APPENDICES
Piedmont Classical High School

Appendices

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Evidence of Educational Need

Piedmont Classical High School will be located in Guilford County, a county that has been underserved by charter schools for many years. Even though Guilford is the third largest county in the state, it currently has only 7 charter schools. Compared to Mecklenburg at 16 charter schools, Wake at 15 charter schools, and Durham at 10 charter schools\(^1\), Guilford has some ground to make up. There were no charter schools from Guilford County approved to open in 2014.

Not only is Guilford County behind its counterparts in the total number of charter schools, it is particularly deficient in the charter high school options available. There is currently only one Guilford County charter school that offers high school grades. While there are at least two others that may offer high school grades in the future, all of these schools eventually plan to be K-12 schools. That means that, assuming they are able to keep many of their enrolled students, there will be very few charter seats available for students who do not attend these schools before high school. By contrast, PCHS will offer, with the exception of a few preferences, all incoming 9\(^{th}\) graders an equal chance to enroll or be included in the lottery. Because PCHS won’t have any 8\(^{th}\) graders moving up into 9\(^{th}\) grade spots, students from K-8 charter schools, and students from non charter schools will have a charter high school option for the first time in Guilford County.

There are currently 4 charter schools in Guilford County with grade spans of K-8 and a total enrollment of over 2000 students. The options for students leaving a charter school at the end of 8\(^{th}\) grade are limited. Many of these students and their families will welcome a charter option for high school.

Over the past few years Guilford County Schools (GCS) has expanded its high school magnet and choice options. Between some traditional and magnet schools, GCS currently has some excellent high school options. The problem is that their high school options are only accessible to a small percentage of their students. The excellent traditional high schools in GCS are only an option for students who happen to reside in their particular attendance zones, or can afford to move there. Many of the excellent magnet and choice options GCS offers have a competitive application process which excludes many students, especially students without an outstanding academic record.

Likewise, Guilford County has some excellent private school options. However, with tuition approaching $40,000 per year in some cases, private schools are out of reach for most students.

\(^1\) NCDPI website
Some GCS high schools, which serve the students most likely not to have access to other options, perform far below the state averages. Students at these schools deserve to have educational choices just as much as students who are high performers or whose parents can afford private school.

### ACT Results 2012-2013

<table>
<thead>
<tr>
<th>School</th>
<th>Composite Mean</th>
<th>% met Math Benchmark</th>
<th>% met Reading Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Carolina</td>
<td>18.4</td>
<td>30.4</td>
<td>26.9</td>
</tr>
<tr>
<td>Guilford County Schools</td>
<td>18.4</td>
<td>32.3</td>
<td>28.4</td>
</tr>
<tr>
<td>Andrews</td>
<td>14.8</td>
<td>8.7</td>
<td>9.9</td>
</tr>
<tr>
<td>Dudley</td>
<td>14.4</td>
<td>6.3</td>
<td>6.7</td>
</tr>
<tr>
<td>Eastern</td>
<td>15.2</td>
<td>9.6</td>
<td>10.5</td>
</tr>
<tr>
<td>Smith</td>
<td>14.3</td>
<td>6.2</td>
<td>5.8</td>
</tr>
<tr>
<td>Northeast</td>
<td>15.4</td>
<td>15.9</td>
<td>7</td>
</tr>
<tr>
<td>Southeast</td>
<td>17.8</td>
<td>24.6</td>
<td>24.7</td>
</tr>
<tr>
<td>Southern</td>
<td>16.9</td>
<td>20.8</td>
<td>16</td>
</tr>
<tr>
<td>High Point Central</td>
<td>16.9</td>
<td>17.4</td>
<td>21.2</td>
</tr>
</tbody>
</table>

Interest in PCHS has been particularly high in the short time that information about it has been available. Through signatures on petitions, both paper and online, facebook likes, and attendance at the interest meeting held on December 2, hundreds of people have expressed interest and excitement in a charter high school in Guilford County.

Piedmont Classical High School will not only provide students in Guilford and surrounding counties with a tuition-free public charter school option, but it will provide students with a distinctly different education than is currently being provided by GCS. The number one priority on GCS’s strategic plan is personalized learning. Their focus is on letting each student learn independently, at his or her own pace. This personalized learning often occurs with a dependency on technology and in classrooms where the teacher acts as a facilitator.

By contrast, the classical model of PCHS will aim to bring students together with shared knowledge and experiences. Teachers at PCHS will not be facilitators, but teachers in the traditional sense of the word; teachers who have information, knowledge, and wisdom to share with their students. Students will build relationships and understanding

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\(^2\) NCDPI website
through frequent classroom discussions and debates about subject matters that they study together.

All students at PCHS will have to take core classes such as Latin, logic, and rhetoric that will ensure that graduates of PCHS have a solid foundation of knowledge and critical thinking skills that will help them succeed in whatever they decide to do after high school.

It has been the case for a long time in Guilford County that if you have enough money you have a lot of choices about how your child is educated. If you have enough money, you can move into a desirable attendance zone. If you have enough money, you can send your child to the private school of your choice. If you have enough money, you can hire tutors to supplement their education. Piedmont Classical High School will allow more students, regardless of income or past academic performance, more choices in what kind of education they can get in Guilford County.
APPENDIX B

Proposed Curriculum Outline (First Five Years)

B – Elementary Grades K-5 Proposed Curriculum Outline
Not applicable – we are a 9 – 12

B1 – Middle Grades 6-8 Proposed Curriculum Outline
Not applicable – we are a 9-12
### Piedmont Classical High School
### Algebra II Curriculum Map

<table>
<thead>
<tr>
<th>Course Overview</th>
<th>This course builds upon algebraic concepts covered in Algebra I and prepares students for advanced-level courses. Topics include functions and their graphs, quadratic functions, advanced polynomial functions, and conic sections. Students are</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1:</strong> Basic Concepts of Algebra</td>
<td>Students review the order of operations, and properties of the real number system.</td>
</tr>
<tr>
<td><strong>Unit 2:</strong> Inequalities and Proofs</td>
<td>Students solve and graph linear inequalities in one variable including conjunctions, disjunctions, and absolute value inequalities. Students also solve and graph inequalities in two variables, and use linear programming to solve real-world problems.</td>
</tr>
<tr>
<td><strong>Unit 3:</strong> Linear Equations and Functions</td>
<td>Students interpret and create graphs, tables, and equations that represent linear relationships. In addition, students also use systems of linear equations to solve real-world applications.</td>
</tr>
<tr>
<td><strong>Unit 4:</strong> Products and Factors of Polynomials</td>
<td>Students learn to identify, evaluate, graph, and write polynomial functions. They add, subtract, and multiply polynomials. Additionally, students graph power functions and identify the end behavior of functions. Students also become familiar with the properties of even and odd functions.</td>
</tr>
<tr>
<td><strong>Unit 5:</strong> Rational Expressions</td>
<td>Students learn to add, subtract, multiply, and divide rational expressions. Students learn to simplify compound fractions and solve rational equations. They also explore graphs and end behavior of rational functions including asymptotes and zeros.</td>
</tr>
<tr>
<td><strong>Unit 6:</strong> Irrational and Complex Numbers</td>
<td>Students learn to identify, add, subtract, multiply, and divide radicals, and to factor out perfect squares. They also learn to add, subtract, multiply, and divide imaginary and complex numbers.</td>
</tr>
<tr>
<td><strong>Unit 7:</strong> Quadratic Equations and Functions</td>
<td>Students learn how to graph quadratic functions and identify the equations of quadratic functions when given a graph. Students also use factoring, completing the square, and the quadratic formula to solve quadratic equations. Students learn how to find inverses of functions algebraically and verify two functions are inverses using composition functions.</td>
</tr>
<tr>
<td><strong>Unit 8:</strong> Variation and Polynomial Equations</td>
<td>Students learn polynomial long division and the technique of synthetic division to divide polynomials. Additionally, they learn to apply the remainder theorem and they use the factor and rational roots theorems to factor polynomials over the real and complex numbers. Uses of graphs and technology for factoring polynomials and solving polynomial equations are also covered.</td>
</tr>
<tr>
<td><strong>Unit 9:</strong> Analytic Geometry</td>
<td>Students learn about conic sections, including circles, ellipses, hyperbolas, and parabolas. They learn how to graph conic sections, how to use algebraic reasoning to create equations of conics when given descriptions or graphs.</td>
</tr>
<tr>
<td><strong>Unit 10:</strong> Exponential and Logarithmic Functions</td>
<td>Students discover how exponential functions can be used to describe situations in the real world, such as exponential growth and decay. They define the logarithmic function in terms of its relationship with the exponential function and graph both exponential and logarithmic functions. They will relate the concept of inverse functions to trigonometric functions. Students learn to apply multiplication and division laws of exponents to exponential and logarithmic expressions and equations.</td>
</tr>
<tr>
<td>Unit 11: Sequences and Series</td>
<td>Students explore arithmetic and geometric sequences, learning the concept of series as a sum of terms in a sequence and finding sums of finite arithmetic and geometric series. Students also use and interpret sigma notation to describe sums. Throughout the unit, students use sequences and series to solve several types of real-world problems.</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Unit 12: Triangle Trigonometry</td>
<td>Students will define the six trigonometric functions using the lengths of the sides of a right triangle. They will apply the Law of Sines and Cosines to solve triangles and to determine the area of a triangle in terms of the measurements of the sides and angles. Students will determine the sign of the trigonometric values for each function in each quadrant. They will use the unit circle to evaluate key values using a reference angle.</td>
</tr>
<tr>
<td>Unit 13: Trigonometric Graphs; Identities</td>
<td>Students will generate the graphs of the six trigonometric functions and explore various transformations of these graphs. Apply the concepts of trigonometry to solve real-world problems. They will also use the fundamental identities to simplify trigonometric expressions and solve trigonometric equations. Students will apply the double-angle identities, identities, and half-angle identities.</td>
</tr>
<tr>
<td>Unit 14: Statistics and Probability</td>
<td>Students review counting principles including identifying and calculating permutations and combinations. They calculate probabilities of simple, dependent, independent, and binomial events. Students learn about the measures of center—mode, median, and mean—and the measures of spread—range, variance, and standard deviation. They learn how to produce and interpret bar, box-and-whisker, and scatter plots.</td>
</tr>
<tr>
<td>Unit 15: Matrices and Determinants</td>
<td>In this unit, students learn how to add, subtract, and multiply matrices. Students also use matrices to solve systems of equations, transform figures, and solve real-world problems.</td>
</tr>
</tbody>
</table>
## Piedmont Classical High School
### Projected Course Offerings
#### By Initial Year Offered

