.3.2** — Analyze career and occupational opportunities in terms of the required skills, fitness components, and personal interests
- **PE.9.HF.3.3** — Analyze the relationship between the six sports-related components and the five health-related components of fitness

9th Grade — Personal/Social Responsibility (PR)

Standard Focus: Use behavioral strategies that are responsible and enhance respect of self and others and value activity.

NC Essential Standards

- **PE.9.PR.4.1** — Implement leadership skills to promote responsibility in self and others
- **PE.9.PR.4.2** — Select the most appropriate ways of responding and mediate to settle conflicts
- **PE.9.PR.4.3** — Explain the influence of physical activity on cultural competence and the development of self-awareness

Summary Reference Table

The table below provides a consolidated reference for all 9th Grade Healthful Living content areas, standard codes, and curriculum domains covered in this overview.

Content Area	Standard Code(s)	Domain
Mental and Emotional Health	9.MEH.1 – 9.MEH.2	Health Education
Personal and Consumer Health	9.PCH.1 – 9.PCH.3	Health Education
Interpersonal Communications & Relationships	9.ICR.1 – 9.ICR.3	Health Education
Nutrition and Physical Activity	9.NPA.1 – 9.NPA.4	Health Education
Alcohol, Tobacco, and Other Drugs	9.ATOD.1 – 9.ATOD.2	Health Education
Motor Skills	PE.9.MS.1.1 – 1.4	Physical Education
Movement Concepts	PE.9.MC.2.1 – 2.3	Physical Education
Health-Related Fitness	PE.9.HF.3.1 – 3.3	Physical Education
Personal/Social Responsibility	PE.9.PR.4.1 – 4.3	Physical Education

About This Document: This curriculum overview is intended as an internal educator reference for New Hope Technology Preparatory Academy. All standards are aligned with the North Carolina High School Healthful Living Essential Standards. For the most current standards and clarifying objectives, refer to the NC Department of Public Instruction at **dpi.nc.gov**.

Office of
CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Board Member Information Form

Note: *To be completed individually by each proposed founding charter school board member. Please include a* ***one-page*** *resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information	
Name of charter school	New H.O.P.E. Technology Preparatory Academy

Board Member's Information	
Board Members	Full name: Cedrick Barrett
	Home Address: 7483 Chipley Dr.
	Business Name & Address: Purpose Church, 920 N. 6th St. Wilmington, NC 28401
	Telephone No.: 910-336-1589

	E-mail address:cedrickbarrett@wearepurpose.org

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: ☐ Yes: ■
Educational History	Resume attached
Employment History	Resume attached
How were you recruited to join this Board of Directors?	By President/CEO of New Hope CDC or tap here to enter text.
Why do you wish to serve on the board of the proposed charter school?	To help impact the lives of students.

What is your understanding of the appropriate role of a public charter school board member?	To offer guidance, support, and help steward the organization.
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	I served as a board treasurer for an arts education organization as well as the board treasurer for the alumni board at Univ of NC at Wilmington
Describe the specific knowledge and experience that you would bring to the board.	Have held prior CFO roles and bring financial expertise.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	To help install confidence in young me and to help reduce the educational achievement gap.
What is your understanding of the school's proposed educational program?	The program will focus on STEM learning as well as workforce development.
What do you believe to be the characteristics of a successful school?	Character development and improved test scores.
How will you know that the school is succeeding (or not) in its mission?	By student attendance parent engagement and improving test scores.

Governance	
Describe the role that the board will play in the school's operation.	Board will help guide major decisions, policy, and curriculums
How will you know if the school is successful at the end of the first year of operation?	By student attendance parent engagement and improving test scores or tap here to enter text.
How will you know at the end of five years if the school is successful?	By student attendance, parent engagement, and test scores exceeding the state average. By 90% graduation rate.

What specific steps will the charter school board need to take to ensure that the school is successful?	Consistent meetings, community engagement, fundraising, learning best practices from other successful schools.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	Bring the issue to the attention of the board and vote to have the unethical member dismissed.

Certification

I, __Cedrick Barrett_____, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for ___ New H.O.P.E. Technology Preparatory Academy _____ Charter School is true and correct in every respect.

Board Member's Signature

Signature	**Date** 05/21/26

**If you responded within the application ~~that disciplinary~~ action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity.* *Click or tap here to enter text.*

CEDRICK L. BARRETT

Wilmington, NC (910) 336-1589 cedrickbarrett@wearepurpose.org

EXECUTIVE PROFILE

Strategic finance executive with 25+ years of experience leading accounting operations, FP&A, budgeting, forecasting, treasury management, and financial reporting.

PROFESSIONAL EXPERIENCE

YMCA of Southeastern NC — Wilmington, NC
Senior Finance Director / Chief Financial Officer | 2012–Present

- Strategic partner to CEO and COO in growing organization from a single-branch $3M operation to a multi-branch organization exceeding $16M in annual revenue.
- Develop annual operating budgets, financial models, and variance analysis to support organizational strategy and operational performance.
- Strengthened internal controls, financial systems, and reporting processes to improve efficiency, compliance, and transparency.

Stanadyne Automotive Corp. — Jacksonville, NC **Controller** | 2011–2012

- Developed departmental budgets and consolidated plant-level financial reporting for North Carolina operations.
- Performed variance, profitability, and product mix analysis to support operational and financial decision-making.

Hilb, Rogal & Hobbs / Willis NA — Atlanta, GA **Senior Accountant** | 2005–2011

- Directed centralization of regional accounting functions, streamlining processes and improving operational efficiency.
- Performed profitability and cost analysis to support strategic financial decisions.

Inland Seafood Corp. — Atlanta, GA **Senior Accountant** | 2003–2005

- Managed month-end close and financial reporting for multiple subsidiaries totaling over $130M in revenue.
- Supported budgeting, payroll, reconciliations, and executive financial analysis.

Additional Experience
Staff Accountant, Terry M. Smith, CPA | 2000–2002
Bookkeeper, DREAMS of Wilmington, Inc. | 1999–2002

EDUCATION

Duke University – Duke Divinity School Master of Christian Arts & Practice | 2022 | GPA: 3.72
University of North Carolina at Wilmington B.S. Business Adm., Finance Con. | 2000 | GPA: 3.5

Office of CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Board Member Information Form

Note: *To be completed individually by each proposed founding charter school board member. Please include a* ***one-page*** *resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information	
Name of charter school	New H.O.P.E. Technology Preparatory Academy

Board Member's Information	
Board Members	Full name: ROBERT L. CAMPBELL
	Home Address: 664 FAIRLIE COURT WILMINGTON NC 28412
	Business Name & Address: New HOPE CDC, INC
	Telephone No.: 910 264 0732
	E-mail address:ROBERTCAMPBELL@NEWHOPE-CDC.ORG

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: ☐ Yes: X☐
Educational History:	- **Master of Science; Business Management** - **Bachelor of Science; Business Administration** - **Licensed Realtor, California** - **Licensed Realtor, North Carolina**
Employment History	United States Marine Corps- 26 Years; Staff Sergeant E-6, Chief Warrant Officer- CWO-3, Retired Major- O4E Sr. Pastor New Beginning Christian Church - 21 years Founder CEO New HOPE CDC- 4 years; currently
How were you recruited to join this Board of Directors?	I am a community leader who has worked for over 20 years on issues related to the persistent achievement gap, where there is an average 46-point difference in academic performance between students at the top and those at the bottom. Over the past 50 years, this gap has continued to widen. I have felt a strong calling to be part of the solution and to help create meaningful change that improves outcomes for underserved students.
Why do you wish to serve on the board of the proposed charter school?	I was given the vision and mission and I fill "called" to help bring the community together to address this problem in our school system.
What is your understanding of the appropriate role of a public charter school board member?	A public charter school board member has a role that's closer to a steward of a public trust than a hands-on manager of a school. The position combines governance, accountability, and strategic oversight—while deliberately avoiding day-to-day operational control. At its core, the board member's job is to ensure the school fulfills its mission, complies with its charter, and serves students effectively and

	equitably. That starts with setting clear policies and long-term direction. Board members help define the vision, approve strategic plans, and make sure resources—financial, human, and physical—are aligned with those goals. Equally important is oversight. A charter board hires, evaluates, and if necessary replaces the school leader (often the executive director or principal). That relationship is central: the board governs, and the leader manages. When board members blur that line and start directing staff or getting involved in daily decisions, it can undermine accountability and create confusion. Financial stewardship is another major responsibility. Board members approve budgets, monitor financial health, ensure proper use of public funds, and maintain transparency. Because charter schools are publicly funded, there's a high expectation of ethical conduct and openness. They also act as guardians of legal and ethical compliance—making sure the school adheres to state laws, authorizer requirements, and its charter agreement. This includes academic performance expectations, student rights, and reporting obligations. A less tangible but still critical role is representing the public interest. Board members should prioritize students and families over personal agendas, avoid conflicts of interest, and make decisions based on evidence and long-term impact rather than short-term pressure. What they should *not* do is micromanage staff, act as individual decision-makers outside of board meetings, or use the role to advance personal or political goals at the expense of the school's mission. In short, an effective charter school board member governs with a focus on mission, accountability, and sustainability—while trusting school leadership to handle execution. A charter school board member serves as a steward of public trust, focusing on governance, accountability, and strategic oversight, not day-to-day management.

	The core role is to ensure the school fulfills its mission, complies with its charter, and serves students effectively. This involves setting the vision, approving strategic plans, and aligning resources. Crucially, the board hires and evaluates the school leader; the board governs, and the leader manages. Blurring this line undermines accountability. Other key duties include financial stewardship—approving budgets, monitoring financial health, and ensuring transparency—and legal/ethical compliance with state laws and the charter. Board members must represent the public interest, prioritize students, and avoid conflicts of interest. They should *not* micromanage staff, act as individual decision-makers outside of meetings, or advance personal agendas. An effective board member governs for mission, accountability, and sustainability, trusting leadership with execution.
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	My background includes extensive board governance experience and over 20 years of working directly with young boys and underserved youth, which aligns strongly with the mission of New Hope Technology Prep Academy. I have served in key leadership roles, including President of the Wilmington Ministerial Alliance for 16 years, Chairman of the Wilmington Continuum of Care for Homelessness, and Chairman of East Carolina Community Development, Inc. for eight years, where I helped oversee the development of more than 200 units of affordable housing. As Founder and CEO of New Hope CDC and Senior Pastor of New Beginning Christian Church, I have led initiatives that developed and renovated housing to stabilize families—an essential factor in student success. I also bring deep experience working with youth. As a Youth Pastor and mentor, I have guided young boys through critical developmental stages. I have worked with justice-involved and at-risk youth as Chairman of

	the Disproportionate Minority Contact initiative and contributed to a school board task force focused on reducing the school suspension-to-prison pipeline. Additionally, I have supported YouthBuild programs helping young adults earn diplomas and gain workforce skills. These experiences directly connect to the mission of serving boys ages 9–14 and addressing academic disparities. I understand the importance of structure, mentorship, and high expectations in closing achievement gaps. With 26 years of service in the United States Marine Corps, I bring disciplined, results-driven leadership. I understand that a board member's role is to provide strategic oversight, ensure accountability, and support school leadership in delivering strong academic outcomes. I am committed to helping the academy fulfill its mission and improve the trajectory of the young men it serves.
Describe the specific knowledge and experience that you would bring to the board.	I bring a combination of governance experience, community-based leadership, and a proven track record of delivering measurable results in underserved communities. My experience includes serving in multiple board leadership roles, where I have been responsible for strategic planning, financial oversight, and organizational accountability. I have helped lead large-scale community development initiatives, including overseeing the construction of more than 200 units of affordable housing and developing additional housing projects that strengthened families and stabilized communities—conditions that directly impact student success. I also bring more than 20 years of experience working with young boys and at-risk youth. Through mentoring, youth ministry, and leadership roles focused on reducing juvenile justice involvement and the school suspension pipeline, I have developed a deep understanding of the challenges facing underserved students and the systems needed to support their success.

	Additionally, my 26 years of service in the United States Marine Corps has instilled in me discipline, structure, and a results-driven approach to leadership and accountability. Together, these experiences allow me to contribute strong governance, financial oversight, community insight, and a commitment to ensuring that the school delivers measurable academic outcomes for the students it serves.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	**My understanding of the school's mission is to intentionally prepare young men—particularly those who have been historically underserved—for success in college and high-demand careers through a structured, supportive, and academically rigorous environment. The emphasis on a culture-driven, all-boys setting reflects a commitment to meeting students where they are developmentally, while building discipline, confidence, and accountability.** **From a curriculum standpoint, I understand the school is committed to delivering rigorous academics with a strong emphasis on STEM education and career pathways. This means not only preparing students to meet grade-level expectations, but equipping them with critical thinking, problem-solving, and real-world skills that position them for long-term success.** **In terms of culture, the mission highlights the importance of structure, high expectations, and sustained adult support. I see this as creating an environment where young men are consistently mentored, held accountable, and encouraged to grow both academically and personally. A strong school culture is essential to closing achievement gaps and helping students develop the discipline and resilience needed to succeed.** **Equally important is community and family engagement. I understand the school's guiding beliefs include building strong partnerships with families and the broader community to support student achievement. My experience has shown that when schools actively engage families and create a sense of shared responsibility, student outcomes improve significantly.**

	Overall, I see the mission as a comprehensive approach that integrates rigorous instruction, a structured and supportive culture, and meaningful family and community involvement to ensure students are prepared not only academically, but for life beyond the classroom. As a board member, I would focus on ensuring these priorities remain central and are reflected in measurable outcomes and accountability.

