

APPLICATION FOR A CHARTER SCHOOL

TO BEGIN IN FALL 2011

BEAR GRASS CHARTER SCHOOL

SUBMITTED TO

**OFFICE OF CHARTER SCHOOLS
NORTH CAROLINA STATE BOARD OF EDUCATION**

BY

**THE BOARD OF DIRECTORS OF
BEAR GRASS CHARTER SCHOOL, INC.**

Due by 5:00 PM Friday, February 19, 2010

February 19, 2010

Office of Charter Schools
SBE Leadership for Innovation Committee
6303 Mail Service Center
Raleigh NC 27699-6303

Bear Grass Charter School, Inc.
Bear Grass, NC

Ladies and Gentlemen:

We are pleased to submit our application for the Bear Grass Charter School. We are excited about the educational opportunities this charter school will bring to our community. The goal of the Bear Grass Charter School is to become an educational model that will be mirrored on a state and national level. It will be a community based school with a high level of community and parental involvement. Parents will be actively engaged in the education of their child. The educational focus of the school centers on a curriculum directed towards mathematics and science that gets students engaged in relevant learning and allows students to achieve their full academic potential. The students will exceed the state and national performance standards and our top students will be able to be accepted into any college or university in the nation. Graduates of the Bear Grass Charter School will be well-educated, well-rounded individuals capable of becoming productive members of society.

We have partnered with East Carolina University to help us become one of the leading educational institutions in the nation. The College of Education at East Carolina University is excited about the opportunity this partnership presents and has agreed to use their faculty to help us develop a knowledge base design to improve teaching. Bear Grass Charter School will provide a rich field experience environment in which to train teacher education candidates.

The Bear Grass Charter School will be the center of the community. Our community strongly supports the Bear Grass Charter School effort. Over 70% of the parents in the community have agreed in writing to send their children to the Bear Grass Charter School. Over 50% of the teachers in the current Bear Grass School have agreed in writing to teach at Bear Grass Charter School. This commitment will begin to address the shortfall of professionals qualified in mathematics and science, an educational problem that has become a national crisis.

We will be the future of education. The future is now.

Cordially,

Delmas B. Cumbee, Jr.

TABLE OF CONTENTS

Title/Cover Page	1
Letter of Introduction.....	2
Table of Contents	3
Basic Information	4
Governance	5
Organizational Chart	7
Board of Directors	8
Résumés for Board of Directors	9
Conflict of Interest/Open Meetings Law	18
Mission	19
Purposes of Proposed Charter School.....	19
Educational Focus	21
Education Plan.....	22
Instructional Program.....	22
Special Education.....	27
Admissions Policy.....	29
Student Conduct and Discipline.....	30
Business Plan	32
Projected Staff and Qualifications	32
Enrollment.....	33
Projected Enrollment 2011-12 through 2015-16.....	34
Budget: Revenue Projections 2011-12 through 2015-16.....	36
Budget: Expenditure Projections 2011-12 through 2015-16.....	38
Budget: Capital and Assets	40
Audits: Program and Financial	41
Health and Safety Requirements	42
Civil Liability and Insurance.....	46
Transportation Plan	46
Facility Description	47
Marketing Plan	48
LEA Impact Statement.....	48
Appendices	
A. Bylaws.....	50
B. Articles of Incorporation	64
C. Draft of Student Handbook	67
D. Inspection Documentation	78
E: Letters of Support	79
Signature Page.....	101

Basic Information For The Proposed Charter School

Primary Contact Person: Delmas B. Cumbee, Jr.

Mailing Address: 127 W. Boulevard

City/State/ Zip: Williamston, NC 27892

Phone Number: Home: 252-792-8277 Work: 252-792-6081

Email: delmas@ppccpa.com

Fax: 252-792-8218

Name of Proposed Charter School: Bear Grass Charter School (BGCS)

Location Proposed Charter School (LEA): Martin County Schools

Proposed Grade Levels: (i.e., K-3, K-4, etc.)

2011-12: 7-12 2012-13: 7-12 2013-14: 7-12 2014-15: 7-12 2015-16: 7-12

Projected Enrollment:

2011-12: 300 2012-13: 300 2013-14: 310 2014-15: 325 2015-16: 325

Targeted Population: Bear Grass School District

Conversion:

No: ☐

Yes: ☒ If so, Public ☒ or Private: ☐

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

If a public school, give the name and six-digit identifier of the school being converted: Bear Grass School 580-304

Summary of Educational Mission: The mission of the Bear Grass Charter School, in partnership with family and community, is to enhance the quality of life of all students by ensuring they possess the competencies to achieve academic and vocational success in a technological world. Our collaboration with East Carolina University will strengthen the focus on mathematics and science throughout the curriculum.

GOVERNANCE

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

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

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

Name of Private Nonprofit: Bear Grass Charter School, Inc.

Mailing Address: PO Box 869

City/State/Zip: Williamston, NC 27892

Street Address: 127 West Blvd.

Phone: 252-792-6081

Fax: 252-792-8218

Name of registered agent and address:

Delmas B. Cumbee, Jr.

FEDERAL TAX ID: 56-2079581

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

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

- ☐ Yes (copy of letter from federal government attached)
☒ No

Note:

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

GOVERNANCE (continued)

PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO)

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

The Bear Grass Charter School will not use an EMO to manage the school. The school will be managed by the Board of Directors of the Bear Grass Charter School.

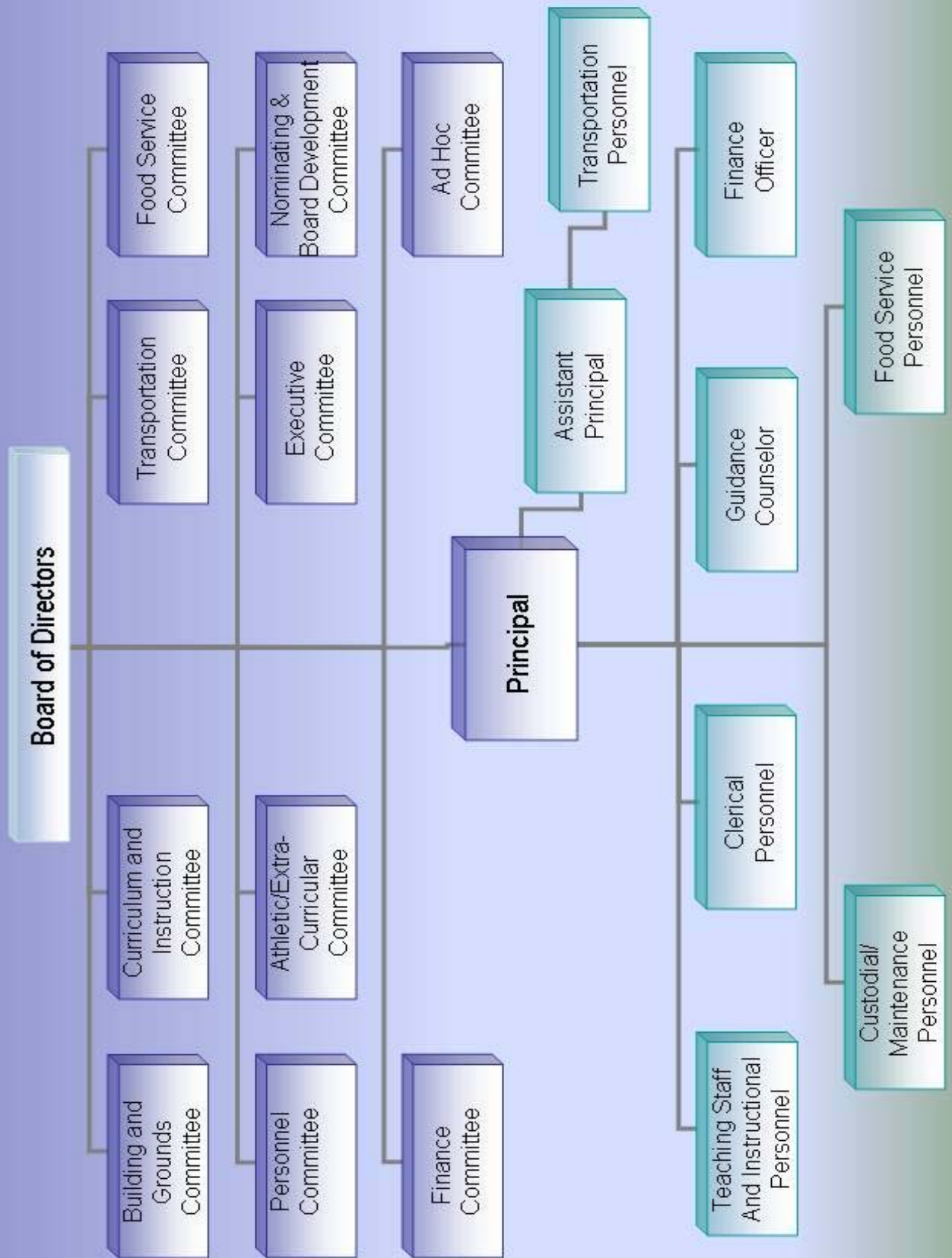
ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT: (GS 115C-238.29B(b)(3); GS 115C-238.29E(d))

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

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

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school.

Bear Grass Charter School Organizational Chart



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

Delmas B. Cumbee, Jr.

Phillip Hodges

Vivian Covington, Ed. D.

Ron Preston, Ph.D.

Georgia Smallwood

Richard Knox

Jason Wynne

Almer Reddick

Mary Anna Moseley

One teacher will be added to the board at a later date.

Delmas B. Cumbee Jr. CPA
PO Box 869
Williamston, NC 27892
Phone: 252-792-6081 Cell: 252-799-7702
E-mail: delmas@ppccpa.com

Summary

Experienced Certified Public Accountant in all areas of accounting, auditing, consulting, and taxation.

Professional Experience

Pittard Perry & Crone, Inc. CPAs Williamston, NC

Staff Accountant *December 1987-April 1993*

Manager *May 1993-April 1996*

Partner *May 1996-Present*

- Partner in a 7 office regional CPA firm
- Partner in charge of Williamston NC branch

Education/Training

East Carolina University Greenville, NC

BS in Accounting, December 1986

Certified Public Accountant, April 1990

#18689

Bear Grass High School Bear Grass, NC

Diploma 1979

Professional Organizations

American Institute of Certified Public Accountants

North Carolina Association of Certified Public Accountants

East Carolina University Accounting Society

East Carolina University School of Business Commerce Club

William Phillip Hodges
1260 Green Acres Road
Williamston, NC 27892
(252) 799-3750

GENERAL INFORMATION:

Name of Employer: Metrics, Inc.
 Phone No./Fax No.: Phone: (252) 317-3801 Fax: (252) 758-8522
 E-Mail Address: phil@metricsinc.com

EDUCATION & QUALIFICATIONS:

1984 Masters Degree in Analytical Chemistry
 East Carolina University, Greenville, NC

1979 Bachelors Degree in Chemistry
 East Carolina University, Greenville, NC

1974 Diploma
 Bear Grass High School

CAREER HISTORY:

07/94 to Present *President and CEO of a Contract Pharmaceutical Development Laboratory*
 Metrics, Inc., Greenville, North Carolina

06/93 to 07/94 *Control Scientist III/Technical Training Coordinator for the Quality Assurance Chemical Analysis Laboratories*
 Burroughs Wellcome Co., Greenville, NC

Responsibilities Included:

- Development and implementation of a well-documented technical training program for QA chemists.
- Arranging various technical training classes

08/89 to 06/93 *Group Leader/Development Scientist III in the Formulations Support Section of Analytical Development Laboratories*
 Burroughs Wellcome, Greenville, NC

Responsibilities Included:

- Responsible for project support for new drug formulations, including method development, stability testing, process evaluation, and scale-up
- Supervising the validation and documentation of dosage form analytical procedures in support of regulatory submissions

PROFESSIONAL MEMBERSHIPS:

- American Chemical Society
- ECU Chemistry Professional Society-Charter Member
- American Association of Pharmaceutical Scientists

Vivian Martin Covington, Ed. D.

**2251 Woodridge Drive
Winterville, NC 28590
252-756-1852**

**Speight 105
East Carolina University
Greenville, NC 27858
252-328-2156**

Education

East Carolina University, Greenville, NC

Doctor of Education in Educational Leadership, December 2001; **Certificate of Advanced Study in Science Education** (Science Specialist degree), December 1991; **Master of Arts in Education**, Concentration in Science Education, December 1985; **Bachelor of Science in Biology**, December 1982.

NC Licensure

Standard Professional II

Mentor 00008 M level 13 years experience
Superintendent 00011 Doctorate Level
Principal (Grades K-12) Doctorate Level
Curriculum Instructional Specialist 00113 Doctorate Level 13 years experience
Science (Grades 9-12) Sixth Year Level 13 years experience

Work Experience

July 1, 2003- to present	Director of Teacher Education, College of Education, East Carolina University, Greenville, NC; Responsibilities: <i>Providing leadership to staff of 21; assuring compliance with national and state accreditation as well as licensure requirements for teacher education; directing the Latham Clinical Schools Network Partnership Program; Wachovia Partnership East Community College 2+2 Program; the Office of Professional Development and Student Outreach; overseeing the Office of Clinical Experiences and the Office of Teacher Education; and ensuring quality of the teacher education program; administering budgets totaling \$2,000,000.</i>
2000-2003	Director of Clinical Partnerships, School of Education, East Carolina University, Greenville, NC; Responsibilities: <i>Providing leadership to staff of five, administering the four key areas of clinical partnerships in the School of Education including budgets totaling \$1,000,000; integrating data management and reporting for partnership reports, IHE reports, grants and internal communications.</i>
1998-2000	Assistant Director, Office of Clinical Experiences, School of Education, East Carolina University, Greenville, NC; Responsibilities: <i>Providing leadership for staff of four, assigning all undergraduate teacher education field placements, and the data management and reporting associated with them.</i>
1986-1998	Classroom Teacher, Pitt County Schools, Farmville Central High School, Farmville, NC; Taught Physical Science, Chemistry, Advanced Chemistry, and AP Chemistry. Coached JV Cheerleading for 7 years, served as Student Council Association Advisor for 3 years, Secretary of SIT, served on and chaired numerous committees.

RONALD V. PRESTON

Current Position

Chair and Associate Professor of Mathematics Education

Department of Mathematics and Science Education

East Carolina University

Greenville, NC 27858

Phone: 252-328-9355

Fax: 252-328-9371

E-Mail: prestonr@ecu.edu

Professional Preparation

Ph.D., Indiana University, June 1997

MS, University of Southern Indiana, July 1991

BS, Oakland City University, May 1980

Professional Experience

East Carolina University, Chair and Associate Professor, 2003 - Present

East Carolina University, Assistant Professor, 1997 - 2003

East Carolina University, Visiting Assistant Professor, 1995-1997

Indiana University, Instructor, 1991 - 1994

Oakland City University, Instructor, 1985 - 1991

Wood Memorial High School, Indiana, Mathematics Teacher, 1983 – 1991

Professional Affiliations

National Council of Teachers of Mathematics; National Council of Supervisors of Mathematics; North Carolina Council of Teachers of Mathematics; Association of Mathematics Teacher Educators; School Science and Mathematics Association

Research Interests

Teaching and learning measurement in the middle grades; using a research and development model to create curricular materials; teacher change.

Recent Publications

Thompson, T., & Preston, R (2006). Measurement tasks for the middle grades. *Alabama Journal of Mathematics*, 30, 1 & 2, pp. 59-64.

Sinicrope, R., Eron, M., Rachlin, S., Preston, R., Johnson, C., Hoekstra, M., & Ajose, S. (2005). Case Study: East Carolina University. In M. B. Eron and S. L. Rachlin (Eds.) *Middle Math: Improving the Undergraduate Preparation of Teachers of Middle Grades Mathematics*. AMTE, Volume 2, pp. 59-72.