<table>
<thead>
<tr>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td>English 11</td>
<td>English 12</td>
</tr>
<tr>
<td>English 10</td>
<td>Physics</td>
<td>AP Chemistry</td>
</tr>
<tr>
<td>Biology</td>
<td>AP Physics</td>
<td>AP Biology</td>
</tr>
<tr>
<td>Chemistry</td>
<td>AP Psychology</td>
<td>AP Statistics</td>
</tr>
<tr>
<td>Earth Science</td>
<td>AFM</td>
<td>US History II</td>
</tr>
<tr>
<td>Geometry</td>
<td>Pre-Calculus</td>
<td>AP US Government</td>
</tr>
<tr>
<td>Math 9</td>
<td>AP Calculus AB</td>
<td>Rhetoric</td>
</tr>
<tr>
<td>Algebra I</td>
<td>US History I</td>
<td>Latin III</td>
</tr>
<tr>
<td>Algebra II</td>
<td>AP US History</td>
<td>Spanish IV</td>
</tr>
<tr>
<td>World History</td>
<td>Latin II</td>
<td>Photography</td>
</tr>
<tr>
<td>Civics and Econ</td>
<td>Spanish III</td>
<td></td>
</tr>
<tr>
<td>AP World History</td>
<td>Journalism</td>
<td></td>
</tr>
<tr>
<td>Health/PE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chorus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td></td>
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</tr>
</tbody>
</table>

Course offerings are subject to change based on student interest and enrollment.
| August | S M T W T F S | | S M T W T F S | \begin{tabular}{|c|c|c|c|c|c|c|c|} \hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 \\ \hline 9 & 10 & 11 & 12 & 13 & 14 & 15 \\ \hline 16 & 17 & 18 & 19 & 20 & 21 & 22 & \hline 23 & 24 & 25 & 26 & 27 & 28 & 29 & \hline \end{tabular} | \begin{tabular}{|c|c|c|c|c|c|c|c|} \hline 10th-14th Staff Development & 17th-18th Staff Development & 19th First Day of School, Half Day & 15th President’s Day & \hline \end{tabular} |
| September | S M T W T F S | | S M T W T F S | \begin{tabular}{|c|c|c|c|c|c|c|c|} \hline 1 & 2 & 3 & 4 & 5 \\ \hline 6 & 7 & 8 & 9 & 10 & 11 & 12 \\ \hline 13 & 14 & 15 & 16 & 17 & 18 & 19 \\ \hline 20 & 21 & 22 & 23 & 24 & 25 & 26 \\ \hline 27 & 28 & 29 & 30 \\ \end{tabular} | \begin{tabular}{|c|c|c|c|c|c|c|c|} \hline 7th Labor Day, No School & 17th-18th Workdays, Half Days & 24th End of 3rd Quarter & 25th Spring Break begins & \hline \end{tabular} |
| October | S M T W T F S | | S M T W T F S | \begin{tabular}{|c|c|c|c|c|c|c|c|} \hline 1 & 2 & 3 \\ \hline 4 & 5 & 6 & 7 & 8 & 9 & 10 \\ \hline 11 & 12 & 13 & 14 & 15 & 16 & 17 \\ \hline 18 & 19 & 20 & 21 & 22 & 23 & 24 \\ \hline 25 & 26 & 27 & 28 & 29 & 30 & 31 \\ \end{tabular} | \begin{tabular}{|c|c|c|c|c|c|c|c|} \hline 23rd End of 1st Quarter & 25th-27th Thanksgiving Break & 26th Memorial Day, No School & \hline \end{tabular} |
| November | S M T W T F S | | S M T W T F S | \begin{tabular}{|c|c|c|c|c|c|c|c|} \hline 1 & 2 & 3 & 4 & 5 & 6 & 7 \\ \hline 8 & 9 & 10 & 11 & 12 & 13 & 14 \\ \hline 15 & 16 & 17 & 18 & 19 & 20 & 21 \\ \hline 22 & 23 & 24 & 25 & 26 & 27 & 28 \\ \hline 29 & 30 & 31 \\ \end{tabular} | \begin{tabular}{|c|c|c|c|c|c|c|c|} \hline 11th Veteran’s Day, No School & 25th-27th Thanksgiving Break & \hline \end{tabular} |
| December | S M T W T F S | | S M T W T F S | \begin{tabular}{|c|c|c|c|c|c|c|c|} \hline 1 & 2 & 3 & 4 & 5 \\ \hline 6 & 7 & 8 & 9 & 10 & 11 & 12 \\ \hline 13 & 14 & 15 & 16 & 17 & 18 & 19 \\ \hline 20 & 21 & 22 & 23 & 24 & 25 & 26 \\ \hline 27 & 28 & 29 & 30 & 31 \\ \end{tabular} | \begin{tabular}{|c|c|c|c|c|c|c|c|} \hline 21st Winter Break Begins & \hline \end{tabular} |
| January | S M T W T F S | | S M T W T F S | \begin{tabular}{|c|c|c|c|c|c|c|} \hline 1 & 2 \\ \hline 3 & 4 & 5 & 6 & 7 & 8 & 9 \\ \hline 10 & 11 & 12 & 13 & 14 & 15 & 16 \\ \hline 17 & 18 & 19 & 20 & 21 & 22 & 23 \\ \hline 24 & 25 & 26 & 27 & 28 & 29 & 30 \\ \hline 31 \\ \end{tabular} | \begin{tabular}{|c|c|c|c|c|c|c|} \hline 1st New Year’s Day & 4th Students/Staff Return & 15th End of 2nd Quarter & 18th MLK Jr. Day, No School & \hline \end{tabular} |

Legend:
- Black: No school for students or staff
- Gray: Half day for students, all day for staff
- White: No school for students, all day for staff

185 Days
Student Handbook
2015-2016
Draft
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Mission: Piedmont Classical High School, by providing a rigorous, traditional education, will graduate productive citizens prepared to succeed in any endeavor.
ATTENDANCE

Daily attendance is essential to academic success. Students are expected to attend school daily. In the event that a student needs to miss school, the absence may be excused if the absence has 1) been approved in advance or 2) falls into one of the excused absence categories. A parent note is required within three days of the student’s return to school to be excused.

Examples of excused absences include:
- Illness
- Doctor’s or Dentist’s appointment
- Death in the family
- Absences that have been approved in advance

MAKE-UP WORK

It is the responsibility of the student to obtain all missed assignments from the appropriate teacher. Class work and homework that is missed due to an excused absence must be made up within two days upon the return to school, or within the same number of days that the student was absent. Teachers are not required to give assignments in advance of absences, but may do so at their discretion.

Class work and homework that is missed due to an unexcused absence may be made up at the teacher’s discretion, but will be recorded at no more than 50%.

TARDINESS

Students are expected to be in class on time. Excessive tardiness disrupts the classroom instruction and exhibits disrespect to the teacher and the other students in the class. Excessive tardiness will be cause to refer the student to the principal for disciplinary procedures.

SCHOOL CLOSINGS AND DELAYS

School closings or delays due to inclement weather will be announced by email to PCHS parents, on local news channels and on the school website. In the event that PCHS is not closed or delayed but the parent makes the determination that travel to and from school will be unsafe, the student’s absence will be excused.
EARLY DISMISSAL

In the event that a student needs to leave school before the end of the day, the parent may come into the school and sign the student out, or the student may sign himself out with a note signed by the parent and presented to the office prior to the student signing out.

LATE ARRIVALS

Students arriving late to school must sign-in at the front office. Students must have a note signed by a parent for the tardy to be excused.

LUNCH

Lunches for students who qualify for free and reduced lunches will be provided by the school. Other students may bring their own lunches or, when available, purchase lunch from the school. Refrigerators and microwaves will not be available for student use.

COMMUNICATION

Communication between the school and the families of PCHS is vital to the success of our students and school. If you have a problem or concern, please contact your teacher, the office staff, or the school principal.

The Powerschool Parent Portal and the school website should be used by parents to get valuable information about PCHS and their student’s progress. Teachers will update the online gradebook at least weekly. PCHS teachers have made a commitment to be accessible to parents and students. If you need to contact a teacher, you may email, write a note, or call the office and leave a message. Teachers will respond on the same day of contact when possible.

HEALTH AND SAFETY

Students’ health and safety is a priority for PCHS. Key members of our staff will be trained as first responders by the American Red Cross. Further, all staff members will be trained on the school’s emergency response plan.

When medically necessary, medications (over the counter or prescription) may be administered by trained school personnel.

School personnel will not administer any medication to students unless they have received a medication permission form properly completed and signed by a parent/guardian, and the medication has been received in an appropriately labeled...
container. In fairness to those giving the medication and to protect the safety of your child, there will be NO EXCEPTIONS TO THIS POLICY.

**ELECTRONIC DEVICES**

All electronics are required to be kept put away during class time, except with the permission of the teacher. Students bring electronic devices to school at their own risk, and the school will not be responsible for lost or stolen electronics.

**VISITORS AND VOLUNTEERS**

Volunteers are an integral part of the mission of the school. It is our goal to welcome all visitors and volunteers. When you arrive at school, please check in at the front office. School volunteers will be required to pass a criminal background check prior to volunteering. Visitors must be escorted while in the school building.

**TEXTBOOKS**

Students are expected to take good care of the textbooks that have been assigned to them. Students are responsible for all damage that occurs to textbooks assigned to them, and the school will bill parents to recover the cost of damaged textbooks.

**DRESS CODE**

**Students should dress in a manner that is optimal for learning and not distracting to others.**

Attire should be appropriately modest. Undergarments must not be visible.