What is your understanding of the school's proposed educational program?	**My understanding of the school's proposed educational program is that it is intentionally designed to meet the academic and developmental needs of boys ages 9–14 through a structured, STEM-focused, and culturally responsive approach.** **From a curriculum perspective, the program emphasizes rigorous academics with a strong integration of STEM, ensuring that students build critical thinking, problem-solving, and analytical skills. The inclusion of career pathways suggests that learning will be connected to real-world applications, helping students see the relevance of their education and preparing them for future opportunities.** **The program also places a strong emphasis on school culture, particularly through a structured, all-boys environment that promotes discipline, accountability, and high expectations. The focus on sustained adult support and mentorship is key, as it provides consistency and guidance during critical developmental years.** **Additionally, the program reflects a commitment to addressing achievement gaps by using targeted instructional strategies, progress monitoring, and data-driven decision-making to ensure students are improving academically and staying on track.** **Finally, I understand that family and community engagement are integral components of the program, helping to reinforce learning beyond the classroom and create a strong support system for students.** **Overall, I see the educational program as a comprehensive model that combines academic rigor, strong culture, and real-world relevance to improve outcomes and better prepare young men for high school, college, and future careers. As a board member, I would focus on ensuring the program is implemented with fidelity and that student progress is consistently measured and improved.**

What do you believe to be the characteristics of a successful school?	**I believe a successful school is defined by a combination of strong academic outcomes, a positive and structured culture, and meaningful engagement with families and the community.** **First, a successful school demonstrates consistent academic achievement and growth. This includes not only meeting grade-level standards but showing measurable progress for all students. Effective instruction, a rigorous curriculum—especially in areas like STEM—and the use of data to drive decisions are essential.** **Second, a strong school culture is critical. This means clear expectations, discipline, accountability, and a safe, supportive environment where students are known, challenged, and encouraged. For young boys in particular, structure, mentorship, and positive role models play a key role in building confidence and character.** **Third, successful schools prioritize family and community engagement. When parents and caregivers are actively involved and aligned with the school's mission, student outcomes improve. Strong partnerships with the community also provide additional support, resources, and real-world learning opportunities.** **Finally, a successful school has effective leadership and governance. School leaders must be supported and held accountable, and the board must ensure financial stability, policy alignment, and a clear focus on results.** **Overall, a successful school is one that creates a high-expectation environment, delivers measurable academic success, and prepares students not just for the next grade level, but for long-term success in life.**

How will you know that the school is succeeding (or not) in its mission?	**I will know whether the school is succeeding in its mission by looking at clear, consistent evidence across student outcomes, school culture, and long-term readiness for success.** **First, the most important indicator is student academic performance and growth. Success will be demonstrated by students making measurable gains in reading, math, and STEM-related skills, with increasing percentages of students meeting or exceeding proficiency over time. Just as important is whether the school is closing the achievement gap for the boys it serves, particularly those who have historically been underserved.** **Second, I will look at student engagement and school culture. A successful school will have strong attendance, low chronic absenteeism, and minimal disciplinary issues. More importantly, students should demonstrate increased confidence, discipline, and ownership of their learning in a structured, supportive environment.** **Third, I will assess student readiness for the next stage of education and life. This includes whether students are on track for success in high school, developing strong academic habits, and showing readiness for advanced coursework and STEM pathways.** **Fourth, I will consider family and community feedback and engagement. If the school is succeeding, families will be actively engaged, supportive of the school's direction, and confident in their children's progress.** **Finally, I will evaluate whether the school is maintaining strong organizational performance, including effective leadership, financial stability, and consistent implementation of its educational model.**

	If these areas are strong and improving over time, then the school is clearly fulfilling its mission. If there are gaps in student growth, culture, or outcomes that are not improving despite intervention, that would indicate the school is not fully succeeding and would require corrective action from the board.

Governance

Describe the role that the board will play in the school's operation.	**The board's role is to provide governance, oversight, and accountability while ensuring the school remains focused on its mission and achieves strong academic and organizational outcomes.** **The board holds full legal and fiduciary responsibility for the school. This includes approving and monitoring the academic program to ensure it is rigorous, effective, and aligned with the school's goals. The board establishes policies related to operations, finance, and governance, and ensures those policies are followed.** **A key responsibility of the board is financial oversight—approving the annual budget, monitoring financial performance, and ensuring responsible stewardship of public funds. The board must also ensure full compliance with all federal, state, and local laws, as well as the requirements of the charter.** **Another critical function is leadership accountability. The board hires, supports, and evaluates the school leader, holding them accountable for academic results, school culture, and overall performance, while allowing them to manage day-to-day operations.** **The board also monitors progress toward the school's academic and organizational goals by reviewing data, setting expectations, and making strategic decisions to support continuous improvement.** **Importantly, the board does not manage daily school operations. Instead, it maintains a clear distinction between governance and management, focusing on big-picture strategy, accountability, and long-term sustainability.** **Overall, the board ensures that the school operates with integrity, remains financially sound, and delivers on its mission to serve students effectively.**

How will you know if the school is successful at the end of the first year of operation?	**I will measure the school's success in its first year based on clear, data-driven indicators across academics, culture, and operations.** **First, academic progress is critical. While first-year proficiency may vary, I would expect to see measurable student growth through benchmark assessments, progress monitoring, and early indicators that students are closing gaps—especially in reading and math. A strong foundation in the STEM curriculum should also be evident through student engagement and skill development.** **Second, I would look at school culture and student development. Success would include a safe, structured environment with consistent attendance, low discipline issues, and evidence that students are responding positively to expectations, mentorship, and support systems.** **Third, family and community engagement will be an important indicator. High levels of parent participation, clear communication, and positive feedback from families would show that the school is building strong relationships and trust.** **Finally, I would evaluate organizational and operational strength. This includes financial stability, compliance with all regulations, effective leadership by the school administrator, and the successful implementation of the school's model with fidelity.** **Overall, a successful first year means the school is academically on track, culturally strong, operationally sound, and positioned for continued growth and improved outcomes in future years.**

How will you know at the end of five years if the school is successful?	**At the end of five years, I would define the school's success by its ability to demonstrate sustained academic achievement, a strong and consistent school culture, and meaningful long-term outcomes for its students.** **First and foremost, there should be clear evidence of academic success and growth. This means students are consistently meeting or exceeding grade-level standards, particularly in reading and mathematics, and that the school has made measurable progress in closing the achievement gap it was designed to address. Beyond test scores, I would expect to see students developing strong critical thinking and problem-solving skills, especially through the school's STEM-focused curriculum.** **Equally important is a well-established and positive school culture. After five years, the school should have a proven track record of maintaining a structured, disciplined, and supportive environment where students feel safe, respected, and motivated to succeed. Indicators would include strong attendance rates, low discipline incidents, and evidence that students are developing character, confidence, and accountability.** **I would also look at student progression and long-term readiness. Students leaving the school should be academically prepared for high school, performing at or above grade level, and equipped with the skills and mindset needed to succeed in more advanced academic settings. The STEM and career exposure components should be evident in their readiness for future educational and career pathways.** **Another key measure of success is family and community trust and engagement. After five years, the school should have built strong, consistent relationships with families, demonstrated by high levels of parent involvement, positive feedback, and sustained enrollment demand.**

	From a governance perspective, the school must also show organizational strength and stability. This includes sound financial management, full compliance with all regulations, effective leadership, and a board that is consistently focused on accountability and results. **Overall, success at the five-year mark means the school is not only meeting its academic goals, but is also fulfilling its mission—creating a structured, high-performing environment that is changing outcomes and expanding opportunities for the young men it serves.**

What specific steps will the charter school board need to take to ensure that the school is successful?	**To ensure the school is successful, the charter school board must take intentional and consistent steps focused on governance, accountability, and strategic oversight.** **First, the board must establish a clear vision and set measurable goals aligned with the school's mission. This includes defining academic performance targets, culture expectations, and organizational benchmarks, and ensuring those goals are monitored regularly through data and reporting.** **Second, the board must hire, support, and hold the school leader accountable. This is one of its most important responsibilities. The board should ensure the leader has the resources and support needed to succeed, while also conducting regular evaluations based on academic outcomes, school culture, and operational performance.** **Third, the board must provide strong financial oversight. This includes approving a responsible budget, monitoring financial performance, ensuring proper internal controls, and maintaining long-term financial stability so the school can sustain and grow its programs.** **Fourth, the board must ensure accountability for academic performance by regularly reviewing student achievement data, including growth, proficiency, and progress in closing achievement gaps. When performance falls short, the board must require and monitor clear improvement plans.** **Fifth, the board must adopt and uphold strong policies that support effective operations, student discipline, staff expectations, and compliance with all legal and regulatory requirements.** **In addition, the board should promote family and community engagement, ensuring that the school remains connected to the community it serves and responsive to student and family needs.**

	Finally, the board must maintain a clear distinction between governance and day-to-day management, focusing on strategy and oversight rather than operations, while ensuring transparency, ethical leadership, and continuous improvement. **By consistently focusing on these steps, the board can ensure the school remains mission-driven, academically strong, and operationally sound.**
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	**If I believed a board member was acting unethically or not in the best interest of the school, I would address the situation promptly, professionally, and in accordance with established policies.** **First, I would ensure I have a clear understanding of the facts and avoid assumptions. If appropriate, I would address the concern directly with the individual in a respectful and confidential manner to seek clarification and resolution.** **If the issue is not resolved or involves a serious ethical concern, I would follow the board's established policies and procedures, including raising the matter with the board chair or appropriate governance committee. It is important that concerns are documented and handled through proper channels to ensure fairness and accountability.** **If necessary, I would support a formal review process, which could include an ethics inquiry or disciplinary action in accordance with the board's bylaws and conflict-of-interest policies.** **Throughout the process, my focus would remain on protecting the integrity of the board, maintaining public trust, and ensuring that all decisions are made in the best interest of the school and its students.**

	Ultimately, board members have a responsibility to uphold high ethical standards, and I would not hesitate to take appropriate action to ensure those standards are maintained.

Certification

I, [Board Member], certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for New H.O.P.E. Technology Preparatory Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature **Robert L. Campbell**	**Date 4/25/2026**

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity.* *Click or tap here to enter text.*

ROBERT L. CAMPBELL

CELL: (910) 264-0732
EMAIL:NBCC401PASTORCAMPBELL@GMAIL.COM

PROFILE



Retired Marine Officer, Leader, Pastor, Community Activist and Businessman. My mission has always been to serve low-income and marginalized within our community. For 19 years I've mobilized organizations to address disparities in the social determinates of health and wealth, ensure distribution of emergency food and shelter during disaster recovery, promote racial justice, reduce disparity in housing, and leveraged my knowledge of Low Income Tax Credits, Real Estate, and strategic partnerships to build affordable housing in Wilmington and across New Hanover County.

In 2021, as Chairman of ECCDI, we built Cypress Cove, 200 units of workforce housing; $21M. In 2023, NBCC is set to build 68 units for Sr. Citizen; $17M, and rezoning to build 172 units of Family Housing; $30M.

In partnership with the Ministerial Alliance, creating 2 Mobile day centers and 2 Night Shelters, with land to create Permanent Supportive Housing.

I routinely work closely with local law enforcement, advocate for diversity in hiring, provide council around race related shootings/events, and offer strategies to help reduce gang violence. I frequently organize to redress adverse School Board, City and County policies that bread injustice.

Retired, US Marine Corps

- 26 years, 2 combat tours, vast leadership positions
- Enlisted to Officer: Staff-Sergeant (E6), Chief Warrant Officer (CWO3), Commissioned Officer-Major (04E)
- Commander of 423 Marines; multi-million-dollar budgets

Pastor- Serving Marginalized/Low-Income

- Led 25-member church into thriving ministry
- Purchased 23 acres, built $3M church facility
- 2022, started $1.3M Healthy Opportunities Pilot in 3 counties Medicaid clients across New Hanover and Onslow Counties
- June 2023 broke ground on 68 units Sr. Citizen Housing, $17M
- 2023, rezoning for 172 units of workforce family housing, $30M

Founder/CEO; Campbell Legacy Investments

- Licensed Realtor in two states: CA and NC
- Recruited, trained, manage remote teams in 5 states
- Used electronic/virtual system to purchase, repair, manage residential, multi-family and commercial real estate across 5 states
- Created Free, annual wealth building workshop for the low-income

Team-Player and Community Activist

- 1 year, Partnership Advisory Group to sell hospital to Novant Health
- 1 year, Board Member of Continuum of Care for Homelessness
- 2 years, current board member, Wilmington Chamber of Commerce
- 3 years, Chairman, Disproportionate Minority Contact
- 6 years, Current Chairman ECCDI, Affordable Housing
- 6 years, Blue-Ribbon Commission on Prevention of Youth Violence
- 4 years, current member, Local Advisory Board, Truist Bank
- 15 years, current Police Chief Community Council
- 16 years, current President of Wilmington Ministerial Alliance

Education

- Master of Science in Business Management (MSBM)
- Bachelor of Science Business Administration (BSBA)
- Licensed Realtor; State of California – 1985
- Licensed Realtor; State of North Carolina- 2005
- Completed Leadership Wilmington Class - 2013
- Completed Racial Bias Training I and II - 2020
- Duke, North Carolina Leadership Forum, Increase Access to Affordable Housing – 2023
- 2023 New Hanover County Diversity Equity and Inclusion Community Champion Award

Office of
CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Board Member Information Form

Note: *To be completed individually by each proposed founding charter school board member. Please include a* ***one-page*** *resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information	
Name of charter school	New H.O.P.E. Technology Preparatory Academy

Board Member's Information	
Board Members	Full name: Charles E. Foust
	Home Address: 2620 Leader Circle, Wilmington, NC 28412
	Business Name & Address: Leadership Plus LLC 2620 Leader Circle, Wilmington, NC 28412
	Telephone No.: (336) 447-8263

	E-mail address: cefoust1@gmail.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: ■ Yes: ☐
Educational History	**Master of Business Administration** 2027-Wake Forest University, Winston Salem, NC **Doctor of Professional Leadership** 2017-University of Houston, Houston, TX **Master of School Administration** 2004-University of North Carolina at Chapel Hill, Chapel Hill, NC **Master of Science – Instructional Technology** 2002-North Carolina Agricultural and Technical State University **Bachelor of Science – Elementary Education** 1997-North Carolina Agricultural and Technical State University
Employment History	**Executive Leadership Coach** September 2024-Present Leadership Plus Charlotte, NC **Superintendent** September 2020-July 2024 New Hanover County Schools (NHCS) Wilmington, NC **Superintendent** July 2018-August 2020

	Kansas Public Schools (KCKPS) Kansas City, KS **Chief School Performance Officer** July 2017-June 2018 Union County Public Schools (UCPS) Monroe, NC **School Support Officer/Assistant Superintendent** June 2013-July2017 Houston Independent School District (HISD) Houston, TX **Principal, Apollo Initiative, Fondren Middle School** July 2010-June2013 Houston Independent School District (HISD) Houston, TX **Principal, Brooks Global Studies School** August 2006-July 2010 Guilford County Schools (GCSNC) Greensboro, NC
How were you recruited to join this Board of Directors?	The founding team contacted me to join the board because of my background in the district-level leadership, school improvement, and organizational management. Following several conversations about the mission, academic model and accountability responsibilities, I agreed to serve and support the school's development.
Why do you wish to serve on the board of the proposed charter school?	I wish to serve on the board because I believe New Hope Technology Preparatory Academy can expand high-quality, student-centered options for families by combining strong instruction with purposeful use of technology and clear accountability for results. With my experience leading and supporting school systems, I want to help establish effective governance, ensure responsible stewardship of public funds, and support the school leader in delivering a safe, rigorous program that improves outcomes for all students.