Thompson, T., & Preston, R. V. (2004). Measurement in the middle grades: Insights from NAEP and TIMSS. *Mathematics Teaching in the Middle School*, 10, 514-19.

Preston, R. V., & Thompson, T. (2004). Integrating measurement across the curriculum. *Mathematics Teaching in the Middle School*, 9, 436-441.

Preston, R. V., & Garner, A. S. (September 2003). Representation as a vehicle for solving and communicating. *Mathematics Teaching in the Middle School*.

Pugalee, D. K., Frykholm, J., Johnson, A., Slovin, H., Malloy, C., & Preston, R. (2002). *Navigating through geometry in grades 6-8*. Reston, VA: National Council of Teachers of Mathematics.

Recent Project Activities

Co-Principal Investigator (with Ernie Marshburn and others), TechMath: Real World Math, Technology, and Business Connections. Three-year NSF-funded grant (2006-Present).

Project Team Member, North Carolina Project in Improving Mathematics (NSF & DOE grant). Released 25% of time to develop and teach courses for mathematics teachers and work with facilitators. (2003-2007)

Development Team Member (with David Pugalee, UNC-Charlotte and Pat Shelton, North Carolina C A&T), North Carolina Middle Math Project (2002-2005).

Principal Investigator (with Jason Painter), Essential Classroom Technology for Standards-Based Math Instruction. Eisenhower professional development (2001 - 2003).

Co-Principal Investigator (with Tony Thompson, University of Alabama), Integrating Measurement Across the Curriculum. Eisenhower professional development (2001 - 2003).

Georgia D. Brooks Smallwood
4624 US Hwy 17 North
Washington, NC 27889
Telephone: (252) 946-9233

Work Experience:

- 1987-2008** English/Language Arts Teacher , Grades 7 and 8
Martin County Board of Education/Bear Grass HS
- 1980-1987** Supervising/Clinical Teacher
Baltimore County Board of Education
- 1986- 1987** Consultant Services
Maryland State Department of Education/Division of Ed.
- 1984-1987** Scoring Committee Maryland Functional Writing Test
Test Development and Administration Section
Maryland State Department of Education/Assessment
- 1983-1987** Teacher/Writing Consultant Maryland Writing Project
Towson State University
- 1975-1987** English/Language Arts Teacher, Grade 8
Baltimore County Board of Ed/Loch Raven Middle School
Towson, Maryland
- 1966-1975** English/Language Arts Teacher, Grade 8
Martin County Board of Education
EJ Hayes and Williamston Middle

Education:

- 1962-1966** B. S. Degree in English
Elizabeth City State University

Graduate Courses: John Hopkins University, Towson State University
University of Maryland, Loyola College
East Carolina University

Activities/Interests/Recognition:

Member of NEA, NCEA, National Council of English Teachers, NAACP
Published in two editions of Who's Who Among America's Teachers
Teacher of the Year in 1972 E. J. Hayes
Teacher of the Year in 1995-1996 AND 2006-2007 Bear Grass High School

Richard Knox
1367 Knox Lane
Williamston, NC 27892
Phone 252-792-7292 Cell 252-661-3209
E-mail: richardknox@embarqmail.com

General Information:

Name of Employer: Domtar Paper Company
Phone Number: 252-793-8732
E-Mail Address: richard.knox@domtar.com

Career History:

- 3 years Finishing Quality Control Technician 1988 – 1990
- 3 years Finishing Shift Leader 1991-1993
- 4 years Fine Paper Mfg. Facilitator 1994-1998
- 10 years Fine Paper Mfg. Shift Leader 1998- Current

Professional Experience:

- Supervised work groups of 25 employees or larger for 15 years
- Developed & implemented the Basic Care program for the Fine Paper Mfg.
- Developed computer program to enter a four shift schedule by operator skills. This program has been modeled and across company.
- Developed a computer program to track the compliance of Basic Care.
- Developed a computer program to track the compliance of Housekeeping.

Computer Experience: CIMS, Process Explorer, Word, Excel, PowerPoint, Access

Education:

Martin Community College : Applied Science degree in Business Administration- 1987

Military – Army 1976 thru1980

High School – Bear Grass High - 1976

Jason K. Wynne
2288 Five Cent Road
Bear Grass, NC 27892
(252) 792-2616 (H) (252) 799-6171 ©

**CURRENT
STATUS**

President of Wynne Insurance Agency, Inc.

Staff member of Bear Grass School, Junior High Athletics

EDUCATION

Bear Grass Jr/Sr High School, Graduate 1992
North Carolina State University 1992-1996
Bachelor of Science – Extension Education
Communications minor
East Carolina University 1997-1998
North Carolina Teacher Certification
Insurance Educational Systems 2002
NC Insurance Agent Licensing

EMPLOYMENT

NC Cooperative Extension Service, Martin County 1996-97
Pitt County Schools, Greenville, NC 1997-1998
Ayden Grifton High School
Teacher – Agriscience, Workforce Development,
Senior advisor, JV Baseball Coach, JV Football Assistant
Martin County Schools, Williamston, NC 1998-2002
Jamesville Elementary School 1998-1999
Teacher – Middle Grades Science
Jamesville Jr/Sr High School 1999-2002
Teacher – Middle Grades Science,
High School Science & Engineering
Health & Physical Education
Head Coach – Jr. High basketball, football, and baseball
Varsity basketball, baseball, Asst. football
Farm Bureau Insurance, Martin Co. branch 2002-2005
Insurance Agent
Wynne Insurance Agency, Inc. 2005-present
Agency Owner, Principal, & Agent

COMMUNITY

Macedonia Christian Church, member
President, Rodgers Elementary School PTA
Bear Grass Ruritans, member, past officer
Bear Grass Sports Club sponsor

PROFESSIONALISM

Young Agents of North Carolina
NC Parent Teacher Association

REFERENCES

Available upon request

Almer K Reddick
304 Lawson Road
Washington, NC 27889
(Home) 252-975-3274 (Cell) 252-917-2648
akreddick@msn.com

Education: Bachelor of Arts Degree from UNC-Chapel Hill School of Journalism and Mass Communication, August 1992

Experience: **Medical Marketing Representative, Purdue Pharma LP**
Stamford, Connecticut (July 2004 to Present)
*Develop and implement business plans to increase OxyContin and OTC product sales and market share
*Develop relationships with healthcare professionals to increase brand awareness
*Demonstrate sales proficiency in retail accounts, institutions and community based practices

Accomplishments

- Toppers Club Winner 2008
- District Field Trainer (July 2007 to July 2008)
- District Field Trainer (July 2006 to June 2007)
- Regional Sales Leader 2006
- Regional Analgesia Specialist (April 2005 to April 2006)
- Selected to assist with training of new sales representatives in at corporate office (April 2005)

District Sales Manager, Purdue Pharma LP
Stamford, Connecticut (November 1999 to July 2004)

- *Managed eight territory representatives in Pennsylvania and Delaware
- *Recruited and hired qualified sales professionals
- *Mentored and facilitated the development of recently promoted district sales managers
- *Developed representatives to assume positions of greater responsibility within the organization

Professional Sales Representative, Purdue Pharma LP
Stamford, Connecticut (August 1997 to November 1999)

- *Sold #1 prescribed analgesic and theophylline
- *Conducted educational in-services for physicians, nurses and pharmacists
- *District sales 3rd quarter 1999
- *Sales performance exceeded national average for all field force promoted products
- *District Field Trainer (July 1998 to June 1999)

Professional Cardiovascular Representative, Boehringer Mannheim
Gaithersburg, Maryland (August 1996 to August 1997)

- *Sold cardiovascular product line to targeted customers in key hospitals/institutions in Eastern NC
- *Launched Retavase (thrombolytic agent)
- *District Retavase sales leader (April 1997 to December 1997)

Specialty Task Force Representative, Roberts Pharmaceuticals
Eatontown, New Jersey (May 1995 to August 1996)

- *Sold cardiovascular and thrombolytic medications throughout North Carolina and South Carolina
- *Conducted in-services in community based offices, pharmacies and institutions
- *Star Excellence Award Winner 1996

Professional Sales Representative, Roberts Pharmaceuticals
Eatontown, New Jersey (November 1993 to May 1995)

- *Sold cough/cold preparations, theophylline, gastrointestinal medications and fluoroquinolones to targeted clinicians in Eastern North Carolina
- *Created new hire development program
- *Assisted with training of new hire representatives at corporate office

Information Systems/Technology

Education

East Carolina University, Greenville, NC <i>B.A., Computer Science, Minor: Business Administration</i>	1983
Bear Grass High School, Bear Grass, NC	1979

Employment History

Martin County Schools, Williamston, NC <i>Technology Assistant</i>	2004 to 2009
Provide end-user hardware and software support to administrators, teachers, and students for personal computer applications. Software includes Microsoft Office, SuccessMaker Enterprise, Study Island, Star Reader, Accelerated Reader, ActivBoard Software, Internet Explorer, etc.	
Martin General Hospital, Williamston, NC <i>Accounting Data Analyst</i>	1999 to 2000
Developed and maintained Excel Spreadsheets to provide various financial reports to the accounting department.	
Contract Consultant, Williamston, NC <i>Applications Development</i>	1995 to 1999
Developed data entry forms and reports for various small businesses using Oracle Forms, SQR and Microsoft Access.	
Technology Planning & Management Corp., RTP, NC <i>Programmer/Analyst</i>	1994 to 1994
Part of a team that designed, developed, installed and documented a procurement system for the Environmental Protection Agency using Oracle and Oracle forms.	
Computer Sciences Corporation, RTP, NC <i>Programmer/Analyst</i>	1988 to 1993
Responsible for development, maintenance and support of laboratory Management Information System utilizing FOCUS and Oracle. Data import and export interfaces were implemented and maintained. Provided end user support to over 125 AREAL lab employees.	
Perdue, Inc., Lewiston, NC <i>Accounting Programmer/Analyst</i>	1985 to 1988
Automated accounting procedures using mainframe and personal computers. Also worked with PC users in other departments to automate hand calculated and hand written reports.	
Martin Community College, Williamston, NC <i>Instructor - Business Computer Programming</i>	1984 to 1985
Instructor: Computer Math and Introduction to Computer classes.	

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

The proposed bylaws are given in **Appendix A**. The Conflict of Interest Policy for Board members is given below and it is also included in Appendix A (Proposed Bylaws) in Article V, Section 12. The stated commitment to NC Open Meetings Law is included in Article VII, Section 7 of the Proposed Bylaws, and is also given below.

Article V, Section 12. Majority Action as Board Action and Conflict of Interest.

Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless these Bylaws, or provisions of law require a greater percentage or different voting rules for approval of a matter by the board.

A member of the Board may have a conflict of interest of his or her vote on a matter before the Board in the best interest of the school if the vote is adverse to the personal, family or business interests of the Board member. If any member of the Board faces a conflict of interest in a matter pending before the Board- such member shall make full and candid disclosure to the Board of the nature of the conflict.

If one (1) or more directors present at a meeting abstain from voting on a particular motion before the Board, due to a personal conflict of interest with the subject of the motion or due to restrictions contained in these Bylaws, then the remainder of the directors shall still constitute a quorum for that particular vote and a two thirds majority of those voting directors shall be required to approve the motion.

Article VII, Section 7. Parliamentary Rules and Open Meeting Law.

All meetings shall be conducted in an open, orderly, and fair manner; and any guidelines established by the Institute of Government shall apply to all deliberations. All meetings of the Board shall be held in compliance with the North Carolina Open Meetings Law, N.C. General Statutes Sections 143-318.9- 143-318.19. While the Board may elect not to proceed in full compliance with modified Roberts Rules of Order, those procedures may be invoked at any time for use during part or all of a particular meeting upon motion supported by a majority vote.

3. A copy of the articles of incorporation, if available.

See the Articles of Incorporation in Appendix B.

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

MISSION:

The mission of the proposed charter school is as follows:

The mission of the Bear Grass Charter School, in partnership with family and community, is to enhance the quality of life of all students by ensuring they possess the competencies to achieve academic and vocational success in a technological world.

PURPOSES OF PROPOSED CHARTER SCHOOL:

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

1. IMPROVE STUDENT LEARNING

The teaching methodologies to be used have been proven through research as the most effective teaching practices in terms of positively impacting student learning for all students regardless of level of performance, learning style, or type of exceptionality. Those best teaching practices are basic to student learning. Those to be incorporated into daily lesson plans will be designed to be consistent with the principles of child and adolescent growth and development. They include, but are not limited to the following:

- Use measurable data for planning;
- Use multiple representations and multiple intelligences to enhance student learning;
- Implement Thematic/Interdisciplinary Teaching Units
- Employ concrete, experiential learning
- Create a community-centered environment
- Help students make connections
- Create learning environments that are interconnected
- Encourage students to think about thinking
- Ask students questions that probe understanding, routinely
- Design instruction so that students engage in routine practice in internalizing and applying the concepts they are learning
- Use Socratic/seminar teaching
- Implement process evaluation
- Employ direct and indirect assessment
- Increase learning opportunities for all students, with special emphasis on expanded learning
- Create meaningful experiences for students who are identified as at risk of academic failure or academically gifted

2. INCREASE LEARNING OPPORTUNITIES FOR ALL STUDENTS, WITH SPECIAL EMPHASIS ON EXPANDED LEARNING EXPERIENCES FOR STUDENTS WHO ARE IDENTIFIED AS AT RISK OF ACADEMIC FAILURE OR ACADEMICALLY GIFTED

The following instructional practices, in addition to those cited above, will be used on a regular basis and provide for expanded learning opportunities for at risk and academically gifted students:

- Project Learning;
- Portfolio Assessment (Quality Work Products);
- All teachers actively teaching through the theories of multiple intelligences;
- Extended afternoon hours for the library;
- One-on-one tutoring during school and after school;
- One-on-one teacher/parent academic planning;
- Participation in local, district, and state math and science competitions;
- Peer mentorship;
- On-line college courses;
- All teachers utilize the ideas of multiple representations to express ideas;
- Partnerships with parents and community.

3. ENCOURAGE THE USE OF DIFFERENT AND INNOVATIVE TEACHING METHODS

In addition to the different and innovative teaching methods delineated above, mathematics and science will be infused throughout all subject areas. Through collaboration with East Carolina University, innovative teaching methods will be implemented with a focus on mathematical and scientific applications.

Staff development will focus on curriculum integration, the development of rigorous, relevant, and meaningful tasks, multiple intelligences, and the use of multiple representations to explore similar concepts.

Character Education will serve as a focal point for instructional activities in each core academic area. Opportunities will be provided within each curriculum area and through a unique student government structure to reinforce and foster the principle traits that made this nation and state such great places to live and work.

4. CREATE NEW PROFESSIONAL OPPORTUNITIES FOR TEACHERS, INCLUDING THE OPPORTUNITIES TO BE RESPONSIBLE FOR THE LEARNING PROGRAM AT THE SCHOOL

For students to succeed, teachers and support staff must be allowed to succeed. Teachers and support staff selected for the school will both understand and be committed to implementing the instructional practices essential for successful student performance. These will be provided through pre-employment and continuing professional development programs that challenge them to model the importance of life long learning to their students. Through participation in a personal professional growth program, each staff member will maximize his or her skills on a continuous basis and serve as a valued team member for their colleagues. Each teacher will also be provided a laptop computer and a choice of employment incentives to reinforce the importance of total responsibility for the learning program of the school.

5. PROVIDE PARENTS AND STUDENTS WITH EXPANDED CHOICES IN THE TYPES OF EDUCATIONAL OPPORTUNITIES THAT ARE AVAILABLE WITHIN THE PUBLIC SCHOOLS

Parents of each child enrolled in the school will be asked to sign an agreement with the school indicating that they are willing to serve in one or more committee capacities as a volunteer. In addition to involvement in a minimum of one school related activity, parents will be encouraged to take advantage of one or more of the following activities:

- Enrollment in short courses designed to assist them in better understanding activities in which students are participating at school;
- Computer applications at school, home and work;

- How to assist your child with homework;
- Other programs of interest designed to specifically address needs identified by parents;
- Students would have an opportunity to participate in expanded course offerings currently not available to them;
- Advanced Placement and Honors Courses;
- Internships;
- Community Service or Research Project in a designated area of study.