Shorts, skirts, and dresses should be at least one inch longer than the tips of the fingertips when arms are extended to the sides. Attire should be properly fitting.

Boys should remove hats upon entering the building. Headwear may be worn only with prior approval of the principal.

**COURSE OFFERINGS**

PCHS will make every reasonable effort to place students in the appropriate course, in both subject and rigor. Before making final course selections, students and parents will consult with a designated staff member who will help determine the best educational plan for that student. Some courses, such as advanced music, language, and arts, will
require an audition or portfolio. Other courses, such as selected math or science courses may require students to pass a placement test to be admitted into the class.

The following courses will be offered for the 2015-2016 school year:

- English 9*
- English 10*
- Biology*
- Chemistry*
- Earth Science*
- Geometry*
- Math 9
- Algebra I
- Algebra II*
- World History*
- Civics and Econ*
- AP World History
- Health/PE
- Logic
- Latin I
- Spanish I
- Spanish II
- Band
- Chorus
- Art
- Drama
- Study Hall

Courses designated with an asterisk (*) will be offered in standard and honors as determined by student placement and interest.

**GRADUATION REQUIREMENTS**

Graduates of PCHS will have met the following requirements:

- 4 Credits English
- 4 Credits Math (at least one beyond Alg II)
- 4 Credits Science (including earth science, biology, and chemistry)
- 4 Credits Social Studies (including world history, US history, and civics and econ)
- 3 Credits in Foreign Language (at least one Latin)
- 1 Credit Fine Art
- 1 Credit Logic
- 1 Credit Rhetoric
- 1 Credit Health/PE
- 1 Credit Elective

A total of at least 24 credits must be earned to graduate. Study Hall will not receive credit towards a student’s graduation requirements or count towards his or her gpa.

**PROMOTION STANDARDS**

To be promoted to the next grade level, students must meet the following credit requirements:

- **10th grade** – 6 credits
- **11th grade** – 12 credits
- **12th grade** – 18 credits
Students in danger of not meeting the requirements for promotion to the next grade level will be offered, or in sometime circumstances required to participate in interventions that may include tutoring, study hall, and mentoring.

GRADING

PCHS will use a 10 point grading scale to calculate grades.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59</td>
</tr>
</tbody>
</table>

Grade point averages (GPAs) will be calculated by both weighted and unweighted measures. Weighted GPAs will be used for the purposes of class rank, junior marshals, and graduation distinctions. While credit may be given for courses completed at previous schools and other learning institutions, only courses taken at PCHS will be counted towards a student’s GPA.

For the purposes of weighting GPAs, standard level classes will be awarded a maximum of 4 points, honors classes will be awarded a maximum of 5 points and AP courses will be awarded a maximum of 6 points.

<table>
<thead>
<tr>
<th>Quality Point Weights</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Course</strong></td>
</tr>
<tr>
<td>Standard</td>
</tr>
<tr>
<td>Honors</td>
</tr>
<tr>
<td>AP</td>
</tr>
</tbody>
</table>

Students and parents may check a student’s grades anytime by logging into the Powerschool Parent Portal. PCHS teachers will update grades at least once per week. The teacher web page will provide details about how often and when grades will be updated.

GRADUATION DISTINCTIONS

_Valedictorian_ – awarded to the graduate with the highest weighted gpa

_Salutatorian_ – awarded to the graduate with the second highest weighted gpa
Summa Cum Laude – awarded to students with a weighted gpa of 4.5 or higher

Magna Cum Laude – awarded to students with a weighted gpa of 4.0-4.49

Cum Laude – awarded to students with a weighted gpa of 3.5-3.99

Voluntary Service Diploma – awarded to students who complete 200 hours or more of voluntary community service

CODE OF CONDUCT

Honor Code

PCHS students will be held to high standards, not only academically, but in their conduct. Student expectations will be clearly communicated to students and parents at orientation, in the student handbook, and at other times throughout the year.

Students of PCHS will be expected to memorize and abide by the PCHS honor code:

I will honor, through my words and actions, my school, my family, my country, and myself.

Discipline

Should there be times when students do not meet behavior expectations, a disciplinary process will be used that is designed to result in improved student behavior and understanding of the honor code.

The disciplinary process consists of four levels.

Level 1: Minor infractions that can be handled by the teacher. The teacher will correct the behavior and remind students of the proper way to act. If the inappropriate behavior is serious enough or a continuing problem the teacher will document the incident and notify the parents.

Examples of Level 1 behavior include talking out of turn, failure to complete homework, refusal to participate.

Level 2: More serious infractions will be referred to the principal. The principal will meet with the parents and student and formulate a corrective action plan that may include disciplinary measures. Possible disciplinary measures include but are not limited to in-school suspension, detention, suspension from athletic teams, and suspension from extra-curricular activities.
Examples of Level 2 behavior include noncompliance with dress code, disrespect, disruptive behavior, and leaving school grounds without permission.

**Level 3:** If level 2 infractions persist, if the corrective action plan does not work, or if the infraction falls within the Level 3 guidelines, the principal will meet with the student and parents and formulate a corrective action plan that may include an out of school suspension of no more than 10 days.

Examples of Level 3 behaviors include harassing others, cheating, disobedience of school personnel, and destruction of property.

**Level 4:** If the behavior from level 3 escalates or if a very severe infraction occurs, the principal may recommend a long term suspension or expulsion.

Examples of Level 4 behavior include making threats to others, assault, possession of drugs or weapons.

When considering disciplinary actions for students with special needs, the principal will review and consider, with the assistance and support of the EC team, any accommodations made as a result of the student's IEP or 504 status and whether the behaviors are a manifestation of the student's disability.

A parent may appeal a Level 3 or Level 4 disciplinary action by submitting a written request for review to the principal within 24 hours of receiving written notification of the action. The principal will either reconsider the discipline or forward the request for review to the Board of Directors. The Board will hold a hearing where the parents and a representative, if desired, will be given a chance to speak as to why the disciplinary action should be changed. The Board of Directors' decision on the request for review will be final.

**Grievances**

Situations may occur where a parent/ student believes that the fair and consistent application of a policy has not been followed.

Parents or students with a grievance should first bring up the problem with the staff member who is directly involved in the grievance (teacher, coach, etc.) If the issue is not resolved to the parent or student’s satisfaction, the parent or student may outline the grievance in writing and submit it to the principal within 3 days. If the principal does not resolve the issue to the parent or student’s satisfaction, an appeal may be made to the Board of Directors by submitting written notice of appeal to the principal, who will notify the Board chairman immediately. The Board chairman will schedule a hearing. At the hearing, the parent or student and/or his or her representative will be given a chance to present the grievance. The decision of the Board of Directors will be final.
APPENDIX E

Federal Documentation of Tax Exempt Status

Not Applicable – we have not applied for tax exempt status
APPENDIX F

Organizational Chart
PIEDMONT CLASSICAL HIGH SCHOOL
ORGANIZATIONAL CHART

Board

Administration

Staff

Parents

Students

Parent Teacher Organization

Board Committees

School Improvement Team
APPENDIX G

Charter School Board Member Information Form and Resume
Appendix G:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school’s entire program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background
1. Name of charter school on whose Board of Directors you intend to serve: Piedmont Classical High School

2. Full name: Mary Lou Nance

Home Address: 4120 Dogwood Drive, Greensboro, NC 27410
Business Name and Address: Academic Development Services, 2311 W. Cone Blvd., Ste 223, Greensboro, NC 27408
Tel(336) 455-3341
E-mail address:

3. Brief educational and employment history.
   BA, Duke University, 1968; Biology teacher preparation, UNCG, 1987-88; Tutor, 1988-present.

   In addition to being a mother and housewife, before coming back to North Carolina I worked as a secretary, then technical writer for SMS in Silicon Valley (1977-78), and Director of Christian Education at Trinity Episcopal Church, San Jose, CA. (1978-80). For the past almost 25 years, I have tutored students in Guilford County, mostly high school and college students in math and science, though I have worked with other age groups and other subjects. Education is my passion.

4. Have you served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?
   No: □ Yes X □

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
   As the lead applicant, I initiated the process of recruiting board members. I asked my daughter, Mary Catherine Sauer, for help because of her recent experience successfully opening a charter school in Guilford County. I believe we have the experience and determination to develop one – with good help, of course.
6. What is your understanding of the appropriate role of a public charter school board member? Initially, to undertake the process of applying for and then opening the school. This includes developing the school’s mission, establishing a budget, hiring staff, and finding a location. Once the school is operational, the board members should follow closely enough to ensure that the laws of the state are followed, fiscal integrity is maintained, and the school is successful. Day to day operations would be the responsibility of the staff.

7. Describe any previous experience you have that is relevant to serving on the charter school’s board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
   I have served on the board of Guilford Charter School, called in to serve when it was on the verge of closing. I worked with the school to transition from a management company to independence, and left it in what I hoped were good hands. It is still open. I was also involved in the formation of Cornerstone Charter Academy when they shared my office space as they prepared to open. Through these experiences I have learned a lot about what does and does not work, what is and is not possible, and how hard one must work to start a successful school.

8. Describe the specific knowledge and experience that you would bring to the board.
   For many years as a tutor, I have gained a unique perspective on curricula and teaching styles. By working with students from public, private, and home schools, I have gained a pretty good working knowledge of what needs to be offered in a high school. I have worked closely with teachers, coaches, administrators, counselors, and parents - all seeking the best education for their teenagers.

**School Mission and Program**

1. What is your understanding of the school’s mission and guiding beliefs?
   Our school will strive to develop educated citizens who will become successful, ethical adults in whatever path they choose to follow.

2. What is your understanding of the school’s proposed educational program?
   We have a rigorous academic program, following state regulations, of math, science, humanities, and the arts.

3. What do you believe to be the characteristics of a successful school?
   High academic achievement, good morale among students and employees, and high levels of participation in both academic and extracurricular activities.

4. How will you know that the school is succeeding (or not) in its mission?
   Our key indicators will be standardized test scores, retention rates, and responses to surveys of parents, teachers, staff and students.