What is your understanding of the appropriate role of a public charter school board member?	A public charter school board member serves as a fiduciary and governing leader, not as day-to-day management. The board sets and protects the mission, establishes policies and priorities, hires and evaluates the school leader, and monitors academic outcomes, operational performance, and financial health against clear goals. Board members ensure legal and ethical compliance with all charter, state, and federal requirements; approve budgets and major contracts; safeguard public funds; and act in the best interests of students and the school through transparent, accountable decision-making.
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	Although I have not previously served as a voting member of a charter or nonprofit board, my professional experience is directly relevant to effective board service. I have served as superintendent in two public school districts and in senior district leadership roles focused on school improvement, accountability, budgeting, talent development, and legal/compliance expectations. In those roles, I regularly presented to and worked with elected boards, supported policy development, monitored performance data, and ensured transparent stewardship of public resources. This background, along with my current work as an executive leadership coach, equips me to ask the right governance-level questions, support strong oversight without micromanaging, and help the school leader and board maintain a clear focus on mission and student outcomes.
Describe the specific knowledge and experience that you would bring to the board.	I would bring deep experience in K–12 governance and system leadership, including academic improvement planning, accountability/data monitoring, and building coherent supports for teaching and learning. As a former superintendent and chief school performance officer, I have overseen strategic planning, budget development and resource alignment, compliance expectations, and transparent reporting to governing boards and the public. I also bring expertise in instructional technology and implementation, along with executive coaching experience that can support strong leadership development, effective board–leader communication, and a disciplined focus on measurable student outcomes.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	My understanding is that New Hope Technology Preparatory Academy exists to create a high-expectations, student-centered learning environment where all students are known, challenged, and supported to achieve at high levels. The school's guiding beliefs emphasize equity and access, strong core instruction paired with purposeful use of technology, and development of the whole child (academic, social emotional, and character). A clear focus on continuous improvement, family partnership, and measurable results should drive decision-making at every level.
What is your understanding of the school's proposed educational program?	My understanding is that the proposed educational program is a rigorous, standards-aligned instructional model that uses technology strategically to personalize learning while maintaining strong teacher-led instruction. The program will emphasize high levels of literacy and mathematics achievement, frequent use of assessment data to adjust instruction and provide targeted interventions/enrichment, and clear expectations for student behavior and engagement. Through blended learning opportunities, intentional social-emotional/character development, and family partnership, the school will prepare students for success in high school, college, and future careers in a technology driven economy.

What do you believe to be the characteristics of a successful school?	A successful school has a clear mission and strong instructional program implemented with fidelity, high expectations for every student, and a culture of safety, respect, and belonging. It uses data routinely to improve teaching and learning, provides timely intervention and enrichment, and invests in strong staffing, coaching, and professional learning. Successful schools also build authentic partnerships with families, address students' social-emotional and behavioral needs, operate with sound systems and fiscal responsibility, and demonstrate sustained academic growth and positive outcomes for all student groups.
How will you know that the school is succeeding (or not) in its mission?	We will know the school is succeeding by monitoring whether it is meeting clear, measurable goals tied to the charter and mission—especially student growth and proficiency in reading and math, progress of all student groups, and readiness indicators aligned to grade-level expectations. We will also look at strong attendance, low discipline incidents, a safe and positive school culture, and evidence of effective implementation of the instructional model (including appropriate use of technology to support learning). In addition, the board will track family and staff satisfaction, staff retention, compliance milestones, and sound financial performance (balanced budget, clean audits, and responsible stewardship). If these indicators stagnate or decline, or gaps persist, it will signal the need for corrective action and improvement planning.

Governance	
Describe the role that the board will play in the school's operation.	The board will provide governance and oversight to ensure the school fulfills its charter and public obligations. This includes setting and monitoring progress toward the mission and strategic goals; adopting key policies; approving the budget and major contracts; ensuring legal, ethical, and financial compliance; and establishing systems for transparent reporting and accountability. The board will hire, support, and evaluate the school leader, holding leadership responsible for academic results, school culture, and operational performance while avoiding involvement in day-to-day management of staff or instruction.

How will you know if the school is successful at the end of the first year of operation?	At the end of year one, we will know the school is successful if we have opened smoothly and operated safely with strong enrollment and attendance, effective staffing, and consistent implementation of the instructional model and school culture expectations. We should see evidence of student learning through baseline-to-year-end academic growth data (and early proficiency gains where appropriate), reduced learning gaps through timely interventions, and positive indicators such as low chronic absenteeism and manageable discipline trends. The board will also look for strong family engagement and satisfaction, full compliance with all charter/state requirements, and sound financial performance (balanced budget, timely reporting, and no material findings).
How will you know at the end of five years if the school is successful?	At the end of five years, the school will be successful if it demonstrates sustained, strong academic growth and achievement across multiple years, with improving proficiency in reading and math and narrowing (or eliminating) gaps among student groups. We should see evidence that students are on track for success in the next grade spans through readiness indicators (attendance, course performance, successful completion of interventions/enrichment, and appropriate use of technology to accelerate learning). The school should also have stable enrollment with family demand, a safe and positive culture, strong staff retention and development systems, and consistent compliance with all charter/state requirements. Finally, the school should be financially sustainable with clean audits and performance that supports charter renewal.

What specific steps will the charter school board need to take to ensure that the school is successful?	The board should begin by setting clear, measurable goals aligned to the charter and establishing a regular performance monitoring system (academic, culture, operations, and finances) so trends are reviewed consistently, not just at year end. The board must hire the right school leader, define expectations, and conduct ongoing support and formal evaluation tied to results. It should adopt core governance policies (ethics/conflict of interest, finance and procurement, enrollment, discipline, records, and compliance), establish committees as needed, and maintain a compliance calendar to ensure all state and federal requirements are met. Finally, the board should approve and monitor a sustainable budget, require timely financial reporting and independent audits, and engage families and community stakeholders to build trust, enrollment stability, and continuous improvement.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	I would address the concern promptly, and in accordance with the board's bylaws, conflict-of-interest policy, and code of ethics. First, I would gather the relevant facts and ensure the issue is documented, then raise the concern with the board chair (or vice-chair if the chair is involved) and request it be placed on the agenda or referred to the appropriate committee for review. If a conflict of interest is involved, I would require disclosure and recusal, and if needed seek guidance from the school's legal counsel to ensure proper due process and compliance with open meetings/public records requirements. If the integrity, finances, or student interests, I would support appropriate corrective action up to and including formal censure/removal processes and required reporting to the authorizer or other authorities.

Certification

I, _____, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for New H.O.P.E. Technology Preparatory Academy Charter School is true and correct in every respect.

Board Member's Signature	
Signature	**Date** 5/16/24

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity.*

Dr. Charles E. Foust

Wilmington, NC | CEFoust1@gmail.com | 336.447.8263 | LinkedIn available upon request

EXECUTIVE EDUCATION LEADER

Superintendent and executive coach with 20+ years leading district transformation, talent strategy, and student achievement.

Selected Career Highlights

- Regional Superintendent of the Year; executive leader across districts serving 100,000+ students
- Produced double-digit academic gains, 90% school growth attainment, and a 93% graduation rate in senior district roles
- Advanced talent retention, expanded instructional time, and strengthened operational, policy, and community leadership

Executive Experience

Superintendent, New Hanover County Schools | Wilmington, NC | 2020–2024
Led a 45-school district serving 25,000+ students and a nearly $400M budget; improved outcomes, secured North Carolina's highest teacher supplement, and reduced vacancies to fewer than 10 positions.

Superintendent, Kansas City Kansas Public Schools | Kansas City, KS | 2018–2020
Led a 24,000-student district with a nearly $600M budget; delivered double-digit math and reading gains and accelerated accountability and community engagement.

Chief School Performance Officer, Union County Public Schools | Monroe, NC | 2017–2018
Oversaw 53 schools, 5,000 staff, and 41,500 students; helped drive a 93% graduation rate and successful turnaround of underperforming schools.

Assistant Superintendent / School Support Officer, Houston ISD | Houston, TX | 2013–2017
Developed principals, led turnaround campuses to strong accountability outcomes, and improved instructional quality across a large urban district.

Earlier Leadership Roles: Principal, Assistant Principal, and Curriculum Facilitator in Houston ISD and Guilford County Schools.

Education & Credentials: Doctor of Professional Leadership, University of Houston | MSA, UNC Chapel Hill | MS, North Carolina A&T State University | BS, North Carolina A&T State University | Superintendent certification: NC, TX, KS | MBA, Wake Forest University (expected 2027)

Core Areas: District Transformation | Strategic Planning | Board & Community Engagement | Talent Development | Budget & Operations | Instruction | Governance

Office of
CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Board Member Information Form

Note: *To be completed individually by each proposed founding charter school board member. Please include a* ***one-page*** *resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information	
Name of charter school	New H.O.P.E. Technology Preparatory Academy

Board Member's Information	
Board Members	Full name: Mignelly Brantley
	Home Address: 4281 Coralbead Lane, Leland, NC 28451
	Business Name & Address:
	Telephone No.: (919) 737-3023
	E-mail address: admin@newhope-cdc.org

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: ☑ Yes: ☐
Educational History	Bachelors Degree UNCW
Employment History	New HOPE CDC, Friends School of Wilmington, Erie Rise Leadership Academy
How were you recruited to join this Board of Directors?	Via non-profit work in New Hanover County
Why do you wish to serve on the board of the proposed charter school?	To continue to serve my community.
What is your understanding of the appropriate role of a public charter school board member?	To help keep the school strategically aligned to its mission.

Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	I previously served as a teacher & currently serve as Children's director for my church. Children are our future so preparing them for the future is at the heart of my work. My experience working with children will help bring insight to the board.
Describe the specific knowledge and experience that you would bring to the board.	Academic, Admin, & Non-profit

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	To mentor students for their academic journey & life journey creating a culture & community that supports them & allows them to flourish.
What is your understanding of the school's proposed educational program?	To excel students beyond the classroom, so when they leave the school they are properly prepared for post high school & are able to mentor others in the same way.
What do you believe to be the characteristics of a successful school?	Leadership, Academics, Culture, & Community.
How will you know that the school is succeeding (or not) in its mission?	The students feedback will allow measurement of the success of the mission.

Governance	
Describe the role that the board will play in the school's operation.	Maintaining & evaluating school leadership, ensuring legal practices in alignment with NC law, & monitoring financial responsibilities.
How will you know if the school is successful at the end of the first year of operation?	Surveys & feedback will be needed from students, parents, & community members.
How will you know at the end of five years if the school is successful?	Success is measured by student success, their academic growth & their continued growth in their community.
What specific steps will the charter school board need to take to ensure that the school is successful?	Maintain Board bylaws & keep the mission at the forefront.

How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	They would be reported immediately to the proper source.

Certification

I, Mignelly Branthey, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for New H.O.P.E. Technology Preparatory Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature Mignelly Branthey	**Date** 5/12/2024

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity.* Click or tap here to enter text.

MIGNELLY BRANTLEY

4281 Coralbead Ln Leland, NC 28451 | (919) 737-3023 | anelly7991@yahoo.com

SKILLS

- Working in diverse setting with others from preschool ages to adults
- Bilingual in Spanish and English
    - Fluent in speaking, writing, and reading
- Strong communication and leadership skills
- Proficient in Microsoft Word, Excel, PowerPoint, Mercury, Google Calendar, and Zoho
- Executive scheduling, calendar management, meeting planning and coordination
- Task Management & Follow-up

EXPERIENCE

New H.O.P.E. CDC Wilmington, NC

Executive Administrator | October 2024- Present

Executive Assistant | February 2024- October 2024

Case Manager Team Lead | February 2024- August 2024

Case Manager | January 2023- January 2024

Friends School of Wilmington, Wilmington, NC

Spanish Teacher | January 2021-Present

Math Proctor | October 2020-April 2021

Erie Rise Leadership Academy Charter School, Erie, PA

Spanish Teacher | September 2019-August 2020

University of North Carolina at Wilmington, Wilmington, NC

Resident Assistant | August 2017-May 2019

Conference Assistant | May 2018-August 2018

IPrint Assistant | May 2017- May 2018

Equal Employment Opportunity Commission, Raleigh, NC

Intern | May 2017-August 2017

EDUCATION

University of North Carolina at Wilmington, Wilmington, NC
Bachelor of Arts in Political Science
Minors in Pre-Law and Africa Studies

Office of CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Board Member Information Form

Note: *To be completed individually by each proposed founding charter school board member. Please include a* ***one-page*** *resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information	
Name of charter school	New H.O.P.E. Technology Preparatory Academy

Board Member's Information	
Board Members	Full name: Travis Corpening
	Home Address: 2228 Cottagefield Lane
	Business Name & Address:
	Telephone No.: (910) 352-5741
	E-mail address: youngmogulgroup@gmail.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: ☐ Yes: ☐ **Wilmington Health Access for Teens**
Educational History	University of North Carolina Wilmington Ed.D Prop. Grad. 2028 University of North Carolina Wilmington M.A.L.S Graduation 2006 University of North Carolina Wilmington B.A Graduation 2000
Employment History	New Hanover County Government 11/03/2020 to Present Cape Fear Community College 09/2009 to 11/03/2020
How were you recruited to join this Board of Directors?	Asked by other member.
Why do you wish to serve on the board of the proposed charter school?	Help support an effort to lead our community in creating additional academic options for young men.
What is your understanding of the appropriate role of a public charter school board member?	To offer alternate and innovative solutions to current public school practice that may show promise for widespread adoption.

Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	I possess experience as an educator on the middle, and high school, and Community College Levels with a specific focus on young men being a widespread base of that experience.
Describe the specific knowledge and experience that you would bring to the board.	Working with and supporting young men of color, creating academic environments that foster success, and leading a non-profit for young men.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	Preparing young men of promise in successfully completing post-secondary education while being positioned and exposed to STEM or other professional careers.
What is your understanding of the school's proposed educational program?	Preparing the next generation of leaders to be thinkers, and creators of knowledge and not simply vessels to receive information so that they can stand as successful young men with careers, and models for future generations.
What do you believe to be the characteristics of a successful school?	Creating a culture of success that not only embraces and generates students' belief in their own abilities but that also supports that efficacy through its resources, connections and the leaders that teach and influence them.
How will you know that the school is succeeding (or not) in its mission?	I will know by the large number of students, parents, that are witnessing continued academic success and growth in their confidence to apply current market-based career skills.

Governance	
Describe the role that the board will play in the school's operation.	The board will provide guidance, and support to school administration to foster student success.

How will you know if the school is successful at the end of the first year of operation?	Students will show that they are achieving as well as making strides in fulfilling their academic promise.
How will you know at the end of five years if the school is successful?	We will see a trend of academically successful students that are now college attendees that are willing to come back and continue to help build a culture of achievement for the next cohort of students.
What specific steps will the charter school board need to take to ensure that the school is successful?	We will need to support the effort using our own resources, backgrounds, and expertise.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	Report the thoughts during the meeting to the board, using the appropriate channels and language.

Certification

I, ___Travis Corpening, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for __New H.O.P.E Technology Preparatory Academy_ Charter School is true and correct in every respect.

Board Member's Signature

Signature	**Date: 5/21/26**

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity.* *Click or tap here to enter text.*

TRAVIS CORPENING

2228 Cottagefield Ln. ▪ Leland, NC 28451 ▪ 910.352.5741 ▪ travislcorpening@gmail.com

EDUCATION

THE UNIVERSITY OF NORTH CAROLINA WILMINGTON
Ed.D Educational Leadership, Projected Graduation December 2028
Master of Arts in Liberal Studies, December 2006
Bachelor of Arts in Psychology, December 2000

PROFESSIONAL EXPERIENCE

New Hanover County Government, Wilmington, NC November 2020-Present
Diversity and Equity Coordinator

- Provide Bias and Diversity Training for 2,000 full and part-time employees
- Coordinate Community Outreach and events for various New Hanover County Government efforts
- Develop new and necessary training related to community improvement and fairness with in the county enterprise
- Maintain update NHC Diversity and Equity Webpage

Young Mogul Development Group, Wilmington, NC August 2014 - Present
Executive Director

- Design career development programming for students of color
- Raise funds to support program and students development
- Maintain budget
- Run a center that promotes Entrepreneurship, decision-making, and innovation for young students of color

Cape Fear Community College; Wilmington, NC September 2010-Present
Nixon Minority Male Leaders Coordinator/Academic Advisor

- 7+ years of supervisory experience leading a team of collegiate staff to better serve students.
- Provide walk-in advising to degree-seeking students exploring various majors.
- Create and update student databases and reports for state grant resubmission.
- Develop individualized intervention for academic improvement.
- Serve on statewide planning committee developing statewide program protocol.
- Teach courses related to collegiate readiness and transferring.

Cape Fear Community College; Wilmington, NC September 2009-September 2010
Human Resources Development Recruitment and Retention Specialist

- Coordinate an initiative hiring and supervising instructors to teach employability.
- Develop marketing plans and material to increase program enrollment for employability skills

- Recruit for all courses through community outreach events, and retain students through connecting them with necessary resources.
- Facilitate presentations to promote Continuing Education courses to local community organizations and businesses.
- Develop courses and coordinate complex schedules for over 15 concurrent courses on job readiness.

Communities in Schools; Wilmington, NC January 2008-September 2009
Youth Advocate

- Worked with various agencies to educate on preventing men's violence against women evidence based Men of Strength (M.O.S.T) Club curriculum.
- Worked with Wilmington community leaders to reduce community violence.
- Facilitated youth empowerment programming throughout the community.
- Implemented measurable evaluation methods for grants re-submission.
- Provided and facilitated youth street gang trainings throughout school, and church communities.
- Developed and implemented intervention material for youth in street gangs.

Child Advocacy and Parenting Place, Inc.; Wilmington, NC July 2006-January 2008
Program Specialist

- Trained teachers to bring culture into their classrooms, and designed activities to promote tolerance.
- Designed, developed, and facilitated curriculum and training for teaching social and other skills.
- Developed and cultivated relationships with community leaders to support local youth programs.
- Lead juvenile offenders in learning appropriate social skills.

University of North Carolina Wilmington, Wilmington, NC August 2005-December 2006
Seahawk Specialist

- Consulted students in maintaining the requirements for collegiate admission.
- Guided potential students in learning college procedures and policies.
- Educated prospective students for collegiate achievement.
- Maintained student database.

YWCA of the Lower Cape Fear Inc., Wilmington, NC October 2004-July 2006
Assistant Special Projects Director

- Taught diversity, and self-acceptance workshops.
- Presented YWCA program information to local educators and community leaders.
- Promoted appreciation of all cultures and aid in the development of programs against racial stereotyping.

New Hanover County Schools, Wilmington, NC November 2002-May 2004
End of Grade Exam Instructor/Teacher's Assistant

- Taught low achieving middle grade students in all subjects
- Prepared students for End of Grade Examinations.
- Taught the Academic Skills Resource Lab.
- Provided classroom assistance for exceptional youth, such as those with a learning disability.
- Assisted students needing special testing environments.

ACTIVITIES & PUBLICATIONS

- 2023 NC Association of County Clerks "Creating an Inclusive Workplace" Presenter
- 2022 Cape Fear Community College In-Service "Promoting Belonging For Students of Color on Campus" Presenter
- 2018 Publish Children's Book "The Adventures of Lucas Alyci"
- 2018 Achieved 501(C)3 status for a new non-profit called Young Mogul Development Group
- 2016-17 Speaker for University North Carolina Wilmington's Cameron School of Business' Beta Gamma Sigma Induction
- 2016-17 Chair of the New Hanover County Partnership for Fatherhood
- 2016 New Hanover County NAACP Freedom Fund Banquet Award Recipient
- 2016 Wrote and Presented "**Best Paper" Clute Institute International Conference** – Orlando, FL- *Critical Challenges Facing Ex-Offenders in Gaining Access to Higher Education*
- 2016 University of North Carolina Wilmington Young Alumnus Award
- 2015 Faculty Presentation on "Helping 'Underrepresented' Students Maneuver Barriers to Academic Completion" Cape Fear Community College
- 2015 Selected to the Cape Fear Economic Development Council Board
- 2015 North Carolina Association of Volunteers Administration Conference Presenter
- 2015 National Public Radio (NPR) Guest
- 2015 Presented to bring in over **$60,000** in private funds to support programming
- 2015 Raised over **$200,000** total for program development
- 2014 Selected as Wilmington **"Star News 12 to Watch"**
- 2014 Chair Cape Fear Community College Diversity Committee
- 2008-2012 UNCW Youth Health Summit
- Keynote speaker - 2008 1st Annual UNCW Youth Health Summit
- 2013 NC Financial Aid Administrators' Conference Presenter
- 2013 Wilmington Health Access for Teens Board Member
- 2013 Young Professionals Leadership Conference Presenter
- 2010, 2013 NC Minority Male Mentoring Conference Presenter
- 2009 Communities In Schools of NC Conference Cultivating Success
- 2009 Student Leadership Conference at NC State for *The National Coalition for Exemplary Schools*
- 2009 NCCAP SYNERGY Conference
- 2008- 2017 New Hanover County Partnership for Fatherhood Conference Presenter

- 2007 Cape Fear Young Adult Conference
- Member of the National Educators Association
- Wrote and Published the book, *The Eye of the Mentor: Hip to the Game,* to teach social understanding and cultural diversity
- Local television appearances speaking on community issues
- Ethnic Diversity Programmer for the 2007 Cucalorus Film Festival
- Developed Ethnic Diversity training sessions for teachers and community leaders
- Wrote and published the book, *Micah: Where Two Worlds Grey* for my M.A in GLS
- Wilmington Health Access for Teens Board of Directors

Office of
CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Board Member Information Form

***Note:** To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information	
Name of charter school	New H.O.P.E. Technology Preparatory Academy

Board Member's Information	
Board Members	Full name: Keisha Desmarais
	Home Address: 159 Cottonfield Dr., Statesville, NC 28677
	Business Name & Address:
	Telephone No.: 919-264-0306
	E-mail address: keishadesmarais@newhope-cdc.org

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: **X** Yes: ☐
Educational History	• Bachelor of Science, Business Administration, University of North Carolina Wilmington (2008–2012) • ITSMF Executive Academy Graduate, Information Technology Senior Management Forum (ITSMF) (June 2026) • ITSMF EMERGE Academy Graduate, Information Technology Senior Management Forum (ITSMF) (June 2025) • Project Management Professional (PMP), Project Management Institute (PMI) (Issued May 2022 — Expires May 2028) • Project Management Certificate, University of North Carolina Wilmington (Completed January 2015) • Salesforce Certified Administrator (SCA) (Issued October 2019) • Salesforce Certified Administrator (Issued July 2017 — Expired July 2018) • nCino University Certification (Issued April 2017) • Informatica Cloud Data Integration Specialist (Issued July 2017) • Laserfiche Certified Professional (Issued March 2015) • Technical Writing Certification, FlexJobs (Issued July 2019)
Employment History	• **Bank of America (5 years 9 months):** SVP Sr. Delivery Lead - Change Management & Test Governance (Feb 2025 - Present); VP, Sr. Delivery Lead (Aug 2021 - Feb 2025); VP, Delivery Lead (Sep 2020 - Aug 2021) ○ **Insight Global:** Quality Assurance Consultant (Sep 2019 - Sep 2020)

	• **New H.O.P.E. CDC (3 years 7 months):** Executive Director of Strategic Planning - Marketing - Technology (Jan 2026 - Present); Director of Strategic Planning - Marketing - Technology (Oct 2024 - Present); Marketing and Technology Consultant (Nov 2022 - Present)
	• **The Evolving Edge:** Co-Founder & Chief Technology & Innovation Officer (Dec 2025 - Present)
	• **Creating With The Creator Marketing, LLC:** Chief Executive Officer - formally Designed for Momentum Limited Liability Company (Dec 2025 - Present)
	  ○ **Designed for Momentum Limited Liability Company:** Chief Executive Officer & Career Growth Coach (2020 - 2024)
	  ○ **WorkSmarter Resumes:** Success & Career Coach (Apr 2016 - Aug 2019)
	• **Pierce Group Benefits:** Data Integration Specialist (Jan 2018 - Apr 2019)
	• **nCino, Inc.:** Data Integration Specialist (Apr 2017 - Dec 2017)
	• **City of Wilmington, NC:** Business System Analyst (Oct 2014 - Sep 2016)
	• **Castle Branch, Inc (1 year 3 months):** IT Business Analyst, IT Administrative Assistant, IT Intern (Aug 2013 - Oct 2014)

How were you recruited to join this Board of Directors?	Currently serve as the Executive Director, Strategic Planning, Marketing & Technology for New HOPE CDC and helped scale the organization from now tech platform to a scalable technology organization generation multi-millions for the purpose of serving marginalized communities in Affordable Housing, Education, Rehabilitation, and Economic Empowerment. The Charter School aligns with my passion around Digital Literacy and Fluency and helping young upcoming leaders transition competitive in to the Technology Industry.

Why do you wish to serve on the board of the proposed charter school?	I wish to serve on the board to help shape a forward-thinking educational environment that prepares students for success in a technology-driven world. My passion lies in bridging gaps in access to quality education, particularly in underserved communities. This proposed charter school represents an opportunity to integrate academic rigor with technology, workforce readiness, and leadership development. As a Technology Officer, I am particularly motivated to ensure that digital infrastructure, innovation, and strategic systems are intentionally designed to support student outcomes and operational excellence.
What is your understanding of the appropriate role of a public charter school board member?	A charter school board member is responsible for governance, not day-to-day management. This includes setting strategic direction, ensuring financial oversight, maintaining compliance with state and federal regulations, holding school leadership accountable for performance, and safeguarding the school's mission. Board members must act in the best interest of students, make data-informed decisions, and ensure long-term sustainability of the organization.
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	While my formal board experience may be evolving, I bring extensive leadership experience in strategy, technology, and governance-related functions. In my professional role as a Senior Vice President in Change Management and Test Governance, I regularly oversee large-scale initiatives, ensure compliance with regulatory standards, and implement structured governance models. Additionally, my work in nonprofit strategy and operations has exposed me to mission-driven leadership, stakeholder alignment, and organizational accountability. These experiences position me to be an effective and disciplined board member.
Describe the specific knowledge and experience that you would bring to the board.	I bring expertise in technology strategy, digital transformation, governance frameworks, and operational scalability. My background includes implementing structured processes, improving organizational efficiency, and aligning technology with business and mission

	outcomes, and drive and design tech implementations across of thousands of practitioners. I also bring experience in workforce development, program design, and strategic planning. This allows me to contribute to decisions related to infrastructure, data systems, cybersecurity, educational technology, and long-term innovation.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	The school's mission is centered on providing a high-quality, equitable education that emphasizes academic excellence, technology readiness, leadership development, and real-world career preparation. The guiding beliefs include the importance of innovation, community engagement, and equipping students with both the technical and life skills needed to succeed beyond high school, including pathways into college and careers.
What is your understanding of the school's proposed educational program?	The proposed program integrates a STEM-focused curriculum with leadership development and workforce readiness. It is designed to provide students with both academic instruction and practical exposure to technology and career pathways, including opportunities for dual enrollment or credential attainment. The program emphasizes project-based learning, critical thinking, and real-world application.
What do you believe to be the characteristics of a successful school?	A successful school demonstrates strong academic outcomes, effective leadership, a positive and inclusive culture, high student engagement, and clear pathways to post-secondary success. It also maintains strong operational systems, retains high-quality staff, engages families and the community, and continuously improves based on performance data.