6. ACCOUNTABILITY FOR MEETING STUDENT ACHIEVEMENT RESULTS AND PROVIDING THE SCHOOLS WITH A METHOD TO CHANGE FROM RULE-BASED ACCOUNTABILITY SYSTEMS

Each student enrolled in the school will be evaluated using the State required end of grade and end of course tests, Vocational Competency Tracking System and other testing measures which may, from time to time be required by the State. In addition, all students enrolled in Advanced Placement and honors will take tests in these areas. All teachers will utilize pretests and benchmark tests to adjust student instruction.

Annually, parent, student and employee Climate or Satisfaction Instruments will be administered and reported to all constituents so as to facilitate providing an optimal quality environment. All test results will be compared with other charter schools and public schools within the county, region and state.

EDUCATIONAL FOCUS:

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

The Bear Grass Charter School will capitalize on its relatively small size, its historic high level of parental involvement, and the high level of support from its close knit community along with its partnership with East Carolina University to offer a unique learning opportunity to its students. Our school will focus on science and mathematics education; in an effort to increase the number of students pursuing careers in these areas, particularly teaching careers. ECU will share its latest teaching methods with our faculty in these areas.

EDUCATION PLAN

NOTE: Answer all sections completely, include your answers in this section of the application, do not include as an appendix. Do not use "same as LEA" or "whatever the law says". The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Give explanations. Lack of proper documentation will jeopardize the application review.

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

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

1. Educational theory and foundation of the model.

A fully integrated, multidisciplinary curriculum will be at the heart of the school. The school is the heart of the community. With the resources available, the teacher is still the single most important factor that affects student performance. Teachers will create "thoughtful places" out of their classrooms where students develop the intellectual habits necessary for a successful life. Classrooms will be places where students are free to explore their ideas about the knowledge they acquire. Thus, the school will provide students with the opportunity to exercise their intellect, to think about the knowledge they are acquiring.

The school will create a community of learners who support each other in their educational endeavors. To be effective, the students must feel a sense of identity within the community. A community of learners should be concerned with the progress of all and take responsibility for each other. The traditional high school system of students moving between six or seven classes daily does little to create this sense of community. Fortunately, the Bear Grass Community has a great heritage and tradition of interest in, and support of, public education. From the inception of the community and continuing to present day, members of the community have valued the importance of education and have formed into a community of learners. They have provided labor and materials to build and maintain their school, provided funds for school supplies, and supported teachers and other staff members in their quest to provide the very best education possible for students.

Philosophies of John Dewey's educational theory, Bill Daggett's whole school reform, and Krutetskii's work on mathematical abilities will be expanded upon to create meaningful, applicable, and rigorous educational experiences for all students.

The school will teach children how to actually use the knowledge they acquire. More than just application; it is the application of "thoughtful habits" such as perspective, analysis, imagination, empathy, and communication the students will receive.

Lecturing will give way to guiding and coaching. We believe that students possess multiple intelligences and that only a comprehensive education can teach to all intelligences. Both instructional activities and assessments should allow students to exhibit their strengths while developing their weaknesses. Learning will be promoted by instruction built around large, interdisciplinary units. To achieve this, school will provide substantial time for collective planning. This integrated curriculum will be vastly superior to a modular one, since when separated into distinct disciplines, education becomes disjointed.

We believe that teaching is a reflective practice, not a mere collection of snapshots. Teachers, as well as the school, should be willing to engage in rigorous experimentation coupled with frequent self-assessment. Schools, like students, should not be so afraid of failing that they fail to venture into the unknown. Education is a journey, not a destination. Hence, there will be ample opportunities and room for experimental ventures to become innovations.

We believe in the words of Mortimer Adler. "The ultimate goal of the educational process is to help human beings become educated persons. Schooling is the preparatory stage; it forms the habit of learning and provides the means for continuing to learn after all learning is complete...Schools should open the doors to the world of learning and provide the guidelines for exploring it."

2. Teaching approach and curriculum design and instructional methods, courses of study, etc.

Every child will be embraced as a multi-talented individual with unique learning styles and needs. Students will be guided in the process of learning, developing creative thinking skills, and become problem solvers with a life-long love of learning. There will be a freedom to innovate beyond the rules required of public school districts, yet there will be strict accountability to meet or exceed state standards. For instance, the school's small size gives it the flexibility to develop and use the most effective teaching practices available, based on the latest and most innovative research.

Instructional methods will be developed with the aid of the versatile Rigor/Relevance Framework. Teachers will also be able to use this framework to measure their progress in adding relevance and rigor to instruction and to select appropriate instructional strategies to meet learner needs and higher achievement goals. By utilizing both the dimensions of the model, teachers will not only examine the more complex ways in which students use knowledge, such as taking several pieces of knowledge and combining them in both logical and creative ways, but will also examine the use of that knowledge to solve complex real-world problems and to create unique project, designs, and other works for use in real-world situations.

The curriculum design will reflect alignment with the North Carolina Standard Course of Study and the proposed charter school will participate in the ABCs Accountability Model and conduct the statewide testing. The curriculum design will be integrated within and across all subject areas. The maximum use of our geographic location will also serve as a tool to integrate resources from local businesses and East Carolina University. The community will serve as an educational resource for each teacher and student. Teachers, students, parents, and all stakeholders will be engaged in the process of developing life-long learning skills.

Student success must be accompanied by the success of all stakeholders. Specifically, teachers and support staff selected for the school will understand and be committed to implementing the instructional practices essential for successful student performance. These will be provided through pre-employment and continuing professional staff development programs that will challenge them to model the importance of life-long learning to their students. Through participation of building this professional learning community, each staff member will maximize his or her skills on a continuous basis and serve as a valued team member for their colleagues. The school will be a "community of learners." Collaboration, team building, team decision making and support, and celebrations will be the culture of the school.

3. Compliance with Federal and State regulations for serving exceptional children.

In keeping with state and federal regulations, it will be the policy of the school to provide appropriate educational services to children with disabilities as they are identified. It is our belief that all children are entitled to a free appropriate public education in the least restrictive environment.

The term "children with disabilities" includes, without limitation, all children who, because of permanent or temporary mental, physical, or emotional disabilities, need special education, are unable to have all their educational needs met in a regular class without special education or related services, or are unable to be adequately educated in the public schools. It includes those who are autistic, behaviorally-emotionally disabled, deaf-blind, hearing impaired, mentally disabled, multi-handicapped, orthopedically impaired, other health impaired, specific learning disabled, speech-language impaired, traumatic brain injured, and visually impaired.

Identification, placement, related services and all programs and operational procedures will be in accordance with the current edition of *Procedures Governing Programs and Services for Children with Disabilities*.

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

Graduation Requirements

Twenty-six units will be required for graduation from high school.
Those courses and units are as follows:

English	(4 units)	I, II, III, IV
Mathematics	(4 units)	Algebra I, Algebra II, Geometry, Pre-Calculus (if Algebra I is taken in the 8 th grade, then either A.P. Calculus or A.P. Statistics will count as the 4 th math requirement)
Science	(4 units)	from Physical Science, Earth/Environmental, Biology, Chemistry, Physics
Social Studies	(3 units)	Civics & Economics, U.S. History, World History
Foreign Language	(2 units)	Two units in the same language
Computer Skills	(1 unit)	Computer Applications
Health and P.E.	(1 unit)	Health & Physical Education
Electives	(7 units)	Career & Technical Education/Arts Education Electives

In addition to the 26 units, seniors must complete and receive a satisfactory review of their senior level project (Capstone).

5. The school calendar (must provide instruction for a minimum of 180 instructional days); (G.S.115C-238.29F(d)(1))

The school will provide instruction for a minimum of 180 days. The calendar will accommodate students wishing to participate in on-line classes and classes taught through Martin Community College and East Carolina University.

Fall Semester – 2011 1st Grading Period Student Days (31)

August	4,5, 8,9,10,11,12, 15,16,17,18,19, 22,23,24,25,26, 29,30,31
September	1,2, 6,7,8,9, 12,13,14,15,16

Fall Semester – 2011 2nd Grading Period Student Days (28)

September	20,21,22, 26,27,28,29,30
October	3,4,5,6,7, 11,12,13,14, 17,18,19,20,21, 24,25,26,27,28

Fall Semester – 2011 3rd Grading Period Student Days (31)

November	1,2,3,4, 7,8,9,10, 14,15,16,17,18, 21,22,23, 28,29,30
December	1,2, 5,6,7,8,9, 12*,13*,14*,15*,16*,

Teacher Workdays

August 3,4

September 19, 23(Parent Conferences)

October 31

December 20,21

Early Release (Staff Development Days)

Aug 25

Oct 13

Nov 17

Spring Semester – 2012 4th Grading Period Student Days (31)

January 4,5,6, 9,10,11,12,13, 17,18,19,20, 23,24,25,26,27, 30,31

February 1,2,3, 6,7,8,9,10, 13,14,15,16,

Spring Semester – 2012 5th Grading Period Student Days (28)

February 21,22,23, 27,28,29

March 1,2, 5,6,7,8,9, 12,13,14,15,16, 19,20,21,22,23, 26,27,28,29,30,

Spring Semester – 2012 6th Grading Period Student Days (31)

April 3,4,5,6, 16,17,18,19,20, 23,24,25,26,27 ,30

May 1,2,3,4, 7,8,9,10,11, 14,15,16*,17*,18*, 21*,22*,

Teacher Workdays

January 2,3

February 17, 24(Parent Conferences)

April 2

May 23,24,25

Early Release (Staff Development Days)

January 26

March 15

April 19

*Student Exam Days

7. A concise description of any evaluation tool or test that the proposed charter school will use in addition to any state or federally mandated tests.

The proposed charter school will participate in the ABCs Accountability Model and conduct the statewide testing. All students enrolled in Advanced Placement Courses, such as AP English, AP Calculus, AP Statistics, etc. will participate in the College Board testing in May for students to qualify for college credit. Learning will be documentable, diagnostic, and reflective, providing continuous feedback to students and parents as a tool to develop further teaching and learning strategies. The following assessments in addition to the state End of Grade tests, End of Course tests, and Advanced Placement tests, will also be utilized:

- 1) Pretests and posttest (provides information about how much a student can demonstrate was actually gained during their time in course as opposed to just producing the learning outcomes)
- 2) Benchmark testing (administered to determine students growth periodically throughout the semester)
- 3) Portfolio assessments (provides a reflection of a student's mastery of a concept or series of concepts as opposed to a snapshot that traditional testing provides and may combine multiple types of evidence and are not necessarily limited to classroom work)
- 4) Oral presentations
- 5) Written reports
- 6) Lab reports
- 7) Capstone Project/Senior project (includes written report, oral presentation, documentation of services or work, portfolio and draws upon and integrates knowledge, concepts, and skills associated with the entire curriculum of a program)

- 8) Self-efficacy (an inexpensive tool, such as a simple survey can be constructed which simply asks students to rate their competence in different areas)
- 9) Other indirect measures of assessment (not based directly on student academic work but rather on what students perceive about their own learning)

Progress reports will be provided to students and parents on the 16th day of each 30-day grading cycle. Report cards will be sent home with students at the end of each 30-day grading cycle. Parent/Teacher conferences will be held at the conclusion of the 1st and 4th grading periods. Teachers will keep cumulative folders of each student's work during the semester. Cumulative files (to be kept in the counselor's office), portfolios and IEPs (Individualized Education Program) will be kept for enrolled students.

7. A description of the student achievement goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals.

Student achievement goals (academic, social, and civic)

- Each child has an opportunity to achieve his or her full academic/vocational potential in a safe, orderly school to ensure that each child feels recognized and cared for as an individual
- Students will be proficient in a common core of academic knowledge, concepts and methods of writing, reading, mathematics, speaking, and listening to achieve future success
- Students will take personal responsibility for learning through a demonstrated work ethic
- Students will show personal, school, and community pride in their achievement through public display of academic work for the recognition of achieving high standards
- Each child meets or exceeds required State Performance Standards on academic tests
- Each student is knowledgeable about career choices across a variety of areas
- Students have opportunities for developing the habits of concerned, confident, and caring citizens
- Students are actively engaged and involved in rigorous, relevant learning
- Students understand and apply advanced mathematical and scientific ideas
- Students demonstrate technical knowledge and skills needed to be productive within the context of real life
- Students use technology and other sources of information for a variety of purposes
- Students demonstrate attitudes and skills that support self-directed lifelong learning, personal pursuits, productivity, and conflict resolution
- Students demonstrate attitudes and behaviors that support global understanding, collaboration, diversity, and interdependence

Methods of demonstrating attainment

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

- Pre- and Post-Assessment/Value-added Assessments
 - By assessing students when they first enter a program, a firm benchmark against which to measure growth is established.
 - Pre-testing is especially helpful for measuring cognitive learning.
 - These tests are easily scored and can be relatively easily analyzed using statistical procedures.
- Portfolio of student work
 - Portfolios will provide students with documentation for job applications or applications to college.
 - Students are able to reflect upon their learning and to understand more about what they have and have not yet learned.

Portfolios place the responsibility for demonstrating mastery and competence upon the learner. Portfolios assess more rigorous and higher order thinking skills, such as application, synthesis, and evaluation.

- **Senior Project/Capstone (Assessed by a committee of stakeholders)**
 This project allows the student to tie together the key learning objectives that the student is expected to have learned during his/her tenure.
 The project allows the faculty to assess the cumulative abilities of a student.
 Students are given the opportunity to demonstrate how they can integrate the knowledge, abilities, and values that the faculty have been teaching and demonstrating.
- **Student Performances (include internships, field experiences, musical performances, art shows, oral presentations, media presentations, and other work performed and demonstrated in public) (Assessed with well-constructed rubrics)**
 Specific tasks are designed to lead students being able to perform in some fashion, so rubrics for assessment purposes are extremely valuable.
 Performances occur at different stages of a student's career, so demonstrating value-added is critical.
 Rubrics can be used not only as assessment tools, but as a means to teach students the standards that they are expected to achieve.
 Rubrics designed around the goals of the performance and the academic program makes assessment by a variety of stakeholders (other faculty members, professionals in the field, other students) relatively easy and consistent.
- **Indirect assessment (Surveys, exit interviews, external reviewers)**
 These will be designed to facilitate statistical analysis.
 Indirect assessment can flesh out areas that direct assessments cannot capture.
 Indirect assessment is very useful for ascertaining values and beliefs.
 External reviewers can bring a degree of objectivity to the assessment.
 External reviewers can be guided by either the school or by discipline-based national standards.

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

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

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

Provide an explanation of the procedures the proposed charter will follow to insure compliance of the above laws.

Bear Grass Charter School (BGCS) will work with the Martin County School District to identify the special needs of students and to meet all applicable state and federal requirements including the Individuals with Disabilities Education Act (IDEA) and G.S 115C-238.29F(g)(5). Exceptional students will be provided with programs implemented in accordance with district, federal and state policies and procedures. All students with disabilities, regardless of the nature or severity of their disability, who need special education and related services, will be served in the least restrictive environment possible. A full continuum of delivery models will be available for exceptional students including physical, occupational, and speech/language therapy. If inclusion is not an appropriate setting for the student, the school will provide a program appropriate to the student's needs within the continuum of placement options. For those students whose special needs are so unique or severe that the needs cannot be adequately addressed at the school, the child will be appropriately referred to another educational setting. BGCS will work together with the Martin County School Board to ensure that the needs of all exceptional children are met. An Individualized Education Program (IEP) will be developed for every enrolled student requiring or receiving exceptional

education services. The IEP will be utilized to provide services addressing the individual needs of exceptional students. Those who qualify for exceptional student services will be placed in various programs according to their needs. For students with more severe disabilities, the BGCS will offer self contained classes and related services as deemed necessary.