**Governance**

1. Describe the role that the board will play in the school’s operation.
   At first, starting everything about the school. Most important: hiring a great principal and key staff members. After the school is running, the board should be receiving reports of operations, monitoring budgets, handling capital projects, and generally making sure that policies and procedures adhere to state regulations and ensure the ongoing success of the school.
2. How will you know if the school is successful at the end of the first year of operation?
   Scores on standardized tests, responses on surveys, retention rate of present students, and demand for open seats.

3. How will you know at the end of five years of the schools is successful?
   By five years, we will have all of the above as well as information on college acceptances, graduation rates, and extracurricular participation.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   Monitoring fiscal and academic progress, and developing a physical plant for the school.

5. How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?
   I would follow the guideline in our By-laws.

*Please include a one page resume with your Information Form

Certification
I, Mary Lou Nance, 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 Piedmont Classical High School, a Guilford County charter school, is true and correct in every respect.

Mary L. Nance 11/13/13
Signature Date
# Mary Lou Nance

## Objective

To serve on the board of Piedmont Classical High School.

## Employment History

<table>
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<tr>
<th>Year</th>
<th>Position</th>
<th>Company</th>
<th>Location</th>
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<td>Owner, Tutor</td>
<td>Academic Development Services</td>
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<td>2006 – present</td>
<td>Tutor</td>
<td>Greensboro Day School</td>
<td>Greensboro, NC</td>
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<tr>
<td>1988-1990</td>
<td>Tutor</td>
<td>Educational Consultants</td>
<td>Greensboro, NC</td>
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## Education

<table>
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<th>Year</th>
<th>Degree</th>
<th>Institution</th>
<th>Location</th>
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<tr>
<td>1968</td>
<td>BA, Religion</td>
<td>Duke University</td>
<td>Durham, NC</td>
</tr>
<tr>
<td>1988</td>
<td>Fulfilled teacher certification requirements in Biology</td>
<td>UNCG, Greensboro, NC</td>
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</table>

## Volunteer Experience

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<th>Year</th>
<th>Position</th>
<th>Organization</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003 - 2006</td>
<td>Board President</td>
<td>Guilford Preparatory Academy</td>
<td>Greensboro, NC</td>
</tr>
<tr>
<td>1999</td>
<td>Vice-President</td>
<td>Greater Greensboro Republican Women’s Club</td>
<td>Greensboro, NC</td>
</tr>
</tbody>
</table>
Appendix G:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school’s entire program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background
1. Name of charter school on whose Board of Directors you intend to serve: Piedmont Classical High School

2. Full name: John Michael Murray

Home Address: 2536 New Garden Rd East Greensboro NC 27455
Business Name and Address: 628 Green Valley Rd Suite 410 Greensboro, NC 27408
Telephone No.: 336-508-4513
E-mail address: johnmurray1@triad.rr.com

3. Brief educational and employment history.
   Bachelor of Arts in Economics from Virginia Tech
   Employed by Davenport and Company as Vice President - Investments

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?
   No:  □      Yes: X

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
   I was recruited by a parent from Greensboro Academy (where our children attend school) who was looking for someone with a financial background to serve on the board. I wish to serve on the board of PCHS because I believe in the charter school model and I feel strongly about having a charter choice for all parents in Guilford County and the surrounding area.

6. What is your understanding of the appropriate role of a public charter school board member?
   I believe my role as a charter school board member is to provide stewardship, properly manage the affairs of the school, and to insure the mission of PCHS is being honored.
7. Describe any previous experience you have that is relevant to serving on the charter school’s board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have experience serving on other non-profit boards that have mission statements to be adhered to as well as financial obligations that need to be met.

8. Describe the specific knowledge and experience that you would bring to the board.
My previous service in non-profit organizations as well as my long standing career in the business world has given me the experience and knowledge to contribute to the formation, growth and continuing quality performance of PCHS.

School Mission and Program

1. What is your understanding of the school’s mission and guiding beliefs?
   My understanding of PCHS’ mission and guiding beliefs is that through rigorous academics, strong moral and traditional education and a variety of extracurricular activities, we will lay the foundation that will enable our students to go on to be successful and productive citizens.

2. What is your understanding of the school’s proposed educational program?
   My understanding of PCHS’ proposed educational program is that it will provide traditional education, advanced studies and opportunities to diversify a student’s learning experience.

3. What do you believe to be the characteristics of a successful school?
   I believe the characteristics of a successful school include an environment that encourages and achieves academic excellence, provides a safe learning setting and fosters strong communication between administration, staff and parents.

4. How will you know that the school is succeeding (or not) in its mission?
   The school will show success by meeting/achieving the measurable goals that have been set and by creating a strong community following and parent/student desire for admission.

Governance

1. Describe the role that the board will play in the school’s operation.
   The board’s role in the school’s operation is to be the oversight mechanism to ensure the mission statement is being followed. Although a board might not be involved in ‘day to day’ operations they still need to be available to address issues that occur, including faculty/staff issues that need to be handled.

2. How will you know if the school is successful at the end of the first year of operation?
   The board will have measurable benchmarks that will help us determine whether we had a successful first year. In addition, faculty/staff surveys as well as surveys conducted with students and parents will be used to gauge the overall environment.

3. How will you know at the end of five years of the schools is successful?
   After five years, the school can be deemed successful if we have shown continuous academic excellence compared to our benchmarks and our peers along with enrollment growth.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   A charter school board needs to be diligent in measuring the goals of the school and its mission statement. To do this, they need to meet regularly and review these goals and the successes as well as addressing failures that may occur.

5. How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?
   If I believed that one or more members of the school’s board were acting unethically or not in the best interest of the school I would ask that the issue be placed on the agenda and discussed at the next scheduled board meeting.

*Please include a one page resume with your Information Form

Certification

I, ____________________________, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Piedmont Classical High School Charter School is true and correct in every respect.

____________________________
Signature

____________________________
Date
John M. Murray
2536 New Garden Rd East
Greensboro NC  27455
336-508-4513
jmurray@investdavenport.com

PROFESSIONAL EXPERIENCE

Davenport and Company  Greensboro, NC
2009-Present  Vice President – Investments

Citigroup Smith Barney  Greensboro, NC
2005-2009  Financial Advisor

Legg Mason Wood  Greensboro, NC
1995-2005  Financial Advisor

EDUCATION

Virginia Polytechnic Institute and State University  Blacksburg, VA
B.A. – Economics 1995

• Member of Sigma Pi Fraternity
• Student Representative School Bookstore Board of Directors

ADDITIONAL ACCOMPLISHMENTS

• Greensboro Airport Rotary – Past President, Treasurer, Vice President
• Board Member (President Elect) – The Bell House
• Long Term Volunteer – Kids Voting
• Parent Volunteer – Cub Scout Pack 316
• Parent Volunteer – Greensboro Charter Academy
• Ongoing Volunteer – Tutoring/Mentoring
• Volunteer Youth Lacrosse and Youth Soccer Coach
Appendix G:

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Background

1. Name of charter school on whose Board of Directors you intend to serve: Piedmont Classical High School

2. Full name: Stiles Rich Fifield, Jr

Home Address: 3802 Meredith Drive, Greensboro, NC 27408
Business Name and Address: Meredith-Webb Printing Co
334 North Main St., Burlington, NC 27216
Telephone No.: 336-264-9432
E-mail address: rffifield@meredithwebb.com

3. Brief educational and employment history.
   Diploma: Virginia Episcopal School, Lynchburg, VA, class of 1965
   Degree; AB, History, UNC- Chapel Hill –class of 1969

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

   No: X   Yes: ☐

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
   Recruited by Mary Lou Nance through phone conversations and meetings. I would like to serve on the board to assist in providing a classical style education to students who desire a solid educational experience.

6. What is your understanding of the appropriate role of a public charter school board member?
   I see the role of a public charter school board member as having a part in shaping the purpose and structure of a school that benefits the community and then helping to ensure that the school serves this purpose in future years.
7. Describe any previous experience you have that is relevant to serving on the charter school’s board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I do not have previous experience of this nature. However, I have had personal involvement with schools that my 20 year old son attended and through discussions with educators have received many favorable comments concerning my understanding of what it takes to educate students.

8. Describe the specific knowledge and experience that you would bring to the board.
Extensive travel and a variety of jobs leading up to a 30 year ongoing career in sales in the printing industry have given me insight into what is needed to succeed at having a meaningful life.

School Mission and Program

1. What is your understanding of the school’s mission and guiding beliefs?
The mission and beliefs are that by providing a rigorous traditional education the school will help produce productive and successful citizens.

2. What is your understanding of the school’s proposed educational program?
The school’s educational program is based on a rigorous classical form offering standard, honors, and AP courses.

3. What do you believe to be the characteristics of a successful school?
A successful school is one that provides a meaningful educational experience graduating productive citizens.

4. How will you know that the school is succeeding (or not) in its mission?
By observing growth of character and knowledge in the students.

Governance

1. Describe the role that the board will play in the school’s operation.
The board will provide guidance to the staff in achieving the goals of the school.

2. How will you know if the school is successful at the end of the first year of operation?
The school will be judged successful by the response of students, parents, and teachers to the efforts of the school.

3. How will you know at the end of five years of the schools is successful?
After 5 years the perception of the school in the community and the roles assumed by the graduates will be primary.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board needs to listen to input from everyone connected with the school, evaluate those comments, and provide continuing direction.

5. How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?
The is a matter that would need to be dealt with by the other members of the board by voting a member or members off the board.
Certification

I, ___________________________ Stiles Rich Field, 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 Piedmont Classical Charter School is true and correct in every respect.