How will you know that the school is succeeding (or not) in its mission?	Success can be measured through key performance indicators such as student achievement data, graduation rates, college and career placement outcomes, student and parent satisfaction, and staff retention. Additionally, success includes progress in technology integration, credential attainment, and measurable growth in student leadership and workforce readiness skills.

Governance	
Describe the role that the board will play in the school's operation.	The board will provide strategic oversight, set policy, approve budgets, ensure compliance, and evaluate the performance of the school leader. The board is responsible for maintaining alignment with the mission and ensuring that the school operates in a financially sound and legally compliant manner.
How will you know if the school is successful at the end of the first year of operation?	At the end of the first year, success will be indicated by a stable operational foundation, successful student enrollment and retention, establishment of strong school culture, compliance with regulatory requirements, and early indicators of academic progress. Additionally, effective implementation of systems—particularly technology and instructional frameworks—will be critical.
How will you know at the end of five years if the school is successful?	By year five, success should be reflected in sustained academic achievement, strong graduation rates, successful college and career placements, established partnerships, and a proven model for student development. The school should demonstrate financial stability, scalability, and a strong reputation within the community.
What specific steps will the charter school board need to take to ensure that the school is successful?	The board must establish clear governance structures, define measurable goals, hire and support a strong school leader, monitor performance regularly, ensure financial accountability, and maintain

	compliance. Additionally, the board should prioritize strategic planning, invest in data systems, and ensure that technology and infrastructure support both instruction and operations.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	I would address the situation with professionalism and integrity by first ensuring I have a clear understanding of the facts. I would raise the concern through appropriate governance channels, such as the board chair or governance committee, and ensure alignment with established bylaws and ethical standards. If necessary, I would advocate for formal review, documentation, and corrective action to protect the integrity of the board and the best interests of the school.

Certification

I, KEISHA DESMARAIS, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for NEW HOPE TECH PREP Charter School is true and correct in every respect.

Board Member's Signature

Signature Keisha Desmarais	**Date** 5/22/26

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity.* Click or tap here to enter text.

KEISHA DESMARAIS, PMP

Executive Leader - Strategy, Marketing/Communications, Technology Transformation & Governance

Charlotte Metro | 919-264-0306 | kd@creatingwiththecreator.com / keishadesmarais@newhope-cdc.org | linkedin.com/in/keishadesmarais

EXECUTIVE PROFILE

Strategy, technology, and transformation executive with 10+ years of experience building scalable operating models, governance frameworks, digital infrastructure, and stakeholder-facing communications across nonprofit, financial services, technology, and public-sector environments. Known for translating complexity into executable strategy, strengthening audit and risk readiness, and designing future-focused learning ecosystems that improve performance, leadership capability, and institutional confidence.

CORE STRENGTHS

- Enterprise Strategy & Operating Models
- Technology Roadmaps, CRM & Data Governance
- Marketing, Brand & Executive Communications
- Change Management & Governance
- Audit Readiness, Risk & Compliance Metrics
- Learning Architecture & Professional Development

PROFESSIONAL EXPERIENCE

New H.O.P.E. CDC | Executive Director of Strategic Planning - Marketing - Technology Jan 2026-Present | Charlotte Metro

- Provide executive-level leadership to scale a mission-driven nonprofit from startup stage through multi-million-dollar growth, aligning strategy, operations, technology, communications, and governance infrastructure.
- Partner with the CEO and senior leadership to translate vision into executable plans; led One Page Strategic Plan activation aligned to growth, capacity, and funding realities.
- Oversee CRM strategy, systems integration, data governance, compliance readiness, SOP development, public-facing brand, media, and stakeholder communications.

New H.O.P.E. CDC | Director of Strategic Planning - Marketing - Technology Oct 2024-Present

- Architected technology roadmap, CRM implementation, workflow automation, AI-assisted analytics, and dashboards supporting federally, state, and city-funded programs.
- Built integrated marketing and storytelling strategy to strengthen brand visibility, community partnerships, transparency, and reporting for programs in housing, recovery, economic empowerment, and education.

The Evolving Edge | Co-Founder & Chief Technology & Innovation Officer Dec 2025-Present

- Lead design and delivery of future-focused professional development programs grounded in adult learning theory, instructional design, cohort-based education, and technology-enabled engagement.
- Build program infrastructure, delivery operations, curriculum strategy, continuous improvement routines, and financial structures for sustainable growth and measurable learner outcomes.

Bank of America | SVP, Sr. Delivery Lead - Change Management & Test Governance Feb 2025-Present

- Lead change management, test governance, quality assurance oversight, and compliance execution within Global Payment Solutions Technology, supporting standards across an 8,000+ professional global technology organization.
- Manage test-related audit issues, preventive controls, executive dashboards, readiness reporting, and global training for technology managers and agile delivery teams.

Bank of America | VP, Sr. Delivery Lead / VP, Delivery Lead Sep 2020-Feb 2025

- Directed portfolio operations, resource and financial management, enterprise change management, risk/issue escalation, roadmap execution, and stakeholder reporting across technology portfolios.
- Coordinated end-to-end testing for 50+ releases, 10+ projects, 2 major programs, and 20+ applications; reviewed 50+ test strategies and trained 475+ agile teams to improve testing maturity and regulatory evidence quality.

Designed for Momentum LLC / WorkSmarter Resumes / Prior Technology Roles | CEO & Career Coach; QA, Data Integration & Business Systems Leadership 2013-2024

- Built career coaching, resume strategy, and PMP/technology transition programs; advised 20+ clients monthly and developed automated client onboarding and document workflows using CRM, forms, cloud storage, and collaboration tools.
- Held QA, Salesforce/nCino data integration, business systems analysis, and public-sector technology roles spanning ETL, API/vendor specifications, test data, documentation, user training for 1,000+ users, and process improvement.

EDUCATION & CERTIFICATIONS

B.S., Business Administration, University of North Carolina at Wilmington
Certifications: PMP, Salesforce Certified Administrator, Project Management Certificate, Technical Writing, Informatica Cloud Data Integration Specialist

Office of CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Board Member Information Form

Note: *To be completed individually by each proposed founding charter school board member. Please include a* ***one-page*** *resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information	
Name of charter school	New H.O.P.E. Technology Preparatory Academy

Board Member's Information	
Board Members	Full name: Lee Everett Monroe Jr.
	Home Address: 6500 River Vista Drive, Wilmington, NC 28412
	Business Name & Address: NA
	Telephone No.:910-620-3252

	E-mail address: lundymonroe@gmail.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: ☐ Yes: x☐x
Educational History	I have served in numerous roles in education, including public schools, federal agencies, private colleges, and the state level. • Public School Teacher • Board of the University of Miami • Orange Bowl Committee • Dallas Chamber of Commerce • Board of Barber Scotia College • Bongi Zuma Foundation-Soth Africa • Frederick Douglas Charter School
Employment History	Summary of my employment: • Public School Teacher, Robeson, NC & Cincinnati, Ohio. • Regional Education Specialist-CRS-U.S. Department of Justice • Executive Vice President of Shaw University • Senior Education Advisor- Governor Jim Martin, State of NC • Doctoral Adjunct Professor-NC State-Public School Finance • President -Florida Memorial University, Miami, FL • President- Paul Quinn College, Dallas, TX • President -Voorhees University-Denmark, SC • Educational Consultant: Doctoral Professor, Capella University -Public School Finance Shaw University-Raleigh, NC Bromley College _Liberia International Model School-Cotonou, Benin

	Jarvis Christian University-Hawkins, Texas BWP -Superintendent – IL Black AIDS Institute-Los Angeles, CA-Charlotte, NC
How were you recruited to join this Board of Directors?	I was part of the embryonic discussion group that formulated the idea of providing parents of high school boys with a choice.
Why do you wish to serve on the board of the proposed charter school?	I wish to lend my experience because I believe in "choice" in educating pupils for self-sufficiency.
What is your understanding of the appropriate role of a public charter school board member?	I am aware of the Board's role in setting policy and protecting the fiduciary well-being of the school. In addition, carry out the role of the committee assignment
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	I served on the Board of the Frederick Douglass Academy of Roger Bacon.
Describe the specific knowledge and experience that you would bring to the board.	I bring auditing, fundraising, and general knowledge of an educational organization's operations.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	Its mission is to assist the LEA by providing parents with a choice in educating their high school sons in the local attendance area, a "choice" to prepare young male pupils of all races for self-sufficiency through careers, community involvement, and preparation for a four-year college.
What is your understanding of the school's proposed educational program?	The educational program will be one of tech-prep in compliance with state requirements

What do you believe to be the characteristics of a successful school?	A successful school will meet its enrollment goals, generate the financial level needed to carry out a state-required curriculum, produce pupil who meet EOY exam standards, graduate, become self-sufficient entrepreneurs, or attend college.
How will you know that the school is succeeding (or not) in its mission?	Correlate students' performance with the mission-related goals and objectives statement.

Governance	
Describe the role that the board will play in the school's operation.	The role of the Board is to set policy, ensure fiscal stability, and produce self-sufficient graduates to join and enhance the local economy.
How will you know if the school is successful at the end of the first year of operation?	The school will be successful when it illustrates "effective school characteristics" such as: • Pupil's achievement • Enrollment grows and stabilizes • Compliance with state standards • Financial status.
How will you know, at the end of five years, whether the school is successful?	After five years, the school should have: • Number of self-sufficient graduates • Successful pupil achievement • Adequate enrollment • Compliance with state standards • Financial secure.
What specific steps will the charter school board need to take to ensure the schoolis success?	The charter school board will need to take action to ensure that the school is successful when it: • Ensure that its policies ensure students meet EOY standards • Drives generate revenue to meet operations • Ensure a yearly clean -balanced audits • And endow the school.

How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	**A board member should handle another board member's unethical behavior:** • Discuss it with the Board member. • Observe the member's continued behavior • If behavior continues, refer the member to the Board process designed to resolve such behavior.

Certification

I, ____Lee Everett Monroe Jr._____, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for _New H.O.P.E Technology Prep_____ Charter School is true and correct in every respect.

Board Member's Signature

Signature Lee Everett Monroe Jr	**Date April 23, 2026**

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity.* *Click or tap here to enter text.*

Contact

www.linkedin.com/in/lee-everett-monroe-jr-8a942126 (LinkedIn)

Top Skills

Educational Consulting
Teaching
Public Speaking

Languages

Spanish

Lee Everett Monroe Jr

Consultant
Wilmington, North Carolina, United States

Summary

A demonstrated history of aligning educational outputs with industries for workforce and economic development. Skilled in online course design, instruction, and learner coaching. Also, international student recruitment and placement for economic and workforce development of host country. Strong experience in annual and capital campaign planing and implementation. Certificate of Advanced Graduate Studies for Superintendent and Doctor of Education (Ed.D.) in Educational Leadership and Administration.

Experience

Self-employed
Educational Consultant
December 2007 - Present (18 years 4 months)

Vibrainium Education Ltd Inc
Vice President of Curriculum and Academics
September 2009 - May 2023 (13 years 9 months)
Abuja,Nigeria , Accra Ghana

Human capital planning and private/ charter school online K-12 instruction for Angelphone African countries and higher education.

The LEM Group Inc
Senior Consultant
July 2007 - December 2019 (12 years 6 months)
Tyler, Tx- Hawkins, Tx, Contonu, Benin, Abuja, Nigeria, Johannesburg, S.A., Nairobi, Kenya

Human capital planning and implementation, Annual and capital fund raising, intergovernmental relations, and international recruitment

Voorhees College
President
2001 - 2007 (6 years)
Denmark,SC

President

Paul Quinn College
President
1992 - 2001 (9 years)

President

Florida Memorial University
President
January 1990 - June 1992 (2 years 6 months)
Miami, Florida

North Carolina State Governors Office
Senior Ed Advisor
1985 - 1990 (5 years)
Raleigh,NC

Advised the Governor on all educational matter and supervised the monitoring of homeschooling thru out the State

Education

Shaw University
Bachelor of Arts (B.A.), Elementary Education and Teaching · (August 1961 - January 1965)

Virginia Tech
Certificate of Advanced Graduate Studies and Doctor of Education (Ed.D.), Educational Leadership and Administration, General · (1978 - 1982)

University of Cincinnati
Master of Education (MEd), Counselor Education/School Counseling and Guidance Services · (1968 - 1970)

Office of
CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Board Member Information Form

Note: *To be completed individually by each proposed founding charter school board member. Please include a* ***one-page*** *resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information	
Name of charter school	New H.O.P.E. Technology Preparatory Academy

Board Member's Information	
Board Members	Full name: Alexis C. Perkins
	Home Address: 656 Seathwaite LN SE, Leland, NC 28451
	Business Name & Address:
	Telephone No.: 252.412.4073
	E-mail address: alexiscarrperkins@gmail.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: ☐ Yes: ☒
Educational History	BA, UNC-CH JD, Norman Adrian Wiggins School of Law, Campbell University
Employment History	Assistant District Attorney, Pitt County, 1.5 years Assistant Public Defender, New Hanover County, 10 years GAL Staff Attorney, Brunswick County, 2 years General Staff Attorney, US Veterans Affairs Assistant Public Defender, Duplin County-Current
How were you recruited to join this Board of Directors?	Robert Campbell, Chair, asked me to join.
Why do you wish to serve on the board of the proposed charter school?	I have a history of advocating and representing youth in our community and have seen the disparities in education up close. I believe in the mission of this school and I am honored to serve on its board.
What is your understanding of the appropriate role of a public charter school board member?	The role is one of accountability, support, and governance.
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If	I have served as a board member for the following organizations: Miller Motte Community College, Southern Juvenile Defender Center, New

you have not had previous experience of this nature, explain why you can be an effective board member.	Beginning Christian Church and various chapters of Alpha Kappa Alpha Sorority, Inc.
Describe the specific knowledge and experience that you would bring to the board.	I have firsthand experience with the school to justice pipeline and how discipline for school related matters may impact a child in the courts. Additionally, I have experience teaching middle and high school students as well as community college students.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	To prepare young men for success in college and future careers. That unprivileged children are often at a disadvantage in traditional schools and may need a curriculum that focuses on the wellness of the whole child.
What is your understanding of the school's proposed educational program?	Address the needs of boys 9-14. Improve the statistics for students excelling in STEM programs. Provide academic and community support to children who may need extra support.
What do you believe to be the characteristics of a successful school?	A school is successful when the teachers/faculty, parents and students are all equally invested in the growth and advancement of the students/academics.
How will you know that the school is succeeding (or not) in its mission?	We will see it in the students' performance, and we will hear it in the concerns of the teachers/parents/community partners.