BGCS will obtain informed parental consent for conducting an evaluation to determine eligibility for exceptional education student needs. We will also obtain consent before providing the services proposed on a student's IEP. We will ensure that one or both parents of a child are members of any group that makes decisions in the educational placement of their child. Immediately following the development of the IEP and without undue delay, BGCS will provide the parents with a copy of the proposed IEP together with the required notice of procedural safeguards and parents' handbook of rights.

BGCS will ensure that all students have access to the general curriculum. We will provide specialized materials and equipment as specified in the IEP.

Exceptional education student services and administrative areas will be regularly evaluated. BGCS will develop methods for determining the effectiveness of programs in assisting students to achieve.

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

Provide a description of the policies and the procedures for admitting students to the proposed charter school, including specific details of the enrollment lottery plan.

Before a student will be enrolled in the Bear Grass Charter School, the student must meet the following requirements:

- Any child who is qualified under the laws of the State of North Carolina for admission to a public school is qualified to attend Bear Grass Charter School.
- Bear Grass Charter School, because of its status as a conversion school, will give admission preference to students who reside within the former Bear Grass School attendance area.
- Bear Grass Charter School will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law, Bear Grass Charter School will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. Bear Grass Charter School will give enrollment priority to siblings of currently enrolled students who were admitted to Bear Grass Charter School in a previous year and to children of Bear Grass Charter School's principal, teachers, and teacher assistants. Within one year after Bear Grass Charter School begins operations, the population of Bear Grass Charter School will reasonably reflect the racial and ethnic composition of the general population residing within the local school administrative unit in which the school is located. Bear Grass Charter School will be subject to any court-ordered desegregation plan in effect for the local administrative unit.
- During each period of enrollment, Bear Grass Charter School will enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, students will be accepted by lot. Once enrolled, students are not required to reapply in subsequent enrollment periods.
- Notwithstanding any law to the contrary, Bear Grass Charter School may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-391 until the period of suspension or expulsion has expired.

Bear Grass Charter School will be a conversion school. Students in the former Bear Grass School attendance area will be given first priority in gaining admittance. Parents and legal guardians living in the former Bear Grass School attendance area will be given the opportunity to register their children on two different dates at a designated time and place. Parents and legal guardians of children not living in the former Bear Grass School attendance area will be given the opportunity to apply for admittance to Bear Grass Charter School at a designated time and place. Once the enrollment is determined by the registration of those students living in the former Bear Grass School attendance area, any remaining slots will be filled based on applications received from those outside the former Bear Grass School attendance area. If the number of these applications exceeds the capacity of a program, class grade level, or building, a lottery will be held to fill any remaining slots. The name of each applicant living outside the former Bear Grass School attendance area will be placed in a container and drawn out by the Chairman of the Board of Directors with a minimum of two parents and two teachers witnessing the drawing. If any slots are rejected, the process will continue until all available slots are filled. Children of Bear Grass Charter School's principal, teachers, and teacher assistants residing outside the former Bear Grass School attendance area will be allowed to enroll their children without entering the lottery.

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

Provide drafts, included in this section (do not include as an appendices), of student handbooks and other policies governing student conduct and discipline. Include policies and procedures governing suspension and expulsion of students. Specifically address these policies with respect to exceptional children.

A draft of the student handbook is provided in Appendix C.

PROPOSED STUDENT EXPULSION AND EXCLUSION POLICY (*115C-238.29B(b)(11)*)

115C-238.29F(g)(7))

1. Notice and Initiation of Proceedings for Long Term Suspension (More than 10 days)

If the Director, following an investigation, determines that a long term suspension is appropriate, he shall invoke a short term suspension of ten school days and notify the student, parent/guardian, and Board Chair of his recommendation for long term suspension, following the procedure outlined below:

If the student or parent/guardian desires a formal hearing to contest, the principal's recommendation, the student or the parent/guardian must notify the Director in writing within three school days following receipt of the notice of suspension. The notice of appeal shall state the issue(s) for the appeal, including concerns regarding the level of suspension, if any

The student shall not return to school unless and until the appeal is resolved in his favor. In appropriate cases, the Director is authorized to waive this rule and allow a student to return to school while an appeal is pending.

No Hearing Requested

If a hearing is not requested within the allotted time, the Director shall provide the student/parent/guardian written notice of his decision whether to allow the student to remain in school. The decision of the Director shall be final.

Appeal to the Board

If the student or parent/guardian is not satisfied with the Director's decision, an appeal may be made to the Board within five school days of the notice of the Director. The appeal shall be in writing and shall be limited to the issues raised at the hearing before the Director.

The Board of Directors shall notify the student/parent/guardian of the date when the Board will hear the appeal, making every reasonable effort to hear the appeal within seven days of the request. The Board of Directors may select two or more board members to hear the appeal on behalf of the entire Board. An official tape recording shall be made of the appeal hearing.

The student/parent/guardian and the Director may attend the hearing to argue their respective positions. The Board of Directors may decide the appeal on record or may receive additional testimony and evidence as needed.

The Board of Directors shall make every reasonable effort to render a written decision within five school days. The decision of the Board shall be final, except an adverse decision by the Board may be appealed by the student to a court of law as provided by statute.

The Board of Directors shall comply with the applicable law in determining whether to permanently expel a student from school.

Suspension of Exceptional Child

In the event that a child with special needs exhibits behavior which, if the child were not a child with special needs, could result in the suspension or expulsion of the child from school for a period of more than ten school days or for consecutive periods that total more than ten school days, the school shall require a multidisciplinary team promptly to review the evaluation already completed for the child and conduct any additional evaluations necessary to determine if the behavior is caused by the child's special needs including:

- (1) whether the child is presently receiving appropriate education, and
- (2) whether medication is needed or present medication is appropriate.

If the review establishes no such relationship, the school may initiate its normal disciplinary procedures, but must continue to provide those services that the school based committee finds are necessary to prevent the student from regressing educationally during the suspension. If the review does establish such a relationship, the school may not initiate its normal disciplinary procedures. The findings should be used in determining an appropriate program.

Due Process Rights

In actions involving suspension of a special needs child for more than ten days in a school year, the parties have available all due process rights of North Carolina General Statute 115C-116 and 20 and United States Code 1415

BUSINESS PLAN

PROJECTED STAFF:

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

The staff positions anticipated for the Bear Grass Charter School include the following:

Principal
 Assistant Principal
 Clerical (2)
 Full Time Teachers (18)
 Guidance (1)
 Librarian/Media Coordinator (1)
 Teacher Assistant (2)
 Custodial (1)
 Maintenance (1)
 Bus Drivers (4)

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

List the qualifications and licenses that each position must have to perform the job function(s). Describe the plan to meet the licensure requirements for teachers and paraprofessionals as prescribed by state law and No Child Left Behind.

Staff Qualifications include the following:

Professional Staff

The Principal and Assistant Principal will possess teaching and administrative licensure from the State of North Carolina.

Teachers will possess the following minimum teaching credentials.

Bachelor of Arts or Science

Certification appropriate to the grade level in which duties and responsibilities are required (Middle Grades, Secondary, Exceptional Children)

Secondary Teachers will have a subject matter concentration in the area of teaching responsibility.

It is anticipated that as many as teachers as possible will be employed who possess a graduate degree. A minimum of one third of the teachers should have a graduate degree. This will ensure that the school meets the percent required to secure accreditation (assuming all others are met) from the Southern Association of Schools and Colleges.

Every effort will be made to ensure that the faculty reflect at each grade span (6-8, 9-12) a range of cohorts and teaching experience so that staff strengths can be maximized and a leadership succession plan can be put in place. Thus, every effort will be made to have as equal representation as possible of the following age and experience ranges:

21-30 or 1-9 years of teaching experience

31-40 or 10-19 years of teaching experience

41-50 or 20-29 years of teaching experience

The Guidance Counselor will possess teaching and guidance licensure.

Instructors provided by Martin Community College to provide Advanced Placement will possess graduate degrees in the area in which the Advanced Placement Courses are focused. The Advanced Vocational Courses will possess appropriate training, background, certification and/or work experience in the course area of focus.

Support Staff

Teacher Assistant

A minimum of two years of post high school education and/or commensurate experience in skill development through prior employment as a teacher assistant for a period of five years.

Library/Media Assistant

A minimum of two years post high school education and/or commensurate experience in information science technologies.

Clerical

A minimum of two years post high school education and/or commensurate experience in skill development through prior employment as a school office employee.

Custodial

A minimum requirement of a high school education and/or commensurate work experience in skill development through prior employment as an institutional custodian or maintenance employee will be required.

ENROLLMENT

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school.

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

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as set forth and approved in the projected enrollment tables. However, in subsequent years, the school may increase its enrollment only as permitted by G.S. 115C-238.29D(d), that is, an increase of 10% per year based on the previous year's enrollment. Any increase above 10% must be approved by the State Board of Education in accordance with G.S. 115C-238D(d).

NAME OF PROPOSED CHARTER SCHOOL: Bear Grass Charter School

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME *NAME OF PROPOSED CHARTER SCHOOL* Bear Grass Charter School

List LEA #1 – 580

List LEA #2 –

List LEA #3 –

GRADES		2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3
Kindergarten	K	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
First	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Second	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Third	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Fourth	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Fifth	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Sixth	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

PROJECTED ENROLLMENT 2011-12 through 2015-2016 (TABLE I continued)

NAME OF PROPOSED CHARTER SCHOOL: Bear Grass Charter School

		2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Seventh	7	<u>55</u>	—	—	<u>55</u>	—	—	<u>55</u>	—	—	<u>55</u>	—	—	<u>55</u>	—	—
Eighth	8	<u>50</u>	—	—	<u>55</u>	—	—	<u>55</u>	—	—	<u>55</u>	—	—	<u>55</u>	—	—
Ninth	9	<u>55</u>	—	—	<u>50</u>	—	—	<u>55</u>	—	—	<u>55</u>	—	—	<u>55</u>	—	—
Tenth	10	<u>40</u>	—	—	<u>55</u>	—	—	<u>50</u>	—	—	<u>55</u>	—	—	<u>55</u>	—	—
Eleventh	11	<u>45</u>	—	—	<u>40</u>	—	—	<u>55</u>	—	—	<u>50</u>	—	—	<u>55</u>	—	—
Twelfth	12	<u>55</u>	—	—	<u>45</u>	—	—	<u>40</u>	—	—	<u>55</u>	—	—	<u>50</u>	—	—
LEA TOTALS		<u>300</u>	—	—	<u>300</u>	—	—	<u>310</u>	—	—	<u>325</u>	—	—	<u>325</u>	—	—
Overall TOTAL Enrollment/ADM		<u>300</u>			<u>300</u>			<u>310</u>			<u>325</u>			<u>325</u>		

Budget: Revenue Projections 2011-12 through 2015-2016

INCOME: REVENUE PROJECTIONS	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
--State ADM Funds	<u>\$ 1,666,635.00</u>	<u>\$ 1,666,635.00</u>	<u>\$ 1,722,189.50</u>	<u>\$ 1,805,521.25</u>	<u>\$ 1,805,521.25</u>
--Local Per Pupil Funds	<u>\$ 467,529.00</u>	<u>\$ 467,529.00</u>	<u>\$ 483,113.30</u>	<u>\$ 506,489.75</u>	<u>\$ 506,489.75</u>
--Federal Funds	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Grants*	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Foundations*	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Private Funds*	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Other Funds* Headcount	<u>\$ 106,362.60</u>	<u>\$ 106,362.60</u>	<u>\$ 109,908.02</u>	<u>\$ 115,226.15</u>	<u>\$ 115,226.15</u>
TOTAL INCOME	<u>\$ 2,240,526.60</u>	<u>\$ 2,240,526.60</u>	<u>\$ 2,315,210.82</u>	<u>\$ 2,427,237.15</u>	<u>\$ 2,427,237.15</u>
<p>*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.</p>					

Budget (continued): Revenue Projections 2011-12 through 2015-2016

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p>	<p>See http://www.ncpublicschools.org/fbs/stats/index.html (OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data)</p> <p><i>The formula for figuring these allotments can be found in the Resource Guide.</i></p> <p>Martin:</p> <p>State 5,555.45 x 300 = \$ 1,666,635.50</p> <p>Local 1,558.43 x 300 = \$ 467,529.00</p> <p>Other 3,545.42 x 300 = \$ 106,362.60</p>

Budget (continued): Expenditure Projections 2011-12 through 2015-2016

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

GS 115C-238.B(b)(5)					
PERSONNEL					
Total # staff <u>32</u>	<u>32</u>	<u>32</u>	<u>32</u>	<u>32</u>	<u>32</u>
--Administrator(s) # <u>2</u>	\$ <u>115,000.00</u>	\$ <u>117,300.00</u>	\$ <u>119,646.00</u>	\$ <u>122,038.92</u>	\$ <u>124,479.70</u>
--Clerical # <u>2</u>	\$ <u>72,000.00</u>	\$ <u>73,440.00</u>	\$ <u>74,908.80</u>	\$ <u>76,406.98</u>	\$ <u>77,935.12</u>
--Teachers # <u>18</u>	\$ <u>900,000.00</u>	\$ <u>918,000.00</u>	\$ <u>936,360.00</u>	\$ <u>955,087.20</u>	\$ <u>974,188.94</u>
--Librarians # <u>1</u>	\$ <u>50,000.00</u>	\$ <u>51,000.00</u>	\$ <u>52,020.00</u>	\$ <u>53,060.40</u>	\$ <u>54,121.61</u>
--Guidance # <u>1</u>	\$ <u>50,000.00</u>	\$ <u>51,000.00</u>	\$ <u>52,020.00</u>	\$ <u>53,060.40</u>	\$ <u>54,121.61</u>
--Teacher Assistants # <u>2</u>	\$ <u>50,000.00</u>	\$ <u>51,000.00</u>	\$ <u>52,020.00</u>	\$ <u>53,060.40</u>	\$ <u>54,121.61</u>
--Custodian # <u>1</u>	\$ <u>20,000.00</u>	\$ <u>20,400.00</u>	\$ <u>20,808.00</u>	\$ <u>21,224.16</u>	\$ <u>21,648.64</u>
--Maintenance # <u>1</u>	\$ <u>20,000.00</u>	\$ <u>20,400.00</u>	\$ <u>20,808.00</u>	\$ <u>21,224.16</u>	\$ <u>21,648.64</u>
--Food Service # <u>0</u>	\$ <u>0.00</u>	\$ <u>0.00</u>	\$ <u>0.00</u>	\$ <u>0.00</u>	\$ <u>0.00</u>
--Bus Driver # <u>4</u>	\$ <u>20,000.00</u>	\$ <u>20,400.00</u>	\$ <u>20,808.00</u>	\$ <u>21,224.16</u>	\$ <u>21,648.64</u>
--Other	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
EMPLOYEE BENEFITS	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
STAFF DEVELOPMENT	\$ <u>299,180.00</u>	\$ <u>305,163.60</u>	\$ <u>311,266.87</u>	\$ <u>317,492.21</u>	\$ <u>323,842.05</u>
MATERIALS AND SUPPLIES	\$ <u>10,000.00</u>	\$ <u>10,200.00</u>	\$ <u>10,404.00</u>	\$ <u>10,612.08</u>	\$ <u>10,824.32</u>
OFFICE SUPPLIES	\$ <u>20,000.00</u>	\$ <u>20,400.00</u>	\$ <u>20,808.00</u>	\$ <u>21,224.16</u>	\$ <u>21,648.64</u>
INSTRUCTIONAL SUPPLIES	\$ <u>1,000.00</u>	\$ <u>1,020.00</u>	\$ <u>1,040.40</u>	\$ <u>1,061.21</u>	\$ <u>1,082.43</u>
TESTING MATERIALS	\$ <u>20,000.00</u>	\$ <u>20,400.00</u>	\$ <u>20,808.00</u>	\$ <u>21,224.16</u>	\$ <u>21,648.64</u>
	\$ <u>10,000.00</u>	\$ <u>10,200.00</u>	\$ <u>10,404.00</u>	\$ <u>10,612.08</u>	\$ <u>10,824.32</u>