Signature ___________________________ Date __________ / __________ / __________

11/21/13
Objective

To serve as a board member for Piedmont Classical High School, a proposed charter school to be located in Guilford County, North Carolina

Professional Summary

30 years’ experience as a printing company account executive working with national retail accounts concerning temporary point-of-purchase advertising

Career Experience

Account Executive, 1983-present
Present Employer: Meredith-Webb Printing Company, Burlington NC

Volunteer Activities

Assistant Coach (1985-1987)
   Pop Warner Football League, Raleigh NC
Planning Committee Member (1990-1995)
   Crosby Celebrity Golf Tournament, Winston-Salem NC

Skills

Coordinating organizational activities
Organizing and staging presentations
Conducting educational seminars
Tracking invoices and costs

Education

Diploma, Virginia Episcopal School, Lynchburg VA 1961-1965
AB History, University of North Carolina at Chapel Hill 1965-1969
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Background
1. Name of charter school on whose Board of Directors you intend to serve:
   Piedmont Classical High School

2. Full name: Kay Alexander Chapman

Home Address: 7 Holly Springs Lane, Greensboro, NC 27455
Business Name and Address: Academic Advantage, 1515 West Cornwallis Drive, Greensboro, NC 27408
Telephone No.: 336-272-1023
E-mail address: kchapman@triad.rr.com

3. Brief educational and employment history.

Academic:
Bachelor's Degree: Radford University, 1987

Employment:
1992-present: Math tutor/Owner at Academic Advantage, Greensboro, NC
2002-present: Math tutor at Greensboro Day School, Greensboro, NC
1987-1989: Math teacher at Pulaski County High School, Dublin, VA

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

No: X Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
After discussing educational choices for schools in our area with Mary Catherine Sauer, I expressed my interest in becoming a board member. When Mary Catherine asked me to be on the Board of Directors I accepted.
As the parent of a child who will attend Piedmont Classical, I have a vested interest in the success of the school. I want to be a part of making a difference in the future of student's lives in our community.

6. What is your understanding of the appropriate role of a public charter school board member?
   The board is responsible for creating policies, meeting financial responsibilities, securing facilities, setting up committees, and hiring the principal. As a board member, I will collaborate with other board members, the principal of the school, staff, parents, and students to achieve our missions.

7. Describe any previous experience you have that is relevant to serving on the charter school’s board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
   I have not had previous board experience, but I believe my background in education will benefit the board. Additionally, as a mother of prospective student, I can offer my advice on what parents are searching for. As an experienced small business owner, I will also be able to provide needed business skills.

8. Describe the specific knowledge and experience that you would bring to the board.
   The most valuable professional experience I bring to this board is my background in education. I am in a unique position of having knowledge about the high school curriculum of a number of public and private high schools in the area. With this knowledge, I can offer valuable insight about PCHS’s curriculum and goals. I also have effective interpersonal skills that will serve well when educating parents and the community about our school.

School Mission and Program

1. What is your understanding of the school’s mission and guiding beliefs?
   By providing a rigorous, traditional education, Piedmont Classical High School will graduate productive citizens prepared to succeed in any endeavor.

2. What is your understanding of the school’s proposed educational program?
   Our school’s educational program is designed to prepare young people for college and their future careers. We will also help students develop their minds, bodies and spirits by providing an educational program that focuses on more than just academics.

3. What do you believe to be the characteristics of a successful school?
   A successful school provides a supportive learning environment with high standards and expectations for all students.

4. How will you know that the school is succeeding (or not) in its mission?
   Students' test scores as well as student retention rate will be key indicators of our academic success.

Governance

1. Describe the role that the board will play in the school’s operation.
   The board will develop school policies that the principal will be responsible for implementing and managing.

2. How will you know if the school is successful at the end of the first year of operation?
   The success of our school will be measured against the goals developed by the board that encompass the mission of Piedmont Classical High School. We will closely monitor the progress of each of the goals throughout the first year to determine our success.

3. How will you know at the end of five years of the schools is successful?
The board has created goals for the first five years including enrollment, graduation rates, and survey results.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board will need to look at teacher, parent, and student surveys on an annual basis. In addition, the board will keep the school's mission in mind when making decisions for the school.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would bring this matter to the attention of the other board members and help determine the appropriate steps to deal with the issue, following the by-laws of the board.

*Please include a one page resume with your Information Form

Certification
I, [Name], certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Charter School is true and correct in every respect.

[Signature]

11/8/13

[Date]
Kay Chapman

7 Holly Springs Lane, Greensboro, North Carolina 27455
(336) 282-1739  kchapman@triad.rr.com

----------------------------Professional Summary-------------------------
Outgoing and dynamically positive math instructor with 25 years of experience. Skilled in delivering key points of information to a diverse group of people with a variety of learning styles.

-------------------------------Education-------------------------------

Bachelor of Science:  Mathematics, 1987
Radford University – Radford, Virginia

--------------------------Work History-------------------------------

High School Math Teacher, 1987-1989
Pulaski County High School - Dublin, Virginia
• Taught algebra, geometry and trigonometry

Math Tutor, 1990 to Present
Academic Advantage - 1515 West Cornwallis Drive, Greensboro, NC  27408
• Provide instruction in mathematics to students

Math Tutor, 2002 to Present
Greensboro Day School - 5401 Lawndale Drive, Greensboro, NC  27455
• Provide tutorial support for various levels of mathematics, including algebra, geometry, trigonometry and calculus

---------------------------Related Skills--------------------------
• Able to devise effective learning strategies for a variety of learners
• Strong organization and communication
• Strong interpersonal skills with students and adults
Appendix G:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school’s entire program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background
1. Name of charter school on whose Board of Directors you intend to serve:
   Piedmont Classical High School

2. Full name:
   Yvette Lynn Williams

   Home Address: 3998 Crossmere Drive, Greensboro, NC 27410
   Business Name and Address:
   Telephone No.: 336-312-6338
   E-mail address: ywilliams030@gmail.com

3. Brief educational and employment history.
   Greensboro Academy Substitute Teacher

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?
   No: ☐    Yes ☐

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? Kay Chapman from the board. To bring a high school to the Piedmont that follows the classical model with high standards with moral excellence.

6. What is your understanding of the appropriate role of a public charter school board member?
   To oversee that all school policies are being upheld to the vision of the school.

7. Describe any previous experience you have that is relevant to serving on the charter school’s board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I am a mother of 3 boys, one is 24 and has completed college and the others is 16 and is attending his first year in college. The 10th boy is enrolled at a charter K-8 school. I have seen how public high schools need improvement and would be an asset to the board in this area.

8. Describe the specific knowledge and experience that you would bring to the board.
   Knowledge of how high school (pupils) are governed. Very actively involved in 2 high schools as well as a charter K-8 school. I also on a volunteer at my church for 13 yrs. I am currently involved in middle school youth in activities of Sunday School and mission trips. I feel that my moral character would be an asset to the charter education of the Piedmont Classical High School.
School Mission and Program

1. What is your understanding of the school’s mission and guiding beliefs?
   To develop well-rounded citizens upon completion of high school.

2. What is your understanding of the school’s proposed educational program?
   Rigorous and challenging.

3. What do you believe to be the characteristics of a successful school?
   To allow academic success and excellent individuals to be an asset to our community.

4. How will you know that the school is succeeding (or not) in its mission?
   Growth as well as testing scores.

Governance

1. Describe the role that the board will play in the school’s operation.
   Help develop the structure and governing of school.

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

3. How will you know at the end of five years of the schools is successful?
   Growth & student success in test scores and their success in acceptance to colleges.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Oversee the school as a whole that the vision is governed properly.

5. How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?
   That board member would have to be asked to resign.

*Please include a one page resume with your Information Form

Certification

I, ___________ Lynn Williams ____________, 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 Piedmont Classical Charter School is true and correct in every respect.

__________________________  _______________________
Signature                       Date

G18
**Yvette Williams**

2990 Grasmere Drive  •  336.312.0338  •  ywilliams030@gmail.com

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**Professional Work**

**Greensboro Academy**, Greensboro, North Carolina

*K-8 Substitute Teacher*

August, 2001- Present

Passion for quality education and student/school success. Skills and knowledge areas include: K-8 Instruction, Ability to Follow Lesson Plans, Student Records Management, At-Risk & Special Needs Students, Formal & Informal Learner Assessment, Classroom Management & Discipline, Parent / Teacher Communications, After-School Programs

**Young Rembrandt’s**, North Carolina locations: Greensboro Academy, Proehlific Park

*After School Art Enrichment Teacher*

August 2008- May 2009

Instructed children the fundamentals of drawing, while demonstrating creative thinking, visual organization, discipline, focus and confidence

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**Volunteer Work**

**Ten Thousand Villages**, Greensboro, North Carolina - A nonprofit fair trade organization that markets handcrafted products made by disadvantaged artisans from more than 120 artisan groups in more than 35 countries

*Sales Associate*

September 2013- Present

Acknowledge and greet customers, determine the customer’s need, provide product knowledge, handle returns/ complaints graciously and effectively, special events, inform the patrons about their purchase in ways they are helping other countries in their specific needs (health, poverty).

**Greensboro Academy**, Greensboro, North Carolina

*Administrative Assistant, Meal Coordinator, Scholastic Book Club Sales, Art Gallery Events* 

August 1999- Present

**Greensboro Academy**, Greensboro, North Carolina

*Odyssey of the Mind Middle School Coach*

August 1999-2003

An international educational program that provides creative problem-solving opportunities for students from kindergarten through college. Team members apply their creativity to solve problems that range from building mechanical devices to presenting their own interpretation of literary classics. They then bring their solutions to competition on the local, state, and World level. Thousands of teams from throughout the U.S. and from about 25 other countries participate in the program.

**Kernodle Middle School**, Greensboro, North Carolina

*Science Teacher Assistant, Event Planner*

August 2006- May 2009

**Peacehaven Farm**, Whitsett, North Carolina

June 2009

**Westminster Presbyterian Church**, Greensboro, North Carolina

October, 1999- Present

Teach 4-7th grade Sunday School, Vacation Bible School, Music Camp, Children’s Choir, Wednesday Youth Night, Visiting Elderly, One Great Day of Sharing, Middle school mission trips, Middle school conferences, Mentor to 8th grade confirmation girls, Leading bible study groups for adult women, Taking communion to shut-ins, Outrageous Outreach 4-5th grade

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**Education**

**Louisburg College**, Louisburg, North Carolina

August 1984

**Greenville Technical College**, Greenville, South Carolina

Nursing Course work

August, 1986
Bylaws
of
Piedmont Classical High School, Inc.