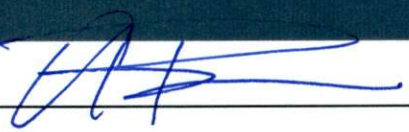
Governance	
Describe the role that the board will play in the school's operation.	The board will provide governance and oversight by setting the school's strategic direction, approving policies and budgets, monitoring academic and financial performance, ensuring compliance with the charter and applicable laws, and hiring/evaluating the school leader while leaving day-to-day operations to school administration.

How will you know if the school is successful at the end of the first year of operation?	We will know the school is successful if we meet or exceed our first-year academic growth targets, achieve strong attendance and enrollment retention, establish a safe and supportive school culture (low discipline incidents and positive family/staff feedback), and operate in full compliance with our charter and budget with clean, on-time financial reporting.
How will you know at the end of five years if the school is successful?	Same answer as above but looking for consistency and sustainability through the years.
What specific steps will the charter school board need to take to ensure that the school is successful?	Set clear first-year goals tied to the charter; hire, support, and evaluate strong school leadership; adopt and regularly review key policies; approve and monitor the budget and financial controls; track academic/attendance/culture data at each meeting and require corrective action when needed; and ensure ongoing legal, ethical, and reporting compliance while engaging families and community partners.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	I would address concerns promptly and professionally by documenting the issue, raising it through the board chair and established ethics/conflict-of-interest policies, and ensuring any involved member recuses themselves from discussion and votes. If needed, I would request guidance from legal counsel and take appropriate board action (investigation, censure, removal per bylaws), and report to the proper authorities or the charter authorizer when required to protect students, public funds, and the school's integrity.

Certification

I, __Alexis C. Perkins____, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for ___New H.O.P.E. Technology Preparatory Academy___ Charter School is true and correct in every respect.

Board Member's Signature

Signature 

Date 5/13/26.

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity.* Click or tap here to enter text.

656 SEATHWAITE LANE SE • LELAND, NC 28451 • (252) 412-4073• ALEXISCARRPERKINS@GMAIL.COM

ALEXIS C. PERKINS

BAR ADMISSION

Admitted to the North Carolina State Bar

EDUCATION

Norman Adrian Wiggins School of Law, Campbell University, Raleigh, NC
Juris Doctor

University of North Carolina at Chapel Hill, Chapel Hill, NC
Bachelor of Arts, Romance Languages

EXPERIENCE

Assistant Public Defender, Defender District 5, Duplin County, Kenansville, NC Dec. 2025-Present

- Provide rapid legal analysis and advice in high-risk, time-sensitive matters involving adult and juvenile proceedings.
- Draft pleadings, motions, memoranda, and correspondence requiring precise statutory and procedural compliance.
- Analyze North Carolina statutes, regulations, and case law to support litigation strategy and risk mitigation.

General Staff Attorney, Health Care Law Group, US Department of Veterans Affairs Jan. 2025-Sept 2025.

- Drafted, reviewed, and negotiated complex contracts and agreements, including CRADAs, MTAs, NDAs, subawards, service agreements, and federally funded research instruments.
- Ensured compliance with federal statutes, agency regulations, and internal policies governing research, data collection, and human subjects' protections.
- Advised nonprofit and institutional partners on contracts, governance, and policy matters.
- Served as lead attorney on assigned matters, managing risk and coordinating with stakeholders across multiple medical centers.

Staff Attorney, NC Guardian Ad Litem Program District 15, Bolivia, NC Feb. 2023-Jan. 2025

- Litigated on behalf of children and volunteers while advocating for the best interest of the child.
- Researched, analyzed and developed legal strategies for cases involving abuse, neglect, and dependency of children.
- Drafted and reviewed policies, legal memoranda, pleadings, and correspondence.
- Identified and mitigated programmatic and legal risks impacting children, volunteers, and agency operations.
- Collaborated with judiciary, social services, and community partners to ensure regulatory compliance and best practices.

Assistant Public Defender, Defender District 6, New Hanover County, Wilmington, NC Oct. 2013-Feb.2023

- Defended indigent adult and juvenile clients in matters involving criminal allegations, juvenile delinquency and abuse, neglect, dependency and termination of parental rights civil petitions.
- Maintained knowledge of cases, laws, and statutes relating to the Juvenile Code, Criminal State statutes and hearings within the State trial courts.
- Managed and supervised the juvenile delinquency court-appointed attorney list, ensuring adherence to statutory and administrative requirements.

Assistant District Attorney, **Prosecutorial District 3A, Pitt County,** Greenville, NC June 2012-Oct 2013

- Prosecuted misdemeanor and juvenile matters while ensuring compliance with constitutional, statutory, and ethical standards.
- Negotiated resolutions balancing institutional risk, public interest, and legal exposure.

LEADERSHIP

40 Under 40 Award Winner for Community Contributions September 2023
Certified Juvenile Training Immersion Program (JTIP) Trainer August 2021-Present
Participant, 2020 WILMA Leadership Institute, Wilmington, NC January-Sept. 2020
Presenter, 2019 Juvenile and Parent Conference, Chapel Hill, NC August 2019

ASSOCIATIONS AND AFFILIATIONS

Trustee, New Beginning Christian Church (2025-Present); Southern Juvenile Defender Center Advisory Committee (2018-2023); Alpha Kappa Alpha Sorority, Incorporated (2009-Present); Teen Court Volunteer/Judge (2012-Present), Misdemeanor Diversion Program Attorney Volunteer (2017-2023)

Office of CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Board Member Information Form

Note: *To be completed individually by each proposed founding charter school board member. Please include a* ***one-page*** *resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information	
Name of charter school	New H.O.P.E. Technology Preparatory Academy

Board Member's Information	
Board Members	Full name: Frankie Alfonzo Roberts
	Home Address: 121 Hargrove Drive, Wilmington, NC 28411
	Business Name & Address: LINC Inc. P.O. Box 401, Wilmington, NC 28411
	Telephone No.: (910) 332-1132

	E-mail address: froberts@lincnc.org

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: ■ Yes: ☐
Educational History	High School Diploma NC Certified Barber NC Certified Community Health Worker
Employment History	Owner Operator of 2-Barbershops, Turning Heads & House of Creations Executive Director, LINC Inc
How were you recruited to join this Board of Directors?	One of the founding Members
Why do you wish to serve on the board of the proposed charter school?	I believe in education, I attended a similiar school that was extremely Successful.

What is your understanding of the appropriate role of a public charter school board member?	Raise mone, introduce policy
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	I am present starting a Community Boarding School for male 15-18 year old dropouts.
Describe the specific knowledge and experience that you would bring to the board.	I have been the Executive Director of a Non-profit for the 26 years.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	The mission of New H.O.P.E. Technology Preparatory Academy is to provide students with a quality education that prepares them for college, careers, and life through technology, discipline, leadership, and character development. The school believes every child can succeed when given proper support, structure, and opportunity.
What is your understanding of the school's proposed educational program?	The school's educational program combines academic instruction with technology-based learning, mentoring, life skills, and career preparation. The program is designed to help students become productive citizens while preparing them for higher education and employment opportunities.
What do you believe to be the characteristics of a successful school?	A successful school has strong leadership, qualified teachers, involved parents, safe learning environments, high academic expectations, and students who are engaged and motivated to learn. It also provides support systems that help students succeed academically and personally.
How will you know that the school is succeeding (or not) in its mission?	The school will be successful if students demonstrate academic growth, improved attendance, positive behavior, graduation readiness, and strong community involvement. Parent, staff, and student feedback along with academic data will help determine success.

Governance

Describe the role that the board will play in the school's operation.	The board will provide oversight, ensure financial accountability, establish policies, support the school's mission, and hire and evaluate school leadership. The board will make sure the school operates responsibly and remains focused on student achievement.
How will you know if the school is successful at the end of the first year of operation?	The school will be successful if it maintains enrollment, meets academic goals, creates a positive school culture, operates within budget, and receives positive feedback from students, parents, and staff.
How will you know at the end of five years if the school is successful?	After five years, success will be measured by student achievement, graduation and promotion rates, financial stability, parent satisfaction, and strong community partnerships. Continued growth and positive student outcomes will also demonstrate success.
What specific steps will the charter school board need to take to ensure that the school is successful?	The board must provide strong leadership, maintain financial oversight, support administration, monitor academic performance, develop community partnerships, ensure compliance with state requirements, and regularly evaluate progress toward the school's mission.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	I would address the issue professionally and respectfully by following board policies and procedures. I would encourage open discussion, document concerns, and involve legal counsel or appropriate authorities if necessary to protect the best interests of the students and the school.

Certification

I, Frankie Roberts, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for _New H.O.P.E. Technology Preparatory Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature 	**Date** April 25,2026

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity.* Click or tap here to enter text.

Contact

www.linkedin.com/in/frankie-roberts-6548349 (LinkedIn)

Top Skills

Workshop Facilitation
Case Management
Leadership

Frankie Roberts

Executive Director
Wilmington, North Carolina, United States

Experience

Leading Into New Communities Inc (LINC)
Executive Director
January 2000 - Present (26 years 3 months)
929 North Front Street Suite 437

Office of
CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Board Member Information Form

Note: *To be completed individually by each proposed founding charter school board member. Please include a* ***one-page*** *resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information	
Name of charter school	New H.O.P.E. Technology Preparatory Academy

Board Member's Information	
Board Members	Full name: Jon T. Vincent
	Home Address: 1015 Ashes Dr, 202 Wilmington, NC 28405
	Business Name & Address: Jon T. Vincent, CPA, P.C. 1015 Ashes Dr, 202 Wilmington, NC 28405
	Telephone No.: (910) 256-0101

	E-mail address: jontvincent@gmail.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: ☐ Yes: ☒
Educational History	Bachelor of Science Degree in Accounting from Delta State University in Cleveland, MS - 1978 Designations/Credentials: Certified Public Accountant (CPA) Certified in Financial Forensics (CFF) Personal Financial Specialist (PFS) Accredited in Business Valuation (ABV) Certified Global Management Accountant (CGMA) Certified Business Intermediary (CBI)
Employment History	2012 – Present – President, Jon T. Vincent, CPA, P.C. 2004 – Present – Manager, JTV Investments, LLC 1990 – Present – President, JTV Management Co. 1987 – 1991 – Partner and CFO, Holiday Delta, Inc. 1981 – 1987 – Principal, Sanderson and Vincent, CPAs 1978 – 1981 – Associate Partner, Horace A Bradley & Assoc, CPAs
How were you recruited to join this Board of Directors?	Robert Campbell
Why do you wish to serve on the board of the proposed charter school?	I believe in the mission
What is your understanding of the appropriate role of a public charter school board member?	Provide financial oversight and strategic vision, hire and hold accountable strong leaders for the school.

Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	I served on the board of Cape Fear Academy as Chairman of the Finance Committee and Construction Committee for 15+ years.
Describe the specific knowledge and experience that you would bring to the board.	Finance, Accounting, Construction

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	The school wants to show how strong, consistent culture, STEM instruction, rigorous academics, and real-world learning can ensure students access opportunity and successfully finish what they begin.
What is your understanding of the school's proposed educational program?	Rigorous coursework in STEM and humanities, college prep, personalized support and mentorship.
What do you believe to be the characteristics of a successful school?	Strong leadership, ongoing evaluation, clear goals and direction.
How will you know that the school is succeeding (or not) in its mission?	There will be follow up through post-secondary and 4-year degrees, with former students invited back as mentors.

Governance	
Describe the role that the board will play in the school's operation.	Finance committee
How will you know if the school is successful at the end of the first year of operation?	Balanced budget, 75 students, all teaching positions in place
How will you know at the end of five years if the school is successful?	Full enrollment and 100% of graduates accepted into college
What specific steps will the charter school board need to take to ensure that the school is successful?	Make sure the foundation is strong to grow off

How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	I would bring it up to the chairman of the board first, unless that is the person at fault. If so, I would bring it up to the executive committee and if they were all involved I would bring it to the entire board.

Certification

I, Jan T. Vincent, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for New Hope Technology Preparatory Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature	**Date** 5/19/2026

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity.*

JON T. VINCENT, CPA, ABV, CFF, PFS, CGMA, CBI



President & Chief Executive Officer
Jon T. Vincent, CPA, P.C.
JTV Investments, LLC
JTV Management Co.
JTV Development, LLC

Jon T Vincent, CPA, CFF, PFS, ABV, CGMA, CBI is the President and Chief Executive Officer of Jon T. Vincent, CPA, P.C. Jon operates an accounting practice that specializes in providing solutions to complex business problems with special emphasis on business consulting, personal financial planning, financial forensics, business valuation, bankruptcy and real estate accounting, investing, and development. He is also the President and Chief Executive Officer of JTV Investments, LLC, which invests in real estate developments and assists new ventures in obtaining investment capital and/or loans. Vincent has helped businesses raise over $60 million in investment capital over the last 30 years.

Vincent has been instrumental in developing over one million square feet of office buildings and commercial retail centers in eastern North Carolina. In addition, Vincent has invested in award-winning residential developments such as Parkside at Mayfaire, Seagrove at Carolina Beach, Mews at Landfall, and East & Mason off Masonboro Loop Road in Wilmington.

In 1978, Jon received his BS in Accounting from Delta State University. He is a member of many associations, including:

- American Institute of Certified Public Accountants (AICPA)
- Mississippi and North Carolina Societies of Certified Public Accountants
- Accredited in Business Valuation (ABV)
- Certified in Financial Forensics (CFF)
- Certified as a Personal Financial Specialist (PFS)
- Certified Business Intermediary (CBI)
- Personal Financial Planning Services of the AICPA
- Income Tax Services of the AICPA
- Certified Global Management Accountant (CGMA)
- Business Consultant

Jon has actively served on boards of various community organizations, including presently serving as Chairman of New Hope CDC whose mission is to help ordinary people excel. He has served as the Founder and Board Chairman of Port City Capital Bank, Board Member and Chairman of the Finance Committee of Saint Mark Catholic Church, Chairman of the Finance Committee of Cape Fear Academy, Board Member and Chairman of the Audit Committee of Crescent State Bank, and Commissioner of the Wilmington Housing Authority.