BUDGET EXPENDITURE PROJECTIONS	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
<i>INSURANCE</i>	<u>\$ 30,000.00</u>	<u>\$ 30,600.00</u>	<u>\$ 31,212.00</u>	<u>\$ 31,836.24</u>	<u>\$ 32,472.96</u>
<i>UTILITIES</i>	<u>\$ 72,000.00</u>	<u>\$ 73,440.00</u>	<u>\$ 74,908.80</u>	<u>\$ 76,406.98</u>	<u>\$ 77,935.12</u>
<i>MAINTENANCE & REPAIR</i>	<u>\$ 24,000.00</u>	<u>\$ 24,480.00</u>	<u>\$ 24,969.60</u>	<u>\$ 25,468.99</u>	<u>\$ 25,978.37</u>
<i>TRANSPORTATION</i>	<u>\$ 30,000.00</u>	<u>\$ 30,600.00</u>	<u>\$ 31,212.00</u>	<u>\$ 31,836.24</u>	<u>\$ 32,472.96</u>
<i>MARKETING</i>	<u>\$ 6,000.00</u>	<u>\$ 6,120.00</u>	<u>\$ 6,242.40</u>	<u>\$ 6,367.25</u>	<u>\$ 6,494.59</u>
<i>FOOD/CAFETERIA SUPPLIES</i>	<u>\$ 190,000.00</u>	<u>\$ 193,800.00</u>	<u>\$ 197,676.00</u>	<u>\$ 201,629.52</u>	<u>\$ 205,662.11</u>
<i>CAPITAL OUTLAY – OFFICE EQUIPMENT</i>	<u>\$ 25,000.00</u>	<u>\$ 25,000.00</u>	<u>\$ 10,000.00</u>	<u>\$ 10,000.00</u>	<u>\$ 10,000.00</u>
<i>CAPITAL OUTLAY – FACILITIES</i>	<u>\$ 75,000.00</u>	<u>\$ 50,000.00</u>	<u>\$ 75,000.00</u>	<u>\$ 100,000.00</u>	<u>\$ 100,000.00</u>
<i>CAPITAL OUTLAY – INSTRUCTIONAL EQUIPMENT</i>	<u>\$ 100,000.00</u>	<u>\$ 100,000.00</u>	<u>\$ 100,000.00</u>	<u>\$ 100,000.00</u>	<u>\$ 100,000.00</u>
TOTALS	<u>\$ 2,209,180.00</u>	<u>\$ 2,224,363.60</u>	<u>\$ 2,275,350.87</u>	<u>\$ 2,342,157.89</u>	<u>\$ 2,384,801.05</u>

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

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

ADDITIONAL NOTES:

AUDITS

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

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

BGCS recognizes the importance of the ABC Accountability Program and the No Child Left Behind (NCLB) Act, and agrees with the State Board of Education's recent decision to raise student performance standards to help prepare students to meet today's challenges and skills, especially in the increasingly more competitive academic environment. BGCS will therefore, adopt these standards *as the minimum* academic standards of the school. As such, end-of-grade and end-of-course test results will be closely evaluated and monitored by BGCS's principal, directors, and teachers, and be shared with all BGCS's staff members. Individual student progress will be closely monitored by the classroom teacher through routinely documented students' daily classroom participation, academic activities, and the students' learning progress throughout the course of the year. Annual parent, student and staff surveys will be conducted to assist in the identification of the school program's strengths and weaknesses. Such parent surveys will include "Parent Conditions Surveys" to assess the school program's achievements. Community feedback at open-house meetings will also be evaluated, and when possible, be documented with "Community Surveys" and polls.

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

Describe the procedure and method for conducting an independent financial audit for the proposed charter school. Give the name of the firm that will conduct the audit (must be approved by the State of North Carolina). Include the complete mailing address, telephone number and fax number.

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

The audit will be performed by:

H. Edwin Gray PA
820 Evans Street
Greenville NC 27834
Phone: 252-758-7300
Fax: 252-758-7301

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

Address how the proposed charter school will meet the requirements for the following:

Safety

The Bear Grass Charter School will maintain a safe learning environment by requiring all personnel to participate in emergency response training. A system of emergency codes will be established to effectively communicate the situation to the staff. Evacuation maps will be posted in every classroom and office suite in the buildings. Drills will be performed to train the students on proper procedures during an emergency situation.

Immunization of Students

Bear Grass Charter School will require all attending students to be immunized according to North Carolina rules delineated in 15A NCAC 19A.0400.

In order to assure full compliance with all state and federal recommendations and regulations and to lessen the possibility of any student missing class due to non compliance, the following immunization policy shall apply:

1. Upon enrollment in the school, the family shall be requested to present the student's immunization record.
 - If the record is available it will be reviewed by an appropriate school staff member. If the student is in full compliance, the record will be copied and filed with the appropriate agency. Students who are exempt from immunizations and who provide a state approved exemption will be considered in compliance.
 - If the student is in partial compliance, the parent/guardian will be given a checklist of necessary immunizations the child must complete prior to attending class. They will then be referred to their medical care provider or the Martin County Health Department. If non compliance persists, follow up phone calls and/or cards will be made/sent to the student's caretaker. One week prior to the beginning of classes a final notice will be sent.
 - Non compliant students who can provide neither a complete record nor sufficient documentation from a recognized agency or practitioner will be denied admittance to the school.
2. Parents/guardians will be strongly urged to complete the full, recommended immunization schedule.
3. The Bear Grass Charter School shall maintain on file immunization records for all students which contain information required for a certificate of immunization as specified in G.S. 130-A-154, and these records may be inspected by officials of the county or state health departments. When a child transfers to another school, the school from which he is transferring shall send a copy of the child's immunization record to his/her new school at no charge.
4. The Bear Grass Charter School principal shall file an immunization report with the Department of Environment, Health and Natural Resources within 60 calendar days after the commencement of a new school year.

Fire and Safety Regulations

Bear Grass Charter School will abide by all Fire and Safety regulations established by the jurisdiction in which the school resides and submit to all inspections by state, county and municipal authorities as required by law. To ensure that a safe environment is provided for students, staff and visitors, a detailed safety plan will inform parents, students and staff of the procedures to be followed in the event of emergencies including, but not limited to:

- Fire
- Storms & Tornadoes
- Evacuation

- Bomb Threat / Explosion
- Intruder on Campus
- Weapon on Campus
- Hostage Situation
- Missing or Runaway Student

Fire

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

It shall be the duty of the principal to inspect each of the buildings at least bi-weekly during the regular school session. This inspection shall include cafeteria, gymnasium, storage rooms, auditorium/multipurpose room as well as all classrooms. This inspection shall be for the purpose of keeping the buildings safe from the accumulation of trash and other fire hazards.

Storms & Tornadoes

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

Evacuation

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

Bomb Threat/Explosion

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

Intruder on Campus

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

Weapon on Campus

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

Hostage Situation

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

Missing or Runaway Student

In the event of a missing or runaway student, the principal will notify law enforcement and the student's parents or guardians.

Food Inspections

Food service and inspections shall be provided by a private vendor who shall, as part of contractual arrangements, ensure that the program will operate in accordance with federal guidelines established by the Child Nutrition Division of the United States Department of Agriculture. In addition, the School Lunch Committee and Board of Directors shall assure that the program operates in accordance with the guidelines.

The school cafeteria/feeding areas shall be operated in compliance with sanitation and inspection rules, regulations and requirements delineated by Martin County and the North Carolina Board of Health. All sanitation ratings shall be posted in a prominent location for review by the public.

Hazardous Chemicals

All hazardous chemicals shall be stored, maintained and disposed of in a manner consistent with rules and regulations promulgated by the North Carolina Administrative Code, the North Carolina Department of Labor Occupational Safety and Hazardous Chemicals Standard and the Occupational Safety and Health Act.

Bloodborne Pathogens

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

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

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

b. Category II employees are those who deal with sick or injured students, check for head lice, or handle waste.

c. Category III employees generally are persons with little or no risk of contact with bloodborne pathogens.

All school employees whose job description involves direct contact with children will receive training specific to infection control with regard to bloodborne pathogens prior to the opening of school. Employees will be responsible for attending health and safety orientation annually.

Direct contact staff will be encouraged to obtain Hepatitis B vaccinations. If a staff member chooses not to be vaccinated, a refusal form shall be signed by the staff member and filed in the employee's staff file.

Exposure Control

All blood and body substances are considered potentially infectious and will be handled in the same manner to prevent transmission of infectious agents. Personal protective equipment (PPE) will be kept available in each classroom of the school. This will consist of latex gloves, non allergenic gloves, and resuscitation mask.

Gloves will be worn during head lice checks and at any time contact with blood or body substances is likely. Mouth to mouth resuscitation will be performed using a resuscitation mask. Hand washing facilities with hot and cold running water, soap and an approved drying device will be readily available for use. Hands will be washed after contact with any blood or body fluid and immediately after gloves are removed.

1. Any staff or child who is diagnosed as having bloodborne diseases, such as AIDS, HIV, HBV, etc., shall be allowed to continue to attend duties/school unless it is determined that the staff/child is too ill to attend or presents a health risk to others. In any case of communicable disease, strict adherence to control measures as defined by OSHA and the North Carolina Department of Environment, Health and Natural Resources, Division of Health Services will be observed.

2. When an employee or child is diagnosed with a bloodborne pathogen, the following procedure will be followed:

a. Strict confidentiality of the infected individual will be observed. Only the panel outlined below and those individuals delineated by the panel will be advised of the individual's condition. All involved will sign a statement of confidentiality.

b. A determination from the individual's physician will be obtained as to the individual's ability to return to school/duties. If the individual is determined to be able to return to school/duties, a panel that consists of the staff or in the case of a child, the child's parents, the staff or child's physician, the Principal, and a member of the Safety Committee will be formed. This panel will determine who needs to be aware of the individual's condition, and the infection control measures to be followed. In the case of an employee, determinations will also be made regarding the modification of the employee's duties to provide for increased safety of all employees and students, if necessary.

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

State the proposed coverage for:

State the proposed coverage for:

Comprehensive General Liability \$ 1,000,000 / \$ 2,000,000 aggregate

Officers and Directors/Errors and Omissions \$ 1,000,000

Property Insurance \$ 3,500,000

Motor Vehicle Liability \$ 1,000,000 CSL including UM/UIM

Bonding

Minimum amount: \$ 250,000

Maximum amount: \$ 250,000

Other

*State Board of Education Policy EEO-U-004 establishes minimums. Go to: <http://sbepolicy.dpi.state.nc.us/>
Click on: SBE Policy Manual Table of Contents, Effective and Efficient Operations, Charter Schools, EEO-U-004.*

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

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

The Bear Grass Charter School will provide transportation for all students living within the Bear Grass attendance area. Transportation will be provided via busses that have been approved by the North Carolina Department of Transportation. Since we are a conversion school, we will use the same bus routes as currently employed at Bear Grass School. The charter school will own its busses.

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

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

Bear Grass Charter School, Inc. plans to use the current Bear Grass School facility located in Bear Grass, North Carolina. We plan to lease the facility from the Martin County Board of Education. Six of the seven Martin County Board of Education members have agreed to lease the facilities to Bear Grass Charter School, Inc.

See Appendix D for documentation of inspections.

Name of the facility (if known): Bear Grass School

Address: 6344 East Bear Grass Rd

City/State/Zip: Bear Grass, NC 27892

Description of the Facility:

Total square feet:	<u>42547</u>
Number of Classrooms:	<u>20</u>
Number of Restrooms:	<u>10</u>
Other Rooms:	<u> </u>
Auditorium:	<u>1</u>
Gymnasium:	<u>1</u>
Music Room:	<u>1</u>
Art Room:	<u>1</u>
Laboratory:	<u>1</u>

Ownership: ☐ Fee Simple or ☒ Lease

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

(a) Term of the Lease: TBD

(b) Type of Lease: TBD

(c) Rent: \$ TBD per month

Name of Landlord: Martin County Board of Education

Address: 300 N Watts Street

City/State/Zip: Williamston, NC 27892

Phone: 252-792-1575

Fax: 252-792-1965

Document inspections for the following:

(a) Fire: Martin County Building Inspector (see Appendix D)

(b) Safety: Martin County Building Inspector (see Appendix D)

(c) Handicapped accessibility? yes

Describe how the maintenance will be provided for the facility. We plan to employ maintenance personnel
Describe the method of finding a facility if one is not readily available at this time. NA - conversion

MARKETING PLAN (GS 115C.238.29F(g)(1-7))

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

Marketing for the Bear Grass Charter School will be facilitated by periodic informational meetings for the benefit of interested parents of prospective students; press briefings and interviews of key Bear Grass Charter School Board members to be submitted to local newspapers and other media venues, ie., television, radio, etc. designed to inform and keep the public up to date; distribution of flyers and other printed materials; orchestrate family fun days with food, activities and prize give-a-ways. Other avenues will be explored and initiated after charter approval.

LEA IMPACT STATEMENT

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will locate within seven days of the submission of the application to the Office of Charter Schools. The LEA may then submit information or comment directly to the Office of Charter Schools.

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

APPENDICES (OPTIONAL)

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

Appendix A – Bylaws

Appendix B – Articles of Incorporation

Appendix C – Draft of Student Handbook

Appendix D – Inspection Documentation

Appendix E – Letters of Support

APPENDIX A – BYLAWS

BYLAWS OF BEAR GRASS CHARTER SCHOOL

ARTICLE I Name and Seal

The name of the Corporation is BEAR GRASS CHARTER SCHOOL (the “Corporation”).

The seal of the Corporation will be circular in form which shall bear the name BEAR GRASS CHARTER SCHOOL and words indicating that the Corporation was incorporated in North Carolina. Failure to affix the seal to corporate instruments shall not affect the validity of any such instrument

ARTICLE II Purposes of the Corporation

1. IRC Section 501(C)(3) Purposes. This corporation is organized exclusively for one or more purposes as specified in Section 501(c)(3) of the Internal Revenue Code, including for such purposes, distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code.
2. Statement of Purpose. The organizational purpose of the BEAR GRASS CHARTER SCHOOL is to be a public charity which can engage in activities and provide various services that are beneficial to the public interest and may include the advancement of literacy and education of children.

ARTICLE III Members

The Corporation shall have no members, certificate holders or shareholders. All functions and affairs of the corporation shall be directed entirely by the Board of Directors.

ARTICLE IV
Offices and Registered Agent

1. Offices. The Corporation continuously shall maintain in North Carolina a registered office at such place as may be designated by the Board of Directors. The principal office of the Corporation and such other offices as it may establish shall be located at such place(s) either within or without North Carolina, as may be designated by the Board of Directors.

2. Agent. The Corporation continuously shall maintain within North Carolina a registered agent, who shall be designated by the Board of Directors.

3. Changes. Any change in the registered office or registered agent of the Corporation shall be accomplished in compliance with the North Carolina Non-Profit Corporation Act.

4. Initial Agent and Office. The initial registered agent is Delmas B. Cumbee, Jr. and the initial registered office is 127 West Blvd, Williamston, North Carolina 27892.

ARTICLE V
Board of Directors for the Corporation

1. General Powers and Duties. The property, business, and affairs of the Corporation shall be managed, controlled, and directed by a Board of Directors or such executive committees as the Board may establish. The Board of Directors shall have, and may exercise, any and all powers provided in the Articles of Incorporation or the North Carolina Non-Profit Corporation Act that are necessary or convenient to carry out the purposes of the Corporation as established in these Bylaws.

2. Composition.

(a) The Board shall consist of a minimum of 7 and a maximum of 11 voting directors elected or appointed as provided herein.