ARTICLE I
Organization

Section 1. Name The Corporation’s name shall be Piedmont Classical High School, Inc. The school shall be known as Piedmont Classical High School.

Section 2. Principal Office The corporation’s principal office shall be located at 2311 W. Cone, Blvd., Suite 223 Greensboro, NC 27408. The Board of Directors may change the principal office from time to time.

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

ARTICLE II
Purpose

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

ARTICLE III
Members

Section 1. Members The organization shall have no members.

ARTICLE IV
Board of Directors

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

Section 2. Number The number of the directors shall be 5 to 7 members. The actual number of directors shall be determined by the Board of Directors and may be changed from time to time by a vote of the Board of Directors.
Section 3. Terms The founding terms of the directors shall begin upon the filing of the Articles of Incorporation and end at the annual meeting in May of 2015. After the founding terms, the terms of the directors shall be 3 years, with no director serving for more than three consecutive full terms. The terms of the directors shall be staggered so that no more than three director’s terms will expire in one year.

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

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

Section 6. Qualifications At least one director shall be a parent or guardian of an enrolled student of Piedmont Classical High School.

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

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

ARTICLE V
Meetings

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

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

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

Section 4. Emergency Meetings Emergency meetings of the Board of Directors may be called by the chairman or a majority of the directors then serving.
Section 5. **Quorum**  A quorum for conducting business of the Board of Directors shall consist of a majority of the directors then serving.

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

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

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

**ARTICLE VI**

**Officers**

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

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

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

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

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

Section 6. **Chairman**  The chairman shall be the principal executive officer of the corporation and, subject to the ultimate authority of the Board of Directors, shall oversee the general management of the business affairs of the corporation. He shall preside at meetings of the Board of Directors. He may sign and execute instruments in the name of the Corporation except in cases where the signing
and execution thereof shall be expressly delegated by the Board of Directors or by these Bylaws to some other officer or agent of the Corporation or shall be required by law otherwise to be signed or executed. He shall perform other duties incident to the office of the chairman and such other duties as from time to time may be assigned to him by the Board of Directors.

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

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

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

ARTICLE VII
Contracts, Loans, Checks, and Deposits

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

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

Section 3. Checks All checks, drafts, or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by at least two such officers as shall from time to time be determined by resolution of the Board of Directors.
Section 4. **Deposits** All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such depositories as the Board of Directors may select.

ARTICLE VIII
Indemnification

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

ARTICLE IX
Amendments

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

Articles of Incorporation
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

PIEDMONT CLASSICAL HIGH SCHOOL

the original of which was filed in this office on the 13th day of November, 2013.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 13th day of November, 2013.

Elaine F. Marshall
Secretary of State
State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

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

1. The name of the nonprofit corporation is: Piedmont Classical High School

2. X (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: Mary Lou Nance

4. The street address and county of the initial registered agent’s office of the corporation is:
   Number and Street: 2311 W. Cone Blvd., Suite 223
   City: Greensboro State: NC Zip Code: 27408 County: Guilford

   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:
   Mary Lou Nance 4120 Dogwood Dr. Greensboro, NC 27410

6. (Check either a or b below.)
   a. [ ] The corporation will have members.
   b. [X] 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: 336-455-3341

Number and Street: 2311 W. Cone Blvd., Suite 223

City: Greensboro State: NC Zip Code: 27408 County: Guilford

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

Number and Street or PO Box:

City: State: Zip Code: County:

10. (Optional): Please provide a business e-mail address. 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.

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

This is the ___ day of November, 2013.

(Incorporator Business Entity Name)

Mary L. Nance

(Signature of Incorporator)

Mary Lou Nance, Board Chairman

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

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

CORPORATIONS DIVISION
P. O. BOX 29622
Raleigh, NC 27626-0622

Revised September, 2013

Form N-01
PURPOSE

Piedmont Classical High School, inc. is organized exclusively for educational purposes that qualify it as an exempt organizations under section 501(c)(3) of the Internal Revenue Code.

DISSOLUTION

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.
APPENDIX J

Copy of Non-Profit Organization Board Policies
Piedmont Classical High School
Board Commitment Letter

Members of the PCHS Board of Directors will:

- Complete the requirements of the Board Orientation Plan within the given timeline
- Adhere to and support the values, mission, and vision of PCHS
- Abide by and uphold all governing documents (federal and state laws/regulations, charter, articles of incorporation, by-laws, school policies, etc.)
- Participate as a member of the PCHS community
- Support PCHS with an annual financial contribution
- Read and understand the financial statements and otherwise assist the Board providing adequate financial oversight
- Support and adhere to all Board decisions once they are made
- Actively participate in meetings of the Board of Directors. If unable to attend, notify the Board Chairman
- Participate in short and long-range strategic planning activities
- Maintain confidentiality of staff, students, parents, and items discussed in closed session meetings
- Participate and support activities of PCHS
- Disclose any real or potential conflicts of interest to the Board of Directors and recuse themselves from discussions and decisions on such matters in accordance with the Conflict of Interest Policy
- Serve as a resource to the PTO, parents, administration, and staff

I, _____________________________________ will make every effort to fulfill the commitment outlined above to Piedmont Classical High School’s Board of Director. I further agree that if, at any time, I am unable to fulfill the commitments of a member of the Board of Directors of CCA-CFA I will give appropriate notice of resignation to the Chairman of the Board.

_________________________________________   _____________________________________
Signature       Date
Piedmont Classical High School
Conflict of Interest Statement

A conflict of interest is the condition that exists when circumstances create, or are perceived to create, a risk that judgment or actions by a person or entity, regarding a primary interest, will be unduly influenced by a secondary interest of that person or entity. Interests may be pecuniary, professional, personal, or any interest that affects judgment or action.

Piedmont Classical High School Board members should make every effort to avoid conflicts of interest or the appearance of conflicts of interest.

If a matter before the board places a director in a conflict of interest between the interests of the school and the interest of the director, or the director’s family or business, the director shall inform the Board of Directors. The director with the conflict shall be prohibited from participating in discussions and votes on that matter.

If there is a question about whether a conflict of interest exists, legal counsel will be consulted to determine if there is a conflict.

I have received, read and understand fully the Conflict of Interest Statement and will comply with the statement by bringing any potential conflict of interest situations to the board for consideration.

I know of the following associations that may pose a conflict of interest or a potential conflict of interest.

________________________________________

________________________________________

________________________________________

Signature                      Date
APPENDIX K

Copies of Meeting Minutes

Not applicable – The meetings of the PCHS board have been informal and no formal minutes have been taken.
APPENDIX L

CMO/EMO Contract

Not applicable – we will not contract with a CMO or EMO
## Appendix M:

### PROJECTED STAFF

<table>
<thead>
<tr>
<th>Charter School Staff</th>
<th>Number of Positions (Note Part-Time positions as .5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>0</td>
</tr>
<tr>
<td>Finance Officer</td>
<td>1</td>
</tr>
<tr>
<td>Clerical</td>
<td>1</td>
</tr>
<tr>
<td>Custodian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher – English</td>
<td>2</td>
</tr>
<tr>
<td>Teacher - Science</td>
<td>2</td>
</tr>
<tr>
<td>Teacher - Math</td>
<td>2</td>
</tr>
<tr>
<td>Teacher - History</td>
<td>2</td>
</tr>
<tr>
<td>Teacher – PE</td>
<td>2</td>
</tr>
<tr>
<td>Teacher – Foreign Language</td>
<td>2</td>
</tr>
<tr>
<td>Teacher – Fine Arts/ Electives</td>
<td>2</td>
</tr>
<tr>
<td>Teacher – Study Hall/ Other</td>
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</tr>
<tr>
<td>Teacher – EC</td>
<td>1.5</td>
</tr>
<tr>
<td>Teaching Assistants</td>
<td>2</td>
</tr>
<tr>
<td>Academic Advisor</td>
<td>1</td>
</tr>
</tbody>
</table>

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

Employment Policies (Draft)
Mission: Piedmont Classical High School, by providing a rigorous, traditional education, will graduate productive citizens prepared to succeed in any endeavor.

EMPLOYMENT AT WILL

Employment with PCHS is voluntary and the employee is free to resign at will at any time, with or without cause. Similarly, PCHS may terminate the employment relationship at will at any time, with or without notice or cause, so long as there is no violation of applicable Federal or State law. However, employees are requested to give a minimum of two (2) weeks notice, and it will be the policy of PCHS to offer severance equal to two weeks pay to terminated employees.

Policies set forth in this handbook are not intended to create a contract, nor are they to be construed to constitute contractual obligations of any kind or a contract of employment between PCHS and any of its employees.

EXIT INTERVIEWS

If you resign, you are requested to discuss with the Principal your decision and the circumstances that led to your decision. Matters relating to final pay and other personal matters will be arranged at the time of the final interview. You will also be requested to meet with a representative of the Board Personnel Committee for an exit interview.

GENERAL EXPECTATIONS

HOURS

Teachers are expected to arrive at school no later than 8:00. Teachers may leave at 3:45 if there are no further obligations that day.

Hours before and after school may vary depending on other scheduled meetings and events.

ATTIRE

Staff members' attire should be consistently professional. With the exception of some field trips and special events, blue jeans, flip-flops, and the like are not to be worn. Teachers should equal or exceed student’s dress code.

CONDUCT
PCHS staff members represent the school at work and in the community. It is expected that their behavior inside and outside of the classroom reflect the values of PCHS.

HONOR CODE

Teachers, as well as students, are expected to uphold the Honor Code at all times.

*I will honor, through my words and actions, my school, my family, my country, and myself.*

COMMUNICATION

Effective communication is essential to a well run school. Classroom teachers will be expected to maintain a webpage with important course information on it.

Teachers will update their online grade books weekly at least weekly and will include information about when and how often the grade book will be updated on their website.

Teachers will be responsible for communicating with parents whose students are struggling and/or not meeting expectations. Such communication should be done as soon as possible to ensure appropriate interventions are in place that will lead to student improvements.

As a public school of choice, PCHS depends on a high level of parent satisfaction. It is important to remember that the parents are the customers of the school. Therefore, any phone calls, notes, or emails from parents should be returned the same day if possible.