Jon is also the Treasurer of the Promise Foundation, a non-profit organization that promotes health, welfare, and educational advancement of children in our community.

Comprehens

Category	Subject Area
CORE CONTENT	English (ELA)
CORE CONTENT	Mathematics
CORE CONTENT	Science
CORE CONTENT	Social Studies
CORE CONTENT	Health & Physical Education
CORE CONTENT (NEW)	Computer Science

ELECTIVES (CTE, Arts, World Language, and Cross-Disciplinary)

Elective Category	Courses Offered
Information Technology (CTE)	Intro to ITProgramming I & IINetworkingCybersecurityIT Capstone / Software Development
Health Sciences (CTE)	Health Science IHealth Science IIAnatomy & PhysiologyNursing FundamentalsClinical Practicum
Engineering / Advanced Manufacturing (CTE)	Engineering FoundationsDrafting I (CAD)Engineering IIElectronicsManufacturing / Engineering Capstone
Arts Education	Visual ArtsMusicTheater ArtsDance
World Languages	Spanish I–II (or other languages as available)
ROTC (if offered)	JROTC I–IV
Cross-Disciplinary / Advanced Electives	Dual Enrollment CoursesAP Courses (if offered)STEM Research / Capstone

Elective Credit Requirements Summary

Type	Credits Required
Focused Electives	2 Credits

Additional Electives	4 Credits (3 with CS requirement)
Total Electives	6 Credits (5 with CS requirement)

sive Course Offering Table

Courses Offered (Grades 9–12)	Credit Requirement
English IEnglish IIEnglish IIIEnglish IV	4 Credits
NC Math 1NC Math 2NC Math 3Math IV / Precalculus / Statistics	4 Credits
Earth/Environmental ScienceBiologyPhysical ScienceOptional: Physics, Anatomy & Physiology	3 Credits (minimum)
World HistoryAmerican HistoryEconomics & Personal FinanceFounding Principles (Civic Literacy)	4 Credits
Healthful Living	1 Credit
Introduction to Computer Science	1 Credit (starting 2026–27)
Pathway Alignment	**Notes**
IT Pathway	Leads to certifications (CompTIA, etc.)
Health Pathway	Supports CNA/health credentials
Engineering Pathway	Includes design, prototyping, OSHA certification
Cross-pathway	At least one required (Grades 6–12)
College readiness	Supports UNC admission requirements
Leadership development	Optional offering
All pathways	Supports college credit and advanced learning
Details	
Must be from CTE, Arts, or World Language (any combination)	

Recommended concentration in a pathway (IT, Health, Engineering)	
Supports pathway completion and specialization	

Notes / Alignment
Sequential progression required
4th math aligned to postsecondary plans; required for UNC eligibility
Advanced sciences support STEM pathways
Civic literacy required for graduation
CPR instruction required
Required; reduces elective credits from 6 → 5

Comprehensive Course Offering Table

Category	Subject Area
CORE CONTENT	English (ELA)
CORE CONTENT	Mathematics
CORE CONTENT	Science
CORE CONTENT	Social Studies
CORE CONTENT	Health & Physical Education
CORE CONTENT (NEW)	Computer Science

ELECTIVES (CTE, Arts, World Language, and Cross-Disciplinary)

Elective Category	Courses Offered
Information Technology (CTE)	Intro to ITProgramming I & IINetworkingCybersecurityIT Capstone / Software Development
Health Sciences (CTE)	Health Science IHealth Science IIAnatomy & PhysiologyNursing FundamentalsClinical Practicum
Engineering / Advanced Manufacturing (CTE)	Engineering FoundationsDrafting I (CAD)Engineering IIElectronicsManufacturing / Engineering Capstone
Arts Education	Visual ArtsMusicTheater ArtsDance
World Languages	Spanish I–II (or other languages as available)
ROTC (if offered)	JROTC I–IV
Cross-Disciplinary / Advanced Electives	Dual Enrollment CoursesAP Courses (if offered)STEM Research / Capstone

Elective Credit Requirements Summary

Type	Credits Required
Focused Electives	2 Credits

Additional Electives	4 Credits (3 with CS requirement)
Total Electives	6 Credits (5 with CS requirement)

Courses Offered (Grades 9–12)	**Credit Requirement**
English IEnglish IIEnglish IIIEnglish IV	4 Credits
NC Math 1NC Math 2NC Math 3Math IV / Precalculus / Statistics	4 Credits
Earth/Environmental ScienceBiologyPhysical ScienceOptional: Physics, Anatomy & Physiology	3 Credits (minimum)
World HistoryAmerican HistoryEconomics & Personal FinanceFounding Principles (Civic Literacy)	4 Credits
Healthful Living	1 Credit
Introduction to Computer Science	1 Credit (starting 2026–27)
Pathway Alignment	**Notes**
IT Pathway	Leads to certifications (CompTIA, etc.)
Health Pathway	Supports CNA/health credentials
Engineering Pathway	Includes design, prototyping, OSHA certification
Cross-pathway	At least one required (Grades 6–12)
College readiness	Supports UNC admission requirements
Leadership development	Optional offering
All pathways	Supports college credit and advanced learning
Details	
Must be from CTE, Arts, or World Language (any combination)	

Recommended concentration in a pathway (IT, Health, Engineering)	
Supports pathway completion and specialization	

Notes / Alignment
Sequential progression required
4th math aligned to postsecondary plans; required for UNC eligibility
Advanced sciences support STEM pathways
Civic literacy required for graduation
CPR instruction required
Required; reduces elective credits from 6 → 5

Grade Level	English	Mathematics	Science
9th Grade	English I	NC Math 1	Earth/Environmental Science
10th Grade	English II	NC Math 2	Biology
11th Grade	English III	NC Math 3	Physical Science
12th Grade	English IV	Advanced Math (Math IV, Precalculus, or aligned course)	Advanced/CTE Science or elective science

Curriculum Outline Per Gra

Social Studies	**Health/PE**
World History	Health & PE
American History	—
Economics & Personal Finance	—
Founding Principles (Civic Literacy)	—

de Span

Electives / Focus Area

1–2 Electives (CTE, Arts, or World Language)

1–2 Electives (continue pathway or explore options)

1–2 Electives (pathway concentration, dual enrollment option)
2 Electives (capstone, CTE concentration, ROTC, Arts, or Dual Enrollment)

Notes / Milestones

Transition to high school; foundational skill building; exposure to pathways
Begin pathway concentration; potential CTE or Arts sequence
Postsecondary planning begins; internships/credentials encouraged
Capstone experiences; college/career readiness; UNC eligibility ensured

Position	Year 0	Year 1
Principal/School Leader	0	1
Assistant Principal	0	1
Dean(s)	0	0
Additional School Leadership	0	0
Core Classroom Teachers	0	4
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)	0	3
Student Support Positions (e.g. social workers, psychologists, etc.)	0	2
Specialized School Staff	0	1
Teaching Aides or Assistants	0	0
School Operations Support Staff	0	1

Year 2	Year 3	Year 4	Year 5
1	1	1	1
1	1	1	1
0	0	0	0
0	0	0	0
8	12	16	16
5	8	10	13
2	2	2	2
2	2	3	3
0	0	0	0
2	2	2	2

Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expe please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match th table.

If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a maxi

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

LEA #1:	**650-New Hanover**	What percentage of students from
LEA #2:		What percentage of students from
LEA #3:		What percentage of students from

Grade	Year 1			Year 2			
	LEA #1 650	LEA #2	LEA #3	LEA #1 650	LEA #2	LEA #3	LEA #1 650
Kindergarten							
Grade 1							
Grade 2							
Grade 3							
Grade 4							
Grade 5							
Grade 6							
Grade 7							
Grade 8							
Grade 9	95			95			95
Grade 10				95			95
Grade 11							95
Grade 12							
LEA Totals:	**95**	**0**	**0**	**190**	**0**	**0**	**285**

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

ects to enroll. In addition,
ose in the enrollment summary

imum of three LEAs.
icular level.

the LEA selected above will qualify for EC funding?	**12%**
the LEA selected above will qualify for EC funding?	
the LEA selected above will qualify for EC funding?	

Year 3			Year 4			Year 5	
LEA #2	**LEA #3**	**LEA #1**	**LEA #2**	**LEA #3**	**LEA #1**	**LEA #2**	**LEA #3**
		650			**650**		
		95			95		
		95			95		
		95			95		
		95			95		
0	**0**	**380**	**0**	**0**	**380**	**0**	**0**

et forth and approved in the projected enrollment tables. However, in

Budget: Revenue Projections from each LEA Year 1

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State.

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

In year 2 and Beyond: Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

Federal EC Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:	650-New Hanover		
Revenue	**Approximate Per Pupil Funding**	**Projected LEA ADM**	**Approximate funding for Year 1**
State Funds	$6,490.50	95	$616,597.50
Local Funds	$1,371.00	95	$130,245.00
State EC Funds	$5,338.82	11	$60,862.55
Federal EC Funds	$1,514.35	11	$17,263.59
		Total:	$824,968.64

LEA #2:			
Revenue	**Approximate Per Pupil Funding**	**Projected LEA ADM**	**Approximate funding for Year 1**
State Funds	$0.00	0	$0.00
Local Funds	$0.00	0	$0.00
State EC Funds	$0.00	0	$0.00
Federal EC Funds	$0.00	0	$0.00
		Total:	$0.00

LEA #3:			
Revenue	**Approximate Per Pupil Funding**	**Projected LEA ADM**	**Approximate funding for Year 1**
State Funds	$0.00	0	$0.00
Local Funds	$0.00	0	$0.00
State EC Funds	$0.00	0	$0.00
Federal EC Funds	$0.00	0	$0.00
		Total:	$0.00

Total Budget: Revenue Projections Year 1 through Year 5

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

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

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

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

Income: Revenue Projections	**Year 1**	**Year 2**	**Year 3**	**Year 4**
State ADM Funds	$ 616,598	$ 1,233,195	$ 1,849,793	$ 2,466,390
Local Per Pupil Funds	$ 130,245	$ 260,490	$ 390,735	$ 520,980
State EC Funds	$ 60,863	$ 121,725	$ 182,588	$ 243,450
Federal EC Funds	$ 17,264	$ 34,527	$ 51,791	$ 69,054
Other Funds*	$ -	$ -	$ -	$ -
Working Capital*	$ -	$ -	$ -	$ -
TOTAL REVENUE:	**$ 824,969**	**$ 1,649,937**	**$ 2,474,906**	**$ 3,299,875**

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

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

ɔn federal funding in

Year 5
$ 2,466,390
$ 520,980
$ 243,450
$ 69,054
$ -
$ -
$ 3,299,875

dditional questions by
rating budget, please
ese funds. If these

ix M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	$ 72,000	**$ 72,000**	1	$ 74,160	**$ 74,160**	1	$ 76,385	**$ 76,385**	1	$ 78,676	**$ 78,676**	1	$ 81,037	**$ 81,037**
Assistant Administrator	0	$ -	**$ -**	0	$ -	**$ -**	1	$ 60,000	**$ 60,000**	1	$ 61,800	**$ 61,800**	1	$ 63,654	**$ 63,654**
Finance Officer	0	$ -	**$ -**	1	$ 42,000	**$ 42,000**	1	$ 48,000	**$ 48,000**	1	$ 49,440	**$ 49,440**	1	$ 50,923	**$ 50,923**
Clerical	1	$ 34,000	**$ 34,000**	1	$ 37,000	**$ 37,000**	1	$ 38,110	**$ 38,110**	1	$ 39,253	**$ 39,253**	1	$ 40,431	**$ 40,431**
Food Service Staff	0	$ -	**$ -**	0	$ -	**$ -**	1	$ 28,000	**$ 28,000**	1	$ 28,840	**$ 28,840**	1	$ 29,705	**$ 29,705**
Custodians	0	$ -	**$ -**	1	$ 28,000	**$ 28,000**	2	$ 28,840	**$ 57,680**	2	$ 29,705	**$ 59,410**	2	$ 30,596	**$ 61,192**
Transportation Staff	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**
Instructional Technology Facilitator (Remote Charter Applicants)	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**
Help Desk Technicians (Remote Charter Applicants)	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**
Library Media Specialists (Remote Charter Applicants)	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**
Assistant Principal	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**
Medical Support	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**
Total Admin and Support:	**2**		**$ 106,000**	**4**		**$ 181,160**	**7**		**$ 308,175**	**7**		**$ 317,419**	**7**		**$ 326,942**
Instructional Personnel															
Core Content Teacher(s)	4	$ 48,000	**$ 192,000**	8	$ 52,000	**$ 416,000**	11	$ 54,000	**$ 594,000**	14	$ 56,000	**$ 784,000**	14	$ 58,000	**$ 812,000**
Electives/Specialty Teacher(s)	0	$ -	**$ -**	1	$ 52,000	**$ 52,000**	2	$ 54,000	**$ 108,000**	3	$ 56,000	**$ 168,000**	3	$ 58,000	**$ 174,000**
Exceptional Children Teacher(s)	1	$ 48,000	**$ 48,000**	1	$ 52,000	**$ 52,000**	2	$ 54,000	**$ 108,000**	2	$ 56,000	**$ 112,000**	2	$ 58,000	**$ 116,000**
Instructional Support	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**
Teacher Assistants	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**
School Counselor	1	$ 52,000	**$ 52,000**	1	$ 56,000	**$ 56,000**	1	$ 59,000	**$ 59,000**	1	$ 62,000	**$ 62,000**	1	$ 65,000	**$ 65,000**
College & Career Advisor (Outreach)	0	$ -	**$ -**	0	$ -	**$ -**	1	$ 42,000	**$ 42,000**	1	$ 43,260	**$ 43,260**	1	$ 44,558	**$ 44,558**
*** Edit text as needed. ***	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**
*** Edit text as needed. ***	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**
*** Edit text as needed. ***	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**	0	$ -	**$ -**
Total Instructional Personnel:	**6**		**$ 292,000**	**11**		**$ 576,000**	**17**		**$ 911,000**	**21**		**$ 1,169,260**	**21**		**$ 1,211,558**
Total Admin, Support and Instructional Personnel:	**8**		**$ 398,000**	**15**		**$ 757,160**	**24**		**$ 1,219,175**	**28**		**$ 1,486,679.00**	**28**		**$ 1,538,500**