(b) Initial Board. The initial Board of Directors shall be

Delmas B. Cumbee, Jr.	Georgia Smallwood
Phillip Hodges	Jason Wynne
Vivian Covington	Almer Reddick
Ron Preston	Mary Anna Moseley
Richard Knox	TBD

(c) Election. The Initial Board shall select three (3) of its members to serve an initial one (1) year term, four (4) members to serve an initial two (2) year term and the remaining four (4) members shall serve an initial (3) year term. New directors shall be elected in each succeeding year to fill any expiring terms. New directors shall be elected by the existing Board of Directors at the annual meeting. Members eligible for re-election may vote on new board members. Those receiving the highest number of votes shall be deemed elected. In the event any Director so demands, election of Directors shall be by secret ballot.

3. Qualifications of Directors. Directors shall be at least twenty-one (21) years of age, shall be current residents of North Carolina and shall hold at least a high school diploma or its equivalent.

Any such qualified person seeking election to the Board of Directors must submit to a reasonable screening process by the nominating committee, which shall include submitting a personal written statement that provides the following:

- * statement as to personal reason for wanting to serve on the Board of Directors of this corporation;
- * certification statement as to age, residency, and diploma or equivalency; certification statement of having read and understood the Articles of Incorporation and these Bylaws;
- * statement of support for this corporation's purposes;
- * statement of personal education philosophy;
- * statement of personal background, including any talents or experience that can contribute to the function of the corporation Board;

* separate list of references, including the name, address and phone number of each, to at least (2) board members or other person who can verify personal background.

4. Vacancies. A vacancy occurring in the Board of Directors may be filled by a majority vote of the remaining Directors. The director so elected shall serve the unexpired term of the director replaced thereby.

5. Removal. Directors may be removed from office with or without cause by a vote of a majority of the directors. In the event any director is so removed, a new director or directors may be elected at the same meeting.

6. Officers of the Board.

(a) Chair. The Board of Directors shall elect a chair from the members of the Board. The Chair shall preside at meetings of the Board and perform such other duties as may be directed by the Board. The Chair shall be elected at each annual meeting of the Board of Directors by the Board of Directors from among its members.

(b) Vice-chair. The Board may elect from among its members a Vice-chair who shall preside at all meetings of the Board when the Chair is absent.

7. Term. The term of the Directors shall be as follows:

(a) Except as provided in Article V, paragraph 2(c), each Director shall hold office for the term of three (3) years or until a successor is appointed and qualified.

(b) Each Director is eligible for re-election for two (2) successive terms. After serving two (2) three (3) year terms, the Director shall not be eligible for re-election until after a one (1) year absence from service on the Board of Directors.

8. Compensation. No compensation shall be allowed to members of the Board except pursuant to a contract. Expenses incurred by a member in conducting corporate business may be paid if approved by the Board.

9. Resignation. A Director may resign at any time by giving notice there of in writing to the Chair.

10. Duties of Directors. It shall be the duty of the directors to:

(a) Register their addresses and phone numbers with the Secretary of the corporation, and notices of meetings mailed or telephoned to them at such addresses shall be valid notices;

(b) Meet at such times and places as required by these Bylaws;

(c) Appoint and remove, employ and discharge, supervise the duties of, and, except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents and employees of the corporation;

(d) Perform any and all duties imposed on them collectively or individually by law, or by these Bylaws.

11. Committees.

(a) Executive Committee. The Board Directors may, by a majority vote of its members, designate an Executive Committee consisting of two (2) or more directors and may delegate to such committee the powers and authority of the board in the management of the business and affairs of the corporation, to the extent permitted, except that the Executive Committee:

- * may not dissolve the corporation or plan its merger or consolidation;
- * may not change the Bylaws or Articles of Incorporation;
- *may not conduct any transaction involving all or substantially all corporate assets or property;
- * may not create committees;
- * may not fill board vacancies;
- *may not alter board resolutions;
- * may not act as otherwise restricted by law.

By a majority vote of its members, the board may at any time revoke or modify any or all of the Executive Committee authority so delegated, increase or decrease but not below two (2) the number of members of the Executive Committee, and fill vacancies on the Executive Committee from the members of the board.

The Executive Committee shall keep minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

(b) Nominating and Board Development Committee. A nominating and Board Development committee shall be established which shall consist of three (3) individuals designated by the Chair. The purpose of said committee shall be to review applications and research candidates to serve as directors and officers of the Corporation and to recommend nominees for such office to the Board of Directors. Additionally, said committee shall have the responsibility to train and orient new members of the Board of Directors on a director's duties and responsibilities, as well as the goals and purposes of the Corporation. Members of the nominating committee shall serve until their terms as directors have expired.

(c) Other Board Committees. The Chair of the Board may establish any other committees deemed necessary to carry out the work of the Corporation. The Chair shall appoint Board Members to these committees, and the Chair shall designate chairs for each committee. Committees serve in an advisory capacity to the Board.

(d) Limitation on Authority of Committees. Neither the executive committee nor any other committee formed hereunder shall have the authority to repeal or amend a resolution duly adopted by the Board of Directors unless the resolution expressly states that it may be so repealed or amended by a committee.

(e) Meetings and Actions of Committees. Meetings and Actions of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors, with such changes in the context of such Bylaw provisions as necessary to substitute the committee and its members for the Board and its members, except that the time for regular and special meetings of committees may be fixed by resolution of the Board or by the committee. The Board of Directors may also

adopt rules for the conduct of meetings of committees to the extent that they are not inconsistent with the provisions of these Bylaws.

12. Majority Action as Board Action and Conflict of Interest.

Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless these Bylaws, or provisions of law require a greater percentage or different voting rules for approval of a matter by the board.

A member of the Board may have a conflict of interest of his or her vote on a matter before the Board in the best interest of the school if the vote is adverse to the personal, family or business interests of the Board member. If any member of the Board faces a conflict of interest in a matter pending before the Board- such member shall make full and candid disclosure to the Board of the nature of the conflict.

If one (1) or more directors present at a meeting abstain from voting on a particular motion before the Board, due to a personal conflict of interest with the subject of the motion or due to restrictions contained in these Bylaws, then the remainder of the directors shall still constitute a quorum for that particular vote and a two thirds majority of those voting directors shall be required to approve the motion.

ARTICLE VI Officers of the Corporation

1. Designation. The officers of the Corporation shall be the President, such number of Vice Presidents as may from time to time be determined by the Board (and, if more than one, the Board of Directors at the time of determining the number thereof, may also determine the priority of the respective Vice Presidents), a Secretary, a Treasurer and any other officers that the Board of Directors may designate. Individuals to serve in these capacities shall be designated by the Board of Directors and given powers and duties consistent with these Bylaws. Any two (2) or more offices may be held by the same person, except the offices of President and Secretary; however, no officer shall execute, acknowledged, or verified by two (2) or more officers.

2. Qualifications. The President, Vice President, Secretary and Treasurer shall be members of the Board of Directors.

3. Officers of the Corporation

(a) President. The Chairman of the Board shall serve as the President and Chief Executive Officer of the Corporation. The President as the chief executive officer of the corporation shall, subject to the control of the Board of Directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Except as otherwise expressly provided bylaw, or by these Bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, contracts, bonds, checks, or other instruments which may from time to time be authorize by the Board of Directors.

(b) Vice President. The Board may elect a Vice President who shall perform those duties as the Board may designate.

(c) Secretary. The Board shall elect from among its members a Secretary who shall preside at all meetings of the Board when the Chair and Vice-Chair are absent and who, with the assistance of the Corporation staff, shall be responsible for keeping an accurate record of the proceedings and actions of the Board. The Secretary shall have the custody of the corporate seal and shall maintain a current record of all the persons who are Directors, of the Corporation, showing their respective places of residence, and such book shall be open for inspection as prescribed by law. Subject to the control of the Board of Directors, the Secretary shall in general perform all the duties incident to the office of Secretary, and shall perform such other duties as the Board or the President may assign.

(d) Treasurer. The Board shall elect from among its members a Treasurer who shall have the custody of all funds, property, and securities of the Corporation, subject to such regulations as the Board of Directors may impose. The Treasurer may be required to give bond for the faithful performance of his duties in such sum and with such sureties as the Board may require. When necessary or proper, the Treasurer, on behalf of the Corporation, may endorse for collection checks, notes, and other obligations, and shall deposit the proceeds to the credit of the Corporation at such bank or banks as the Board may designate by resolution as depository. The Treasurer shall sign all receipts and vouchers and, together with such other officer or officers, if any, as shall be designated by the Board, the Treasurer shall sign all checks of the Corporation and all bills of exchange issued by the Corporation, except in cases where the signing and execution thereof shall be expressly assigned by the Board or by these Bylaws to some other officer or agent of the Corporation. The Treasurer shall make such

payments as may be necessary or proper to be made on behalf of the Corporation. The Treasurer shall maintain full and accurate books of account reflecting the transactions, assets and obligations of the Corporation and shall exhibit such books at all reasonable times to any Director on application at the offices of the Corporation. In general, the Treasurer shall perform all the duties incident to the office of Treasurer, subject to the control of the Board.

(e) Assistant Secretary. The Board may elect one (1) or more Assistant Secretaries not from among its members who may assist the Secretary and the Treasurer in the performance of their duties and shall have all legal authority to perform those duties.

4. Compensation. No compensation shall be allowed to Officers of the Corporation, except pursuant to a contract. Expenses incurred by an Officer in conducting corporate business may be paid if approved by the Board.

5. Removal. Any Officer of the Corporation may be removed from office with or without cause upon two-thirds vote of the membership of the Board then in office at any regular or special meeting called for that purpose. Any officer of the Corporation proposed to be removed shall be entitled to at least five (5) days notice in writing by mail and in person of the meeting of the Board of Directors at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Board at such meeting. Any Board member removed from office pursuant to this section shall also be deemed removed from the Board of Directors pursuant to Article C Section 5 without further action by the Board.

6. Terms of Officers. The terms of the Officers of the Corporation shall be from the time of their election to the next annual meeting or until their successors are chosen.

ARTICLE VII Meetings

1. Regular Meetings. The Board of Directors shall meet at least monthly at such times and dates as designated by the Chair of the Board, through a written call of the majority of Board members, or upon resolution of the Board. The annual meeting of the Board shall be held each year in June or at such other time as the Board may fix, for the purpose of electing directors and officers and for the transaction of other business. Regular meetings of the Board may be held without written notice.

2. Place of Meetings. The meetings of the Board of Directors shall be held at the principal office of the Corporation, or at such other place as the Chair of the Board of Directors may designate.

3. Special Meetings. The time, date, and place of a special meeting of the Board may be set at the call of the Chair, upon written call by the majority of Board members, or upon resolution of the Board. Notice shall be given by the usual means of communication at least ten (10) days prior to a special meeting, unless waived in writing by all members.

4. Attendance. Attendance by a member at a meeting shall constitute a waiver of notice such meeting, except where a member attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called.

5. Notice of Inability to Attend. Members of the Board shall be required to notify the Chair of the Board of the Corporation of their inability to attend a lawfully scheduled meeting at least twenty-four (24) hours prior to meeting time.

6. Quorum. A majority of the directors in office shall constitute a quorum for the transaction of business. The quorum shall be determined at the beginning of the business meeting.

7. Parliamentary Rules and Open Meeting Law. All meetings shall be conducted in an open, orderly, and fair manner; and any guidelines established by the Institute of Government shall apply to all deliberations. All meetings of the Board shall be held in compliance with the North Carolina Open Meetings Law, N.C. General Statutes Sections 143-318.9- 143-318.19. While the Board may elect not to proceed in full compliance with modified Roberts Rules of Order, those procedures may be invoked at any time for use during part or all of a particular meeting upon motion supported by a majority vote.

8. Manner of Acting. Except as otherwise provided by law, the Articles of Incorporation, or by these Bylaws, all matters before the Board of Directors shall be decided by a majority vote of the Directors present and eligible to vote at a meeting at which a quorum exists.

Any one or more or all of the directors or members of a committee may participate in a meeting of the Board of Directors or committee by means of a conference telephone or similar communications device that allows all persons participating in the meeting to hear each other. Participation in a meeting by mean of a conference telephone or similar communications device shall be deemed presence in person at such meeting.

9. Meeting Agenda. Regular meetings of the Board shall strictly follow the written agenda prepared by the Chair. Any person having business to be brought before the Board shall notify the Chair at least four (4) days prior to the meeting of their request to be heard by the Board.

ARTICLE VIII
Contracts, Checks, Deposits, and Funds

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.

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.

3. Checks and Drafts. All checks, drafts, or other orders for the payment of money, issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

4. Funds. All funds of the Corporation not otherwise employed shall be deposited to the credit of the Corporation at such banks, trust companies, or other depositories as the Board may select, or as may be designated by any officer, officers, agent, or agents of the Corporation to whom the Board may delegate such power.

5. Acceptance of Gifts. The Board or any officer or officers or agent or agents of the Corporation to whom such authority may be delegated by the Board, may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the purpose of the Corporation.

6. Audits. Upon request of a majority of the Board, the accounts of the Corporation shall be audited by a reputable certified public accountant, whose report shall be submitted to each member of the Board, and kept on file at the offices of the Corporation as required by law.

7. Bond. At the direction of the Board, any officer or employee of the Corporation shall be bonded. The Corporation shall pay the expense of procuring any such bond.

ARTICLE IX Indemnification

The directors and officers of the Corporation shall be indemnified by the Corporation to the fullest extent permissible under North Carolina law.

The Board of Directors shall take all such action as may be necessary and appropriate to authorize the Corporation to pay the indemnification provided by this Bylaw, including without limitation, to the extent necessary, making a good faith evaluation of the manner in which the claimant for indemnity acted and of the reasonable amount of indemnity due him or her.

ARTICLE X Corporate Records and Reports

1. Maintenance of Corporate Records. The Corporation shall keep at its principal office:

- (a) A copy of the Corporation's Articles of Incorporation and these Bylaws as amended to date;
- (b) A record of its directors, indicating their names and addresses and telephone numbers, dates of election to the board, and if applicable, dates of election to office;
- (c) A record of its committees and committee members, including the specific task for which each committee was formed and members' names, addresses and telephone numbers;
- (d) Minutes of all meetings of directors, and of committees of the board, indicating the time and place of such meetings, whether regular or special, how called, the notice given, the names of those present and the proceedings thereof;
- (e) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains, and losses.

2. Directors' Inspection Rights. Every director shall have the absolute right at any reasonable time to inspect and copy all books, record and documents of every kind and to inspect the physical properties of the corporation and shall have such other rights to inspect the books, records and properties of this Corporation as may be required under the Articles of Incorporation, other provisions, of these Bylaws, and provisions of law.

Any inspection under the provisions of this Article may be made in person or by attorney and the right to inspections shall include the right to copy and make extracts.

3. Periodic Report. The board shall cause any annual or periodic report required under law to be prepared and delivered to an office of this state or other government agency and to be so prepared and delivered within the time limits set by law.

ARTICLE XI

Fiscal Year

Except as altered by a resolution of the Board of Directors, the fiscal year of the Corporation shall begin on the first day of each July, and end on the last day of June next ensuing.

ARTICLE XII

Election As A Charitable Corporation

Said corporation is organized exclusively for charitable, religious, educational and scientific purposes, pursuant to section 501(c)(3) of the Internal Revenue Code of 1986. Said corporation shall operate as a charitable corporation as defined in NCGS Section 55A-1-40(4).

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its members, directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Articles of Incorporation and these Bylaws. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1986.

Upon dissolution of the corporation, assets of the Corporation then remaining in the hands of the Board, after satisfaction of the Corporation's liabilities, shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

ARTICLE XIII
General Provisions

1. Limit of Use of Property and Funds to Purposes of the Corporation. No funds or property of the Corporation shall be devoted to or expended for any purpose or objective not stated in Article II, but all the Corporation’s funds and properties shall at all times be used exclusively for said corporate purposes. In no event shall any of the funds or property of the Corporation be used fro personal benefit, by way of compensation, directly or indirectly, of these directors, with the exception of the Officers, who may be paid a salary set by the directors for services actually rendered.