VOLUNTEERS

Parent and community volunteers are vitally important to the successful operations of PCHS. As such, all staff members are expected to make the school a welcoming, inviting place for volunteers. All visitors and volunteers should display a visitor badge from the office. If you see someone without a badge, please ask them to report to the office immediately.

NOTIFICATION OF ABSENCE

A teacher absent from school due to personal illness must call the school operations manager by as early as possible so that a substitute can be secured. Teachers who know that they will be absent from school for any reason must complete a notice of absence form at least two weeks prior to the scheduled date, if possible. These forms must be turned in to school operations manager for Principal signature and approval.

Teachers need to be certain that lesson plans and class rolls are available and can be easily located. The absence of these items can create problems for the substitute teacher. A separate substitute file discussing any special information (or students with
special health needs) should be available in the school administrative office. All arrangements to secure a substitute will be made through the school office. At no time should a teacher make his/her own arrangements for a substitute.

Full time teachers may be called on at any time to substitute for an absent teacher.

OUT OF CLASSROOM OBLIGATIONS

In addition to classroom and teaching responsibilities, staff members will also be required to perform other duties and services for the school and the community.

Meetings

All staff members will be expected to attend regular staff meetings at times and intervals set by the Principal. Additionally, Professional Learning Communities (PLCs) will be expected to meet weekly to coordinate lessons and activities, review assessments, analyze data, and share best practices.

Extracurricular Duties

As a part of the PCHS community, each staff member will be expected to take on at least one extracurricular activity or service. Examples of acceptable activities include leading a club or serving on a special committee. Extracurricular activities shall be approved in advance by the Principal.

Community Service

An important part of the character education program is the community service component. Staff members will be expected to participate in periodic service projects along side PCHS students, families, and community members.

RESOURCES

Staff members are expected to be good stewards of the school’s limited resources. Supplies are necessary and greatly enhance the learning opportunities for our students, but care should be taken that they are not wasted. PCHS is committed to providing each teacher with the necessary tools to do his or her job well. Accordingly, PCHS will provide each classroom teacher with an annual budget to purchase additional supplies and materials for his or her classroom.

SCHOOL CLOSINGS

School closings or delays due to inclement weather will be announced on local news channels. Staff will not be expected to report on those days.
ABSENCES

As professional educators, teachers are expected to be at school for all of the scheduled school and work days. Student time on task is negatively impacted when the subject teacher is not in the classroom. When serious illness or other emergencies do occur, staff members should notify the office immediately so that an appropriate substitute can be scheduled. Absences for appointments, travel, professional development, or other scheduled events must be approved in advance by the Principal.

CLASSROOM EXPECTATIONS

Classroom Guidelines

Teachers are expected to keep an orderly, engaging classroom. The teacher’s desk should be kept neat and orderly. Confidential information should be stored properly and secured so that students, visitors, and classroom volunteers do not have access to it. Students should be encouraged and assisted in keeping the classrooms clean. Any maintenance issues should be reported immediately to the front office.

Postings

The following should be posted in all classrooms:

- Emergency evacuation plans
- Lockdown procedures
- American Flag
- North Carolina Flag

General Environment

All staff members are responsible for helping to maintain a safe, orderly environment in the hallways and common areas of the school buildings. Student behavior expectations will be clearly communicated and posted. PCHS staff should remind students of the appropriate behaviors when necessary and, if warranted, take appropriate disciplinary action including but not limited to referral to the Principal.

EMPLOYMENT EXPECTATIONS

PCHS is committed to providing a safe, efficient, and productive work environment that is free from illegal drug use, sale, possession or distribution. To accomplish this goal, a confidential drug screening may be conducted when reasonable cause exists to suspect
an employee of being under the influence of illegal drugs and for accidents that occur at work.
Reporting to work under the influence of alcohol or illegal drugs is prohibited, as is the use, sale, manufacture, possession or distribution of alcohol or illegal drugs. Violations will result in termination of employment with PCHS and may have legal consequences.

All new employees and changes in the status or position of current employees must be approved by the Board of Directors before any change of status becomes official.

All staff members are expected to perform their duties in a professional, respectful manner. In most cases, failure to meet expectations will result in the staff member being placed on a performance plan. There are, however, some behaviors that may result in immediate termination. These behaviors include, but are not limited to:
Inappropriate sexual or violent behavior towards others
Use of drugs, tobacco, or alcohol on school property
Egregious misconduct
Harassment, bullying, or discrimination of others
Unexplained absence

EXPOSURE CONTROL

Employees will receive information and training to cover the Exposure Control Plan (ECP) and have an opportunity to review this plan in accordance with OSHA Standard 29CFR 1910.1030, “Occupational Exposure to blood borne Pathogens.” Employees will be instructed on the methods of implementation of the ECP. If requested, employees will be provided with a copy of the ECP free of charge. Personal Protective Equipment will be provided to employees at no cost.

GRIEVANCE POLICY

Situations may occur where an employee believes that the fair and consistent application of a policy that affects him or her has not been followed. If this occurs, the staff member may initiate a formal grievance.

The first step in the grievance process is for the employee to speak to his or her immediate supervisor about the problem. If the issue is not resolved to the employee’s satisfaction, a written grievance may be submitted to the principal. The written grievance should clearly outline the problem and what remedy or solution the employee is requesting. If the principal does not resolve the issue to the employee’s satisfaction, then a written grievance may be submitted to the board personnel committee. If the committee does not resolve the issue, the employee may submit a written request for a hearing before the full board of directors. The decision by the Board of Directors will be final.

CONFIDENTIALITY OF INFORMATION
The School is engaged in providing a service that requires a strict code of confidentiality of information. Any employee who compromises any information regarding a student, coworker, staff member, contractor, or parent may be subject to discipline and/or termination.

PERSONNEL FILES

Every employee has a personnel record on file. The employee personnel file is a record of employment with the School and it is important that it be kept up to date. Promptly notify (in writing via e-mail or fax) the Principal of any changes in:

- Name
- Telephone number
- Children’s names
- Beneficiary
- Changes in family status
- Address
- Emergency contact information
- Number of dependents
- Educational accomplishments

Personnel files are the property of PCHS and access to the information they contain is restricted. Only supervisors administrators who have a legitimate reason to review information in a file are allowed to do so.

Employees who wish to review their own file should contact the Principal. With reasonable advance notice, employees may review their own personnel files in the Principal’s offices and in the presence of an individual appointed by PCHS to maintain the files.

RETURN OF PROPERTY

Employees are responsible for all property, materials, or written information issued to them or in their possession or control. Employees must return all PCHS property immediately upon request or upon termination of employment.

OBSERVATIONS AND EVALUATIONS

The Principal will observe each teacher at least once per quarter. These observations should be a combination of scheduled and unscheduled. More frequent, informal walk-throughs will be conducted more frequently. Three times per year the Principal will meet with each teacher to offer feedback on the observations. This feedback should include specific areas of strengths and suggestions for improvement.

The Principal will give each staff member an annual evaluation. Teachers will be evaluated using a range of data including test scores, administrative observations,
parent satisfaction surveys, mentor evaluation (for new teachers), information from the grade book, and involvement with the PCHS community. Annual evaluations will be used to distribute merit-based salary increases and bonuses as funds are available.

PERFORMANCE PLANS

Teachers who are found to need extra assistance in meeting the expectations of PCHS may be put on a performance plan. The plan will include specific information about ways in which the staff member is not meeting expectations as well as specific steps that need to be taken to help the staff member meet expectations, and a timeline for meeting the requirements of the plan. Specific steps may include staff development, mentoring, modeling, frequent observations, and frequent feedback. If the staff member does not show adequate improvement on the performance plan within the specified timeline he or she may be recommended for termination.

MENTORING

Mentoring is an important part of the intervention plan of PCHS for students that might be at risk of not being promoted to the next grade level or graduating. Teachers may be asked to mentor a student who may be struggling to meet PCHS expectations.

COMPENSATION

Staff members will be paid based on their individual contracts on the 10th and the 25th of each month. Staff members who have completed the proper forms may have their pay deposited directly into their bank accounts. Other staff members will receive a paper check.
Below are the estimated annual premiums Piedmont Classical High School

**Property Premium Estimate**

- Contents: $150,000
- Deductible: $1,000
- Form: Special
- Equipment Breakdown Included

**General Liability Premium Estimate**

- Rating Basis:
  - Students: 300
  - Faculty: 17

- Limits:
  - Per Occurrence Limit: $1,000,000
  - Annual Aggregate: $3,000,000
  - Sexual Abuse & Molestation: $1,000,000 per occurrence $3,000,000 aggregate
  - Employee Benefits: $1,000,000 per occurrence $3,000,000 aggregate
  - School District & Educators Legal Liability: $1,000,000 per occurrence $2,000,000 aggregate

- Additional Defense: $100,000/$50,000/$100,000

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

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.
<table>
<thead>
<tr>
<th>Coverage</th>
<th>Estimate</th>
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<tbody>
<tr>
<td><strong>Fidelity Bond Estimate</strong></td>
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<td><strong>Auto Premium Estimate</strong></td>
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<td><strong>Workers Compensation Premium Estimate</strong></td>
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<td>Statutory State - NC</td>
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<td>Payroll Estimate</td>
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<td><strong>Umbrella Premium Estimate</strong></td>
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<td><strong>TOTAL ESTIMATED PREMIUM</strong></td>
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<tr>
<td>Student Accident Coverage</td>
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These premiums are subject to change based on Underwriter review and approval of completed applications.

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

11/01/13
APPENDIX P

Facility Form

Not applicable – we have not secured a facility yet
APPENDIX Q

Copies of Completed Facility Inspections

Not applicable – we have not yet secured a facility
APPENDIX R

Revenue Assurances and/or Working Capital Report
Piedmont Classical High School

Working Capital and/or Assets on Date of Application

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<tr>
<td>Bonds</td>
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<tr>
<td>Real Estate</td>
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</tr>
<tr>
<td>Capital Equipment</td>
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<tr>
<td>Motor Vehicles</td>
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<tr>
<td>Other Assets</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</table>
APPENDIX S

IRS Form 990

Not applicable – we will not use a CMO/EMO
Contingency Budget

This budget represents how PCHS will operate in the event that the first two year’s enrollment falls short of projections. For the purposes of the contingency budget, the 2015-2016 ADM is 180, considered the break-even point, and the ADM for 2016-2017 is 260.