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	8	$ 8,500	$ 68,000	15	$ 8,500	$ 127,500	24	$ 8,500	$ 204,000	28	$ 8,500	$ 238,000	28	$ 8,500	$ 238,000
Retirement Plan--NC State	8	$ 12,273	$ 98,187	15	$ 12,453	$ 186,791	24	$ 12,532	$ 300,770	28	$ 13,099	$ 366,764	28	$ 13,555	$ 379,548
Retirement Plan--Other			$ -			$ -			$ -			$ -			$ -
Life Insurance			$ -			$ -			$ -			$ -			$ -
Disability			$ -			$ -			$ -			$ -			$ -
Medicare	8	$ 721	$ 5,771	15	$ 732	$ 10,979	24	$ 737	$ 17,678	28	$ 770	$ 21,557	28	$ 797	$ 22,308
Social Security	8	$ 1,493	$ 11,940	15	$ 1,514	$ 22,715	24	$ 1,524	$ 36,575	28	$ 1,593	$ 44,600	28	$ 1,648	$ 46,155
*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
Total Admin and Support Benefits:			$ 183,898			$ 347,985			$ 559,024			$ 670,921			$ 686,011
Instructional Personnel Benefits															
Health Insurance			$ -			$ -			$ -			$ -			$ -
Retirement Plan--NC State			$ -			$ -			$ -			$ -			$ -
Retirement Plan--Other			$ -			$ -			$ -			$ -			$ -
Social Security			$ -			$ -			$ -			$ -			$ -
Disability			$ -			$ -			$ -			$ -			$ -
Medicare			$ -			$ -			$ -			$ -			$ -
Life Insurance			$ -			$ -			$ -			$ -			$ -
*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
Total Instructional Personnel Benefits:			$ -			$ -			$ -			$ -			$ -
Total Personnel Benefits:			$ 183,898			$ 347,985			$ 559,024			$ 670,921			$ 686,011
Total Admin & Support Personnel (Salary & Benefits):	2		$ 289,898	4		$ 529,145	7		$ 867,199	7		$ 988,339.92	7		$ 1,012,953
Total Instructional Personnel (Salary & Benefits):	6		$ 292,000	11		$ 576,000	17		$ 911,000	21		$ 1,169,260	21		$ 1,211,558
TOTAL PERSONNEL:	8		$ 581,898	15		$ 1,105,145	24		$ 1,778,199	28		$ 2,157,600	28		$ 2,224,511

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

Operations Budget: Expenditure Projections

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

OPERATIONS BUDGET: Administrative and Support	Year 1	Year 2	Year 3
Office			
Office Supplies	$ 3,000.00	$ 5,000.00	$ 7,000.00
Paper	$ 1,500.00	$ 3,000.00	$ 5,000.00
Computers & Software	$ 5,000.00	$ 10,000.00	$ 14,000.00
Communications & Telephone	$ 2,000.00	$ 3,000.00	$ 4,000.00
Copier leases	$ 1,800.00	$ 2,400.00	$ 3,000.00
Other			
Background Checks	$ 2,000.00	$ 3,500.00	$ 4,500.00
Management Company			
Contract Fees	$ -	$ -	$ -
Other			
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel	$ 2,500.00	$ 2,500.00	$ 2,500.00
Student Accounting	$ 5,000.00	$ 8,000.00	$ 11,000.00
Financial	$ 10,000.00	$ 14,000.00	$ 18,000.00
Other	$ 8,000.00	$ 12,000.00	$ 18,000.00
Charter Complaince Consulting	$ -	$ -	$ -
Facilities			
Facility Lease/Mortgage	$ -	$ -	$ -
Maintenance	$ 2,000.00	$ 10,000.00	$ 16,000.00
Custodial Supplies	$ 3,000.00	$ 10,000.00	$ 14,000.00
Custodial Contract	$ 10,000.00	$ -	$ -
Insurance (pg19)	$ 35,000.00	$ 45,000.00	$ 55,000.00
Other			
Security	$ 3,000.00	$ 7,000.00	$ 10,000.00
Furniture & Fixtures	$ 4,000.00	$ 18,000.00	$ 15,000.00
Utilities			
Electric	$ 15,000.00	$ 30,000.00	$ 50,000.00
Gas	$ 4,000.00	$ 10,000.00	$ 18,000.00
Water/Sewer	$ 3,000.00	$ 5,000.00	$ 8,000.00
Trash	$ 2,000.00	$ 3,000.00	$ 4,000.00
Landscaping	$ 6,000.00	$ 6,000.00	$ 6,000.00

Internet/Network Services	$ 9,000.00	$ 11,000.00	$ 13,000.00
Transportation			
Buses	$ -	$ -	$ -
Gas	$ -	$ -	$ -
Oil/Tires & Maintenance	$ -	$ -	$ -
Other			
*** Insert rows and edit text as needed. ***			
Other			
Marketing	$ 8,000.00	$ 14,000.00	$ 16,000.00
Breakfast Expenses	$ 8,000.00	$ 16,000.00	$ 24,000.00
Lunch Expenses	$ 14,000.00	$ 28,000.00	$ 42,000.00
Travel	$ 1,500.00	$ 3,000.00	$ 4,500.00
Board Training	$ 1,500.00	$ 3,000.00	$ 4,500.00
Student Activities	$ 3,000.00	$ 10,000.00	$ 18,000.00
Total Administrative & Support Operations:	**$ 172,800.00**	**$ 292,400.00**	**$ 405,000.00**

OPERATIONS BUDGET: Instructional	Year 1	Year 2	Year 3
Classroom Technology			
Classrooom/Student Devices	$ 9,000.00	$ 20,000.00	$ 30,000.00
Software (LMS, SIS, etc.)	$ 5,000.00	$ 9,000.00	$ 12,000.00
Wifi Access (Remote Charter Applicants)	$ -	$ -	$ -
Other			
Instructional Contract			
Staff Development	$ 6,000.00	$ 14,000.00	$ 20,000.00
Other	$ 2,000.00	$ 10,000.00	$ 15,000.00
*** Insert rows and edit text as needed. ***			
Books and Supplies			
Instructional Materials	$ 5,000.00	$ 12,000.00	$ 18,000.00
Curriculum/Texts	$ 17,000.00	$ 40,000.00	$ 58,000.00
Copy Paper - Classroom/Student Use	$ 1,500.00	$ 3,000.00	$ 4,500.00
Testing Supplies	$ 2,500.00	$ 8,000.00	$ 14,000.00
Other			
Robotics/Coding	$ 4,000.00	$ 15,000.00	$ 22,000.00
Stem Lab Equipment	$ 5,000.00	$ 25,000.00	$ 30,000.00
Total Instructional Operations:	**$ 57,000.00**	**$ 156,000.00**	**$ 223,500.00**

TOTAL OPERATIONS:	**$ 229,800.00**	**$ 448,400.00**	**$ 628,500.00**

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

Year 4	Year 5
$ 8,000.00	$ 9,000.00
$ 6,000.00	$ 6,500.00
$ 18,000.00	$ 14,000.00
$ 5,000.00	$ 5,000.00
$ 3,600.00	$ 3,600.00
$ 5,000.00	$ 5,000.00
$ -	$ -
$ 2,500.00	$ 2,500.00
$ 13,000.00	$ 13,000.00
$ 20,000.00	$ 20,000.00
$ 24,000.00	$ 24,000.00
$ -	$ -
$ -	$ -
$ 20,000.00	$ 21,000.00
$ 18,000.00	$ 19,000.00
$ -	$ -
$ 62,000.00	$ 64,000.00
$ 13,000.00	$ 13,000.00
$ 18,000.00	$ 7,000.00
$ 75,000.00	$ 78,000.00
$ 28,000.00	$ 29,000.00
$ 11,000.00	$ 11,000.00
$ 6,000.00	$ 6,000.00
$ 6,000.00	$ 6,000.00

$ 15,000.00	$ 15,000.00
$ -	$ -
$ -	$ -
$ -	$ -
$ 14,000.00	$ 12,000.00
$ 32,000.00	$ 32,000.00
$ 56,000.00	$ 56,000.00
$ 6,500.00	$ 7,000.00
$ 6,500.00	$ 7,000.00
$ 28,000.00	$ 30,000.00
$ 520,100.00	**$ 515,600.00**

Year 4	Year 5
$ 42,000.00	$ 20,000.00
$ 15,000.00	$ 15,000.00
$ -	$ -
$ 24,000.00	$ 24,000.00
$ 20,000.00	$ 22,000.00
$ 24,000.00	$ 24,000.00
$ 78,000.00	$ 80,000.00
$ 6,000.00	$ 6,500.00
$ 22,000.00	$ 22,000.00
$ 35,000.00	$ 22,000.00
$ 40,000.00	$ 15,000.00
$ 306,000.00	**$ 250,500.00**

$ 826,100.00	**$ 766,100.00**

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	$ 581,897.60	$ 1,105,144.99	$ 1,778,198.76	$ 2,157,599.92	$ 2,224,511.20
Total Operations	M	$ 229,800.00	$ 448,400.00	$ 628,500.00	$ 826,100.00	$ 766,100.00
Total Expenditures	N = J + M	$ 811,697.60	$ 1,553,544.99	$ 2,406,698.76	$ 2,983,699.92	$ 2,990,611.20
Total Revenue	Z	$ 824,968.64	$ 1,649,937.28	$ 2,474,905.91	$ 3,299,874.55	$ 3,299,874.55
Surplus / (Deficit)	= Z - N	$ 13,271.04	$ 96,392.29	$ 68,207.15	$ 316,174.63	$ 309,263.35

Office of CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Required Signature Certification

Note: *Outlined below is a list of areas that must be certified by the proposed Board of Directors. Signatures of all Board Members must be provided in Section VII. The Board Chair must certify and provide signature in Section VIII. Any section 'Not Applicable' to the proposed charter school, indicate below with N/A and provide a brief explanation for providing such response in the corresponding text boxes.*

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

I. School Information	
Name of charter school	New H.O.P.E. Technology Preparatory Academy

II. Selected Board Attorney	
❖ The selected Board Attorney has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non-Profit Corporation. **No:** ☐ **Yes:** ☐ **Not yet identified:** ■	Name of Selected Board Attorney:
	Business/Law Firm Name:
	Business Address:
	Telephone No.:
	E-mail address:

III. Selected Board Auditor	
❖ The selected Board Auditor has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations. **No:** ☐ **Yes:** ☐ **Not yet identified:** ●	Name of Selected Board Auditor: Business/Firm Name: Business Address: Telephone No.: Email address:

IV. Selected CMO/EMO	
❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations. **No:** ● **Yes:** ☐ **Not yet identified:** ☐	Name of Selected Management Organization: Business Address: Telephone No.: Email address:

V. Selected Financial Management Service Provider	
❖ If contracting with a financial management service provider, the selected financial service provider has reviewed with the full Board	Name of Selected Financial Management Service Provider: Level Up Strategies, LLC

of Directors, listed within the application, all the financial processes and services provided. **No:** ☐ **Yes:** ☐ **Not yet identified:** ☐	Business Address: 3953 Market Street; Unit A, Wilmington, NC, 28403 Telephone No.: (910) 317-8080 Email address: sharm@levelup-strategies.com

VI. Selected Infinite Campus Service Provider

❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool, that service provider has reviewed all of the financial processes and services provided. **No:** ☐ **Yes:** ☐ **Not yet identified:** ☐	Name of Selected PS or IC Service Provider: New Hanover County Schools Business Address: 6410 Carolina Beach Road, Wilmington, NC 28412 Telephone No.: (910) 254-4200 Email address: dawn.brinson@nhcs.net

VII. Signatures of All Charter Board Members

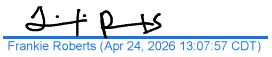
1. Dr. Lee Monroe_____	2. Alexis Perkins_____
3. Cedrick Barrett_____	4. Keisha Desmarais Keisha Desmarais (Apr 24, 2026 14:40:16 EDT)_____
5. Nelly Brantley Mignelly Brantley (Apr 24, 2026 15:36:20 EDT)_____	6. Frankie Roberts Frankie Roberts (Apr 24, 2026 13:07:57 CDT)_____
7. Travis Corpening _____	8. Dr. Charles Foust_____

9. Jon Vincent	10. Avery Muldrow
11.	12.
13.	14.
15.	16.

VIII. Certification of Board Chair

I, Robert Campbell, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina Charter Schools Review Board as New H.O.P.E. Technology Preparatory Academy Charter School is true and correct in every respect.

Signature Robert Campbell (Apr 24, 2026 12:19:27 CDT)	**Date** 04/24/2026

Signature: 
Frankie Roberts (Apr 24, 2026 13:07:57 CDT)

Email: froberts@lincnc.org

Signature:

Email: alexiscarrperkins@gmail.com

Signature:

Email: cedrickbarrett@wearepurpose.com

Signature:

Email: lundymonroe@gmail.com

Signature:

Email: cefoust1@gmail.com

Signature: 
Mignelly Brantley (Apr 24, 2026 15:36:20 EDT)

Email: admin@newhope-cdc.org

Signature:

Email: traviscorpening@gmail.com

Signature:

Email: menofhonor910@gmail.com

Signature: 

Email: jontvincent@gmail.com

Signature: 
Keisha Desmarais (Apr 24, 2026 14:40:16 EDT)

Email: keishadesmarais@newhope-cdc.org

Signature Page

The foregoing application is submitted on behalf of Robert Campbell. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: Robert Campbell
Board Position: Chairman of the Board
Signature: Robert J. Campbell
Date: APRIL 20, 2026

Sworn to and subscribed before me this 20th day of April, 2026.

Notary Public: _____ Official Seal:

My commission expires: 11/02, 2030.

JESSICA F ALBRIGHT
NOTARY
PUBLIC
NEW HANOVER COUNTY, NC