2. Waiver of Notice. Whenever any notice is required to be given to any director or other person under the provisions of these Bylaws, the Articles of Incorporation, or any applicable law, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.

3. Amendments. These Bylaws may be altered, amended, or repealed, or new Bylaws may be adopted, at any meeting of the Board of Directors, by a vote of a majority of the Directors in office, if at least ten (10) day written notice is given of the intention to take such action at such meeting.

Adopted by the Board of Directors on the _____ day of _____, 20 ____

Director	_____
Director	_____
Director	_____
Director	_____
Director	_____
Director	_____
Director	_____

Director _____

Director _____

Director _____

Director _____

Appendix B – Articles of Incorporation

B-1

STATE OF NORTH CAROLINA



Department of The
Secretary of State

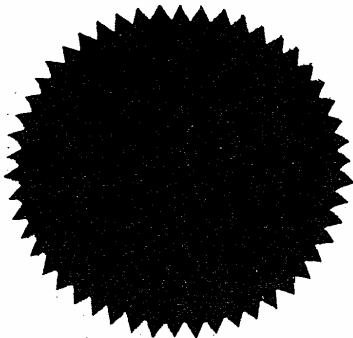
To all whom these presents shall come, Greetings:

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

**ARTICLES OF INCORPORATION
OF
BEAR GRASS COMMUNITY CHARTER SCHOOL, INC.**

the original of which was filed in this office on the 6th day of October, 1997.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 6th day of October, 1997.



Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

FILED
2:47pm
JUN 6 1997

FILED
IN
SECRETARY OF STATE
NORTH CAROLINA

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

1. The name of the corporation is: Bear Grass Community Charter School, Inc.
2. ☒ (Check only if applicable.) The corporation is a charitable or religious corporation as defined in N.C.G.S. Section 55A-1-40(4).
3. The street address and county of the initial registered office of the corporation is:
Number and Street 200 Green Street, Suite 202
City, State, Zip Code Williamston, NC 27892 County Martin
4. The mailing address *if different from the street address* of the initial registered office is:
Same
5. The name of the initial registered agent is:
Michael D. Ingalls
6. The name and address of each incorporator is as follows:
Michael D. Ingalls
1140 North Rogers Street
Bear Grass, NC 27892
7. (Check either a or b below.)
a. ☐ The corporation will have members.
b. ☒ The corporation will not have members.
8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
9. Any other provisions which the corporation elects to include are attached.
10. The street address and county of the principal office of the corporation is:
200 Green Street, Suite 202, Williamston, NC 27892 County Martin
11. The mailing address *if different from the street address* of the principal office is:
Same

B-4

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

This is the 3rd day of October, 1997.

Michael D. Ingalls

Signature of Incorporator

Michael D. Ingalls, Incorporator

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

NOTES:

- 1 Filing fee is \$50. This document and one exact or conformed copy of these articles must be filed with the Secretary of State. (Revised July 1994)

CORPORATIONS DIVISION

300 N. SALISBURY STREET

RALEIGH, NC 27603-5909

Appendix C – Draft of Student Handbook

Bear Grass Charter School Student Handbook

Draft Edition

Adapted from Martin County Schools Guidelines and Policies 2007-08

ATTENDANCE

In accordance with G.S. 115C-378, every parent, guardian or other person in North Carolina having charge or control of a student between the ages of seven and 16 years shall cause such student to attend school continuously for a period equal to the time which the public school to which the student is assigned is in session. No person shall encourage, entice, or counsel any such student to be unlawfully absent from school.

In order to be considered in attendance, a student must be present in the school for the school day or at a place other than the school with the approval of the appropriate school official for the purpose of attending an authorized school activity. Such activities may include field trips, athletic contests, student conventions, musical festivals or any similar approved activity.

A student must be present at least one-half of the school instructional day in order to be recorded present for that day. In grades 9-12, a student must be present at least one half of a class period to be counted.

No student shall leave the school grounds during regular school hours without prior permission from school authorities. A student enrolled in school will attend every day of the prescribed school calendar unless excused. It is important for parents to encourage attendance and to notify school authorities as to the nature of absences. All anticipated unavoidable absences should be reported to the school administration. A student may be excused if satisfactory evidence of the excuse is provided through documentation to the appropriate school official. Such documentation shall be kept on file.

EXCUSED ABSENCES

1. When illness or injury prevents the student from being physically able to attend school.
2. When the local health officer or the State Board of Health orders the isolation of a student.
3. When the student is absent due to the death of a member of the immediate family.
4. When the student has an emergency medical or dental appointment or such an appointment which has been approved in advance by the principal.
5. When the student is a party to or is under subpoena as a witness in the proceedings of a court or administrative tribunal.
6. When the student has obtained prior approval by the principal to be absent due to the observance of an event required or suggested by the religion of the student or the student's parents.
7. When the student obtains prior approval to take advantage of a valid educational opportunity, such as travel.

UNEXCUSED ABSENCES

Unexcused absences are absences for any reason other than those listed as excused.

Making Up Absences and School Work

The following provisions have been made for "making up" absences and schoolwork.

1. Only four (4) unexcused absences (including "period or class" absences at the high school level) will be allowed to be made up per semester.
2. The student must make provisions to make up absences within two (2) days of returning to school or forfeit the opportunity to do so.

3. Made up absences will not contribute to a "perfect attendance" record.
4. A student may attend Extended Day School to cancel absences. Extended Day School may be scheduled any day, Monday through Saturday, by the principal.
5. The principal will designate the time for Extended Day School.
6. Students making up absences must bring appropriate schoolwork to Extended Day School. Failure to do so will result in dismissal from Extended Day School and therefore, no credit for making up the day.
7. All school work missed as a result of absences, excused and unexcused and as a result of a first suspension (one per semester) will be allowed to be made up. Suspended students shall be provided an opportunity to take quarterly, semester or grading period examinations missed during the suspension period.

SIXTEEN-EIGHT DAY (16/8) FAILURE POLICY

A student who is absent a total of 16 days per class period per school year or 8 days per class in block scheduling for reasons defined as excused or unexcused may receive no credit for the school year/course. If there is any question regarding excused absences, a person designated by the principal shall make contact with the parent or guardian of the child. The Principal shall make the final decision in interpretation of reasons for absences.

Student suspended from school will not have those days counted against them as part of the sixteen-eight day failure policy.

If a student is to be absent for medical or dental appointments, court or administrative proceedings, religious observances, or educational opportunities, prior notice should be given if possible.

TARDY POLICY

1. According to policy, detention can be waived for the first two tardies or early sign outs/returns.
2. Subsequent tardies will result in one or more of the following consequences at that school site based on frequency and intensity of the occurrences:
 - After school detention
 - Lunch detention
 - Break detention
 - Extended day

DISCIPLINE

In accordance with G.S. 115C-1, the administration recognizes its responsibilities to assure an atmosphere which is conducive to teaching and learning which protects the fundamental rights of students. The administration also recognizes that it is the shared responsibility of students, parents, and school personnel to assure a safe and orderly environment for all students and school employees. THE PRICIPAL SHALL HAVE THE AUTHORITY TO EXERCISE DISCIPLINE OVER THE PUPILS OF THE SCHOOL. Corporal punishment is prohibited at Bear Grass Charter School. Appropriate student behavior will be encouraged through positive alternatives and interventions. When such interventions are not successful, the student is subject to short-term suspension, long-term suspension, or expulsion. The principal, or his/her designee, is authorized "to suspend for a period of 10 days or less any student who willfully violates policies of conduct established by the Bear Grass Charter School, provided that the suspended student be given an opportunity to take any quarterly, semester or final grading period examination missed during the suspension period. Suspensions in excess of 10 days require the approval of the Board of Directors. Expulsions require board action.

Simple rules to remember to avoid all the consequences in this booklet.

We honor your right to speak freely. However, your speech should not serve to inflame libel, incite or harm others.

It is your responsibility to put forth your best effort at all times to become the best student you can. We promise to provide the best teachers and classroom situations for you.

Another person's property is not yours to take, misuse, break or lose.

In all matters speak carefully and in control of your emotions.

Keep your hands, your fingers, your toes and your nose to yourself.

Treat everyone EXACTLY as they would have you treat them..

A student 14 years old or older may be expelled if that student's behavior indicates a clear threat to the safety of other students or employees.

The board shall suspend for 365 days any student who brings a firearm onto school property.

School administrators will notify law enforcement officers of violations of state and federal laws. They have the authority to call officers to assist with the maintenance of order, and to prosecute offenders.

Exceptional Children: Discipline for all exceptional children will be pursuant to the guidelines found in the 1998 Edition of Procedures Governing Programs and Services for Children with Special Needs.

PROCEDURES FOR ADDRESSING STUDENT BEHAVIOR ISSUES

Student behavior issues will be addressed through the CARE program. CARE is an acronym for The Center for the Advancement of Responsibility in Education. CARE will provide an immediate time-out environment for the students who need time to reassess their behaviors before returning to the learning environment and interaction with others. This program emphasizes student-parent-educator responsibility for education and utilizing resources to address individual student needs.

The school may use surveillance cameras located throughout the campus to monitor activity on the school campus and within the school buildings. Data recorded assists administrators and other officials to determine offenders of inappropriate activity.

The school will encourage appropriate student behavior through classroom management plans and when appropriate, individual student behavior plans that address expectations, interventions, and alternatives. When such plans are not successful, the student will be referred to the school administration or CARE.

Once a student has been referred for disciplinary action, depending on the previous disciplinary infractions, he/she may be assigned after-school, lunch or break detention, school/community service, or Extended Day placement.

The exceptional child who is placed in any non-traditional environments must be allowed to receive his/her exceptional children's services. If assigned detention or Extend Day School, it is the parent's responsibility to provide transportation. **If the student is suspended, it is the parent's responsibility to contact the school administration prior to the student's return.**

As noted in the following code of Conduct, some infractions warrant more serious consequences than others. Cases involving suspension and/or possible arrest should be referred to the principal or assistant principal. Those involving after school or lunch detention or Extended Day School will be acted upon by the school administration or the CARE personnel.

CELL PHONE USE

Bear Grass Charter School allows students to have cell phones so long as they are turned off, concealed, and not used during school hours. If a student has a cell phone where it is visible it may be confiscated. If a student refuses to stop using the phone, or refuses to give the phone to personnel, the student will be suspended. Standardized testing protocol prohibits cell phones in rooms where tests are administered.

STUDENT DRESS CODE

All students will be required to wear a school uniform: khaki or black pants, shorts, skirts or capris and royal blue or white polo shirts.

Appropriate dress is important. These guidelines will be followed.

- Students are not allowed to wear jeans.
- Capri length pants will be allowed.
- Clothing must be appropriately sized. No baggy or sagging pants or shorts are allowed.
- Shorts and skirts must be no higher than 3 inches above the top of the knees.
- No "low rider" clothing is allowed.
- If clothing has belt loops, then a plain black or brown belt with a plain buckle must be worn.
- Shirts must be appropriately sized and must be long enough to be tucked in at all times.
- Students may wear plain white T-shirts under the polo shirts.
- The sleeves of the T-shirts cannot extend past the sleeves of the polo shirts.
- Students may wear unhooded sweaters or plain sweat shirts in the school colors over the polo shirts.
- Students are not to wear coats in the classrooms. Teachers may make an exception if a classroom is unusually cold.
- Proper footwear is required. Shoes that have laces must be laced, tied and fit. Students should wear plain shoes or tennis shoes.
- No high heels are allowed unless the principal makes an exception.
- No flip flops, "beach sandals", or bedroom slippers are allowed. Students are discouraged from wearing sandals without straps in the back for safety reasons.
- Students may not wear boots or shoes that extend above the ankle.
- Students are expected to be dressed according to the uniform standards at all times school is in session.
- Students who are taking classes that require a special dress code (such as health occupations or cosmetology classes) may wear that uniform to other classes.
- Principals may require students to wear uniforms at other school functions that occur outside the normal school day.
- Student may not wear large pendants or medallions. For safety reasons, necklaces should be worn inside the shirts.
- The Principal may make exceptions to the uniform policy for special events such as picture day and may allow a different standard for athletic teams or other school clubs or activities.
- No hats, sweatbands, bandanas, or sunglasses will be worn inside the school buildings.
- There shall be no jewelry affixed to a student's nose, tongue, lips, cheek or eyebrow. (No facial piercings)

Student violations of this policy shall be handled by the principal or designee. Violations of this policy may result in a short-term suspension. Repeated violations of this policy during the school year may result in long-term suspension.

CODE OF CONDUCT

The State of North Carolina uniform code of discipline describes incidents that need to be reported each year. School administrators are responsible for entering student infractions in the Discipline Data Collection for the Department of Public Instruction. The following discipline events are numbered as they appear in the DDC system. For clarification of any of the rules, please call the principal.

The following discipline incidents are reportable to law enforcement, and may result in out-of-school suspension or expulsion from school.

1. Assault resulting in serious injury
2. Assault involving the use of a weapon
3. Assault on school personnel
4. Bomb threat
5. Burning of a school building
6. Death by other than natural causes
7. Kidnapping
8. Possession of alcoholic beverage
9. Possession of a controlled substance in violation of the law
10. Possession of a firearm or powerful explosive
11. Possession of a weapon
12. Rape
13. Robbery with a dangerous weapon
14. Robbery without a dangerous weapon
15. Sexual assault
16. Sexual offense
17. Indecent liberties with a minor

The principal and his/her designees will use the following Levels of Options when assigning consequences for inappropriate behavior. The Level of Options assigned will be determined by the nature of the offense, the severity of the offense, and the frequency the offender exhibits the behavior. (The list is not intended to be a progression of consequences for inappropriate behaviors.)

1st Level of Options – Lunch detention, break detention, after school detention, school/community service, Extended Day.

2nd Level of Options – OSS for less than 10 days.

3rd Level of Options – OSS for more than 10 days.

4th Level of Options – Recommendation for long-term suspension.

In accordance with G.S. 115C-288(g), the principal shall report incidents of violent or illegal actions to the local law enforcement agency.

The following are examples of behaviors that can result in one of the above Options being assigned. The list is not inclusive. Consequences from the list of Options can be assigned for any behavior that poses a threat to safety or interrupts the educational opportunity of other students.