The most significant change with a large drop in ADM is staffing. The average rate of pay remains the same in both budgets, but the student teacher ratio for the contingency budget is 22:1, as opposed to 20:1 in the original budget. If the first year ADM is much lower than originally projected, PCHS has the flexibility to delay the building of a permanent facility until enrollment allows and a fund balance can be built up.

Overall Budget:

<table>
<thead>
<tr>
<th>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</th>
<th>2015-2016</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUMBER OF STUDENTS</td>
<td>180</td>
<td>260</td>
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<td>SURPLUS/(DEFICIT)</td>
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## BUDGET EXPENDITURE PROJECTIONS

**Personnel**

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<th>Num Staff</th>
<th>Avg Salary</th>
<th>Total Salary</th>
<th>Num Staff</th>
<th>Avg Salary</th>
<th>Total Salary</th>
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<tr>
<td>Lead Administrator</td>
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<td>$150,000.00</td>
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<td><strong>Administrative &amp; Support Benefits</strong></td>
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<td></td>
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Support for a Public Charter High School in Guilford County

We, the undersigned parents and community members, support the formation of Piedmont Classical High School in Guilford County as a public charter high school of choice.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Printed Name</th>
<th>Address</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard</td>
<td>Richard</td>
<td>1107 Oldham Rd</td>
<td>(336) 558-9199</td>
<td><a href="mailto:richvn3@gmail.com">richvn3@gmail.com</a></td>
</tr>
<tr>
<td>Marva</td>
<td>Marece</td>
<td>3014 Duffield dr 27410</td>
<td>(336) 292-6021</td>
<td><a href="mailto:marva1961@gmail.com">marva1961@gmail.com</a></td>
</tr>
<tr>
<td>Alicia</td>
<td>Alicia</td>
<td>9 Holly Springs Lane</td>
<td></td>
<td><a href="mailto:xavi128@earthlink.net">xavi128@earthlink.net</a></td>
</tr>
<tr>
<td>Lesley Morrison</td>
<td>Lesley</td>
<td>6707 Black Willow Drive</td>
<td>(336) 292-7138</td>
<td><a href="mailto:lesleydmorrison@gmail.com">lesleydmorrison@gmail.com</a></td>
</tr>
<tr>
<td>Jamie Swanger</td>
<td>Jamie Swanger</td>
<td>516 Spencer Oak Rd</td>
<td>(336) 292-2999</td>
<td><a href="mailto:jamswan@bellsouth.net">jamswan@bellsouth.net</a></td>
</tr>
<tr>
<td>Ada Royal</td>
<td>Ada Royal</td>
<td>1709 Chesapeake Drive</td>
<td>(336) 292-7190</td>
<td><a href="mailto:aroyal1a@netzero.net">aroyal1a@netzero.net</a></td>
</tr>
<tr>
<td>Rozell 12</td>
<td>Rozell 12</td>
<td>300 E. Washington St</td>
<td></td>
<td><a href="mailto:Rozell12@gmail.com">Rozell12@gmail.com</a></td>
</tr>
<tr>
<td>Jessica Myrick</td>
<td>Jessica Myrick</td>
<td>1036 S. Elm Street</td>
<td></td>
<td><a href="mailto:jm@bellsouth.net">jm@bellsouth.net</a></td>
</tr>
<tr>
<td>Tanya</td>
<td>Tanya</td>
<td>310 S. Marlin Ave</td>
<td></td>
<td><a href="mailto:tanyal29@bellsouth.net">tanyal29@bellsouth.net</a></td>
</tr>
<tr>
<td>Ethan Brown</td>
<td>Ethan Brown</td>
<td>310 W. Meadowview Rd</td>
<td></td>
<td><a href="mailto:ethanbrown@bellsouth.net">ethanbrown@bellsouth.net</a></td>
</tr>
<tr>
<td>Timmy Kinke</td>
<td>Timmy Kinke</td>
<td>2608 S. Elm Street</td>
<td></td>
<td><a href="mailto:akeekine@yahoo.com">akeekine@yahoo.com</a></td>
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<tr>
<td>Aliza Aiko</td>
<td>Aliza Aiko</td>
<td>310 S. Elm Street</td>
<td></td>
<td><a href="mailto:aikojiayuna@gmail.com">aikojiayuna@gmail.com</a></td>
</tr>
<tr>
<td>Jasmine</td>
<td>Jasmine</td>
<td>10205 Black Willow Dr</td>
<td></td>
<td><a href="mailto:jhitchins@bellsouth.net">jhitchins@bellsouth.net</a></td>
</tr>
<tr>
<td>Dominick</td>
<td>Dominick</td>
<td>6207 Black Willow Dr 280</td>
<td></td>
<td><a href="mailto:dhitchin@bellsouth.net">dhitchin@bellsouth.net</a></td>
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<tr>
<td>Jessica Lucas</td>
<td>Jessica Lucas</td>
<td>310 W. Meadowview Rd</td>
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<td><a href="mailto:jllucas20@gmail.com">jllucas20@gmail.com</a></td>
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<tr>
<td>Laura Walsh</td>
<td>Laura Walsh</td>
<td>6207 Black Willow Dr</td>
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<td><a href="mailto:lauralash@gmail.com">lauralash@gmail.com</a></td>
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<tr>
<td>Seema Sinha</td>
<td>Seema Sinha</td>
<td>6207 Black Willow Dr</td>
<td></td>
<td><a href="mailto:SinhaSeema@gmail.com">SinhaSeema@gmail.com</a></td>
</tr>
</tbody>
</table>
Information Session

Monday December 2, 2013
7 PM
St. John’s Anglican Church
6720 W. Friendly Ave.
Greensboro, NC 27410

A proposed public charter school, applying to open with 9th and 10th grades in August 2015.

“*The objective of education is to prepare the young to educate themselves throughout their lives.*”  - Robert M. Hutchins

- Rigorous, traditional academics
- Standard, Honors, and AP courses
- Character education
- Honor Code
- Parental Partnership
- Study Hall, during and after school
- 7 periods
- 10 point grading scale
- Athletics

PIEDMONT CLASSICAL HIGH SCHOOL, BY PROVIDING A RIGOROUS, TRADITIONAL EDUCATION, WILL GRADUATE PRODUCTIVE CITIZENS PREPARED TO SUCCEED IN ANY ENDEAVOR.
PIEDMONT CLASSICAL HIGH SCHOOL

GOALS

1. PCHS juniors will have an average composite ACT score of 20.
2. PCHS sophomores will have an average composite PLAN score of 20.
3. PCHS will have an average AP pass rate of at least 60%.
4. At least 90% of PCHS students, parents, and staff will feel that the environment is safe and orderly.
5. At least 95% of PCHS students will participate in at least one extracurricular activity.

“Educate and inform the whole mass of the people...they are the only sure reliance for the preservation of our liberty.”

Thomas Jefferson

PIEDMONT CLASSICAL HIGH SCHOOL

MISSION: PIEDMONT CLASSICAL HIGH SCHOOL, BY PROVIDING A RIGOROUS, TRADITIONAL EDUCATION, WILL GRADUATE PRODUCTIVE CITIZENS PREPARED TO SUCCEED IN ANY ENDEAVOR.

Piedmont Classical High School

A proposed North Carolina public charter school

Applying to open 9th and 10th grades in August 2015

PIEDMONT CLASSICAL HIGH SCHOOL

MISSION: PIEDMONT CLASSICAL HIGH SCHOOL, BY PROVIDING A RIGOROUS, TRADITIONAL EDUCATION, WILL GRADUATE PRODUCTIVE CITIZENS PREPARED TO SUCCEED IN ANY ENDEAVOR.

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MISSION: PIEDMONT CLASSICAL HIGH SCHOOL, BY PROVIDING A RIGOROUS, TRADITIONAL EDUCATION, WILL GRADUATE PRODUCTIVE CITIZENS PREPARED TO SUCCEED IN ANY ENDEAVOR.
BOBCAT ATHLETICS

We believe that competitive athletics are an essential part of the high school experience. We plan to offer a limited number of team sports the first year and expand the offerings in year 2 based on student interest. It is our goal to offer our students a large variety of varsity sports.

BECAUSE THE QUALITY OF YOUR EDUCATION SHOULDN’T DEPEND ON YOUR ZIPCODE

OUR PHILOSOPHY

Piedmont Classical High School will offer students in Guilford and surrounding counties a new educational choice. With a rigorous academic program designed to let each student reach his or her full potential and a focused approach to character education, PCHS graduates will be prepared to move on to the higher education option of their choice and be active contributors to their community.

We expect students to come to PCHS with a variety of experiences and abilities. Our goal is to meet each student where he is and give him the opportunities to grow and advance. We will offer a range of courses and levels to meet the needs of each student. PCHS will also offer students the option of taking a structured study hall as one of their electives and struggling students will have opportunities to participate in tutoring and after school study hall.

At PCHS we value the input and authority of parents. Parents will serve on the Board of Directors, the School Improvement Team, and will be an integral part of the decision making process.

PCHS will give students the encouragement and opportunity to participate in a wide variety of extracurricular and volunteer opportunities. Our goal is for every student to participate in at least one extracurricular activity and some kind of voluntary service.

CHARACTERISTICS

- Rigorous, traditional academics
- Standard, Honors, and AP courses
- Character education
- Honor Code
- Parental Partnership
- Study Hall, during and after school
- 7 periods
- 10 point grading scale

All students will take Latin, Logic, and Rhetoric
All sophomores will have ACT and SAT preparation
Planning to open with 9th and 10th grade in 2015
Starting with 300 students, growing to 900 in grades 9-12

Starting with 300 students, growing to 900 in grades 9-12
All students will take Latin, Logic, and Rhetoric
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