1. Student dress code violation. Students should abide by the dress code as established by the principal.
2. Out of specified area or out of class for any part of the day without permission.
3. Out of school for any part of the day without permission. No student shall be out of school or any school activity for any part of the school day without the prior permission of the parent/guardian. A student who has been absent from school for any part of the school day must bring a note signed by a parent. No student may leave the school campus at any time without the permission of the appropriate school authority.
4. Tardiness to class or tardiness to school. Students are to be in class on time.
5. Failure to report for after-school detention. Students shall report for after-school detention on time and on the scheduled date. An after-school detention may be rescheduled in advance.
6. Nuisance items. Students shall not bring to school or have in their possession items which interfere with the normal operation of a class or school such as noise makers, cameras, radios, tape players, electronic games, water guns, beepers, laser pointers, or similar items. Items will be confiscated and additional consequences are possible.
7. Obscenities/profanity in language or dress. Students shall respect other students by refraining from malicious name-calling, obscenities, profanity, and racial slurs. Consequences will be based on the severity of the act.
8. Gambling. Students shall not participate in any form of gambling or games of chance/skill for money and/or other items of value.
9. Forging notes. Students shall not provide school personnel or parent/guardians with false information by making a change in a written paper or other document or using school documents inappropriately.
10. Cheating. Students shall not plagiarize other's work by copying tests/examinations or other assignments. Students shall not complete any type of academic assignment in a dishonest or deceptive manner. Academic organizations often have rigid consequences for cheating.
11. Violation of local school rules. No student shall willfully violate the rules, regulations, or procedures of their school as stated in the Student Handbook.
12. Unexcused absences. Students are expected to be in school for the 180 days of the school year. Students out of school for unexcused absences will be handled by the principal.
13. Confrontation. No student shall approach another student to confront them about differences in such a way that the discussion creates a disturbance within the school environment.
14. Disrespect toward school employees or other adults is prohibited. Students shall respect all employees. Obscenities, profanities and name-calling directed toward adults will not be tolerated.
15. Tobacco use. Students shall not possess, smoke, or use any tobacco products or paraphernalia at school, in any school building or in any school vehicle, at any school-sponsored or school-related activity or authorized school event before, during or after regular hours, or during any period of time they are subject to the authority of school personnel.
16. Non-compliance with directions or teacher, administrators, or other school personnel. Students shall comply with all reasonable requests of teachers, substitute teachers, teacher assistants, student teachers, and any other authorized school personnel during any period in which they are subject to school authority.
17. Failure to report to CARE and/or to accept the CARE referral form as instructed. Students shall comply with the directions of a teacher or other school personnel to report directly to CARE and submit the written referral form to the CARE personnel.
18. Failure to report to Extended Day School. Students shall report to Extended Day School on the date and time scheduled. An Extended Day assignment may be rescheduled in advance.
19. Threatening, intimidating, bullying, or sexually harassing another student. No student shall threaten, intimidate or bully another student on campus or at any school-related activity. Students are expected to avoid these situations and report them to school personnel. (G.S. 14-288.4.2)
20. Fight – first offense only. No student shall fight another student while on campus, at school-related activities or within school jurisdiction. The administration may opt for OSS on the first offense if the severity of the fight endangers the safety of students. In addition to a violation of the Guidelines for Student Behavior, such acts of

violence or threats to cause bodily harm are a violation of state criminal laws and they may result in prosecutions, punishable by criminal fines, judgments or imprisonment.

21. Reckless or belligerent, or horse-play type behavior which might result in injury or bodily harm. No student shall engage in any behavior which is so careless, reckless or belligerent it would, if continued, result in bodily harm or injury to himself or others.
22. Any major act clearly intended to disrupt school. No student shall purposely disrupt the lawful function of the school or its special activities, events, trips, or performances. In the classroom, no student shall unreasonably impair the teaching/learning process. No student shall engage in behavior which is detrimental to the progress, function or purpose of any school activity or event or infringe on the rights of other students, faculty, spectators, or public. (G.S. 14-288.4(6))
23. Pornographic materials. Possession and/or sharing of pornographic materials will not be tolerated. The following infractions will result in the assignment of Option Levels 2, 3, or 4 with law enforcement notified when required by General Statutes. Law enforcement may be notified in other incidents in which the administration deems necessary.
24. Fight – Second or more offenses. No student shall fight another student while on campus, at school-related activities or within school jurisdiction. Involvement in repeated fights will result in OSS.
25. Being under the influence of alcohol or any illegal drug but not possessing, using, or exchanging it at school or at a school-sponsored event. Students shall not attend school under the influence of alcohol or any illegal drug.
26. Inappropriate use of the Internet. Any student who violates the Internet Acceptable Use Policy will be subject to consequences.
27. Indecent exposure. No student shall knowingly expose any part of the human anatomy considered private.
28. Bomb Threat. The administration shall suspend for 365 days any student who makes a bomb threat (G.S. 115C-391.d3). Making a bomb threat is a felony.
29. Assault or violence directed toward any student or school employee. No student shall assault, cause bodily harm to or threaten any student or school employee. Assault can be interpreted as threatening language, signs or gestures. In addition to a violation of the Guidelines for Student Behavior, such acts of violence or intent to cause bodily harm are a violation of state criminal laws and they could result in prosecution, punishable by criminal fines, judgments, or imprisonment. Assault upon school administrator, school teacher, substitute teacher, teacher assistant, sports official, or other school employee, when any of these persons is discharging or attempting to discharge official duties, may result in imprisonment up to two years and a \$500 fine. (G.S. 14-33(b) (6)).
30. Possession or use of a weapon, incendiary, or explosive (including guns, knives, etc.) or use of any object as a weapon to cause bodily harm or injury. No student shall possess, handle, transmit, manufacture or use any weapon, such as a firearm, knife, or any device used for or intended as a weapon, nor any explosive or incendiary device. In addition to a violation of the Guidelines for Student behavior, possessing or carrying any gun, rifle, pistol, other firearm, dynamite cartridge, bomb, grenade, mine, or powerful explosive onto school property constitutes a felony punishable by up to 5 years imprisonment. Carrying any weapon such as a BB gun, paint-ball gun, knife, blackjack, metallic Knuckles, razors, blades, sharp pointed instruments constitutes a misdemeanor carrying a prison term and/or substantial fine. The administration shall suspend for 365 days any student who brings a weapon onto school property. (G.S. 115C-391-d1). A weapon defined in G.S. 14-269.2 (b) and (g) is any gun or firearm (excluding BB guns, stun guns, air rifle, or air pistol) or bomb, grenade, or powerful explosive. It is unlawful for any person to possess, whether openly or concealed any weapon on a school campus (G.S.14-269.2). The principal is required by law to report assault involving the use of a weapon or the possession of a firearm or weapon to law enforcement.
31. Breaking into and entering a school building, trespassing on school property. No student shall enter a school building after school hours unless an official school activity is being held and/or school officials have authorized such use. Unauthorized entry, either by force, contrivance or otherwise, is considered breaking and entering and is a serious criminal offense. Other charges, such as larceny, may also be filed.
32. Hazing or extortion. No student shall force or threaten another student to obtain money, property, tec., or to participate in humiliating acts. No student shall bully other students for any reason.

33. Sexual activity, sexual assault or assault with intent to cause bodily harm to another student. The principal is required by law to report sexual assault or sexual offense to law enforcement.
34. Possession, sale, exchange or use of any illegal drug, counterfeit drug, or alcohol (including mixed drink, beer, or any beverage with any level of alcoholic content) on the school bus, activity bus, school ground, or in private vehicles on school grounds or at any school function, wherever held, are strictly prohibited. No student shall possess, use, transmit or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, or other drug defined as a controlled substance (pursuant to Chapter 90 of the North Carolina General Statutes) while in any school building, on any school premises, at any school function or event before, during or after school hours, or during any period of time when the student is subject to the authority of school personnel unless such possession, use or transmission is authorized by law and school regulations, or unless prescribed by and take in accordance with the prescription of a physician. In the case of the sale of a prohibited substance, in addition to a discipline action:
 - a. 1st offense: Referral to law enforcement.
 - b. 2nd offense: Referral to an outside agency.
 - c. 3rd offense: Referral to an alternative setting.

A violation of this policy may result in suspension for the remainder of the school year. In addition to disciplinary action consistent with the Guidelines of Student Behavior, possession of any amount of illegal drug will result in criminal prosecution pursuant to state laws (G.S. 18B-301). Compliance with the standards of conduct relative to drugs and alcohol is mandatory. The principal is required by law to report possession of a controlled substance to law enforcement.
35. Inciting a riot or disturbance, or encouraging others to disrupt school. No student shall engage in riotous, insubordinate conduct which causes or is intended to cause a disturbance or disruption to school operations and activities. The safe normal operation of the schools in an atmosphere conducive to teaching, learning and quiet study is a major responsibility of school administrators, teachers, parents and students. All students have the right to attend a school where they can learn without being harmed or disturbed (G.S. 14-288.4).
36. Vandalism, theft, defacement, arson to school building or property. No student shall willfully damage, deface, mar or destroy any building, property, grounds, supply, furnishings, or equipment belonging to the school (G.S. 115C-398). Larceny is a criminal offense which could result in a misdemeanor or felony conviction. (Larceny of \$1000 or more in value is a felony.) Theft of any property, whether public or private, regardless of the value, is a crime. Students may be held liable for damage, loss or destruction of any school property.
37. Theft or damage to private property. No student shall damage or steal any private property while under the authority of school personnel or during the school day, on school-sponsored events or trips, or while riding the school bus. Theft of property, whether public or private, is against the law. Shoplifting is a criminal offense which is always considered serious. In addition to disciplinary action consistent with the Guidelines for Student Behavior, the student may also be charged criminally. The student may also be required to make restitution for losses and damages.
38. Possession or use of counterfeit money. No student shall possess or use counterfeit money.

Points to Remember

1. All accumulated suspensions are carried by the student the whole year.
2. If a student goes six weeks without being referred to CARE for 1st Level of Options consequences, his/her CARE record will be wiped clean of those consequences and the record will start over at the beginning of the next six weeks. (Interventions do not start over.)
3. Students suspended or expelled from Bear Grass Charter School are not to return to the campus at any time during the suspension/expulsion.
4. In certain cases, the principal may determine that alternative or more severe disciplinary action is necessary. A suspension may be split between alternative consequences and out-of-school suspension when in the best interest of the student.

5. Probation – Students may be placed on disciplinary probation at any point that their behavior becomes disruptive. If they break the specified probation, they may be recommended for suspension for the remainder of the school year.
6. Any student suspended from school is not allowed to attend or participate in any school function or athletic event.
7. In addition to disciplinary action consistent with the Guidelines for Student Behavior, a student may also be charged criminally.

The following procedures are recommended for disruptive behaviors. Classroom management plans should be in place in all classrooms. Individual behavior plans should be developed as needed. Teachers should document all interventions and results of the interventions. Principals should keep complete disciplinary records on students. These are suggested strategies for interventions:

1. Isolate within the classroom.
2. Have student write a letter to a parent or guardian concerning misbehavior (with teacher's supervision).
3. Have student call parent at home or work to explain misbehavior (with teacher's supervision).
4. Teacher contacts parents to invite their input on changing student behavior (phone and written communication are very important).
5. Withhold privileges. No student will be denied participation in any part of the instructional program or to have a lunch period.
6. Detain student after school, provided adequate prior arrangements have been made with a parent/guardian.
7. Isolate outside the classroom in a location away from the classroom and under supervision, in the CARE room. Consult with principal concerning misbehavior.
8. Refer student to principal for further corrective action.
9. Principal contacts parent to arrange a conference with teacher, parent and principal.
10. After conferring with the teacher, the principal may remove a student from the classroom for periods of time up to the remainder of the school day and may schedule a parent conference.
11. Students may be taken to their parent/guardian for an immediate conference. The student may be left with the parent/guardian for the remainder of the day. This is not considered a suspension from school. Records will be kept of situations handled in this manner.
12. Principals may consult with the Board of Directors to establish a parent conference to determine other alternatives.

POLICY ON SEARCH AND SEIZURE

Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers. Periodic general inspections of lockers may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant. School premises may be subject to canine searches at any time. Other searches will be conducted according to the circumstances presented and as allowed by laws.

ADMINISTRATION OF MEDICATION

It is the policy of the Bear Grass Charter School that medications should not be administered to a student during school hours or by school personnel unless the health of the student will be adversely affected. If a student is required to take medication during school hours and the parent cannot be at school to administer the medication, school personnel may administer medication with proper documentation from a physician and parent/guardian. Under certain circumstances students may self-administer medications with proper authorization. The intent of this policy is to discourage students from bringing prescription and non-prescription medicines to school for administering such drugs to themselves without the assistance of school officials. Neither the Bear Grass Charter School nor any of its employees are responsible for the improper self-administration of prescription or non-prescription drugs at school. This is the responsibility of the student's parents. Medication administered during school hours by school personnel should be kept to a minimum. Medications

should be administered at home, if at all possible. The child in need of medication to sustain his/her maintenance during school is the child who has a chronic health problem, where emergency measures are indicated.

DRIVER'S LICENSE ELIGIBILITY

The North Carolina legislature through House Bill 769 requires that the NC Department of motor Vehicles (DMV) be notified whenever a student (15-17) who has a driver's permit or license drops out of school, or is not making adequate progress toward a high school diploma or its equivalent. (Adequate progress is defined as passing 70% of course work.) The law became effective August 1, 1998. When a student applies for a driver's license, a Driving Eligibility Certificate is required. DMV will not issue a driver's permit or license without the Certificate. This document is generally issued by the school principal or counselor who certifies that the student has demonstrated adequate progress and is a student in school. Adequate academic progress will be evaluated at the end of each semester. Students who do not meet this requirement will be reported to DMV and will have the permit or license revoked. If a student drops out of school, he/she will lose his or her driver's permit or license.

The principal will be able to provide information to parents who wish to appeal their child's driving status based on hardship. The specific hardship circumstances are divided into four categories: (1) medical; (2) work related; (3) exceptional child consideration; (4) other. In any case of hardship, documented proof must be submitted. The school will maintain a record of students given Driving Eligibility Certificates.

"Lose Control, Lose your License"

The North Carolina General Assembly has approved the Safe School initiative called "lose control, lose your license". Any student suspended long term for assaulting school personnel, bringing a weapon to school or possessing or using drugs or alcohol on campus, or committing any other act of comparable severity will now have their driver's license revoked up to one year.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT – NEWS MEDIA ACCESS

Throughout the school year, there may be occasions when media and/or school personnel will be photographing and/or videotaping classroom and school-related activities to be used in school publications and/or sent to the local media for publishing or to be reviewed by school personnel for educational purposes. If you do not wish for your child to be interviewed or identified in photographs or other types of media, please contact the principal in writing, expressing your child's restriction.

Appendix D – Inspection Documentation

COUNTY OF MARTIN
CODE ENFORCEMENT – BUILDING INSPECTIONS – FIRE MARSHAL
P.O. BOX 668 WILLIAMSTON, NC 27892 305 E. MAIN ST.

February 3, 2009

Re: Bear Grass School, Williamston, NC

According to the records of this Office, there are no outstanding Building Code violations against the Bear Grass School as of the date of this letter.



Joseph Griffin
Chief Code Enforcement Officer
County of Martin

PHONE: 252-789-4310 Martincountyncgov.com FAX: 252-789-4314

Appendix E -Letters of Support



**College of Education
Office of the Dean**

East Carolina University

154 Speight Building • Greenville, NC 27858-4353

252-328-4260 office • 252-328-4219 fax

www.ecu.edu

February 9, 2009

Office of Charter Schools
NC Department of Public Instruction
6303 Mail Service Center
Raleigh, NC 27699-6303

To Whom It May Concern:

I am writing this letter to lend my support to the proposal being submitted requesting permission for the Bear Grass Charter School to operate as a public charter school.

Mr. Jerry Rogerson and Mr. Phil Hodges have met with us here at East Carolina University seeking to discuss ways in which this newly formed charter school (if approval is granted) could form a partnership with us on projects of mutual interest. There are several reasons why this request is a thoughtful and appropriate course of action. In the statements below, I describe what I consider to be some of the most persuasive arguments.

- **The fundamentals needed to establish this partnership are already in place.** We have a well recognized partnership with the school systems in eastern North Carolina—namely the Walter and Daisy Carson Latham Clinical Schools Network. This partnership has been in existence for over 20 years. As a school in Martin County, Bear Grass Charter School would, by virtue of its location have partnership status with us.
- **East Carolina University is always looking for receptive school sites in eastern North Carolina where our teacher education candidates may learn to practice.** The planners of this enterprise have assured us that they would welcome our students. Since there is a critical need in the eastern region to provide this training to prospective K-12 teachers we are grateful that they intend to not only continue but also strengthen this collaboration with us.
- **The College of Education faculty at East Carolina University has a long and fruitful history of collaboration with K-12 schools in the eastern region of North Carolina. The leadership of this proposed school is anxious to have our faculty work with them on development, demonstration and research projects designed to improve teaching, inform teacher education and contribute to the knowledge base in education.** These kinds of relationships between K-12 schools and higher education represent the development of an infrastructure that will not only offer our future teacher candidates high quality places to learn but will also support the improvement of instructional practice.

For all of the reasons stated above, I enthusiastically endorse this proposal and pledge to work collaboratively with faculty, department administration and Bear Grass Charter School officials to engage in a positive and productive partnership—one that provides a win-win for all involved.

Most Sincerely,

A handwritten signature in cursive script, reading 'Linda A. Patriarca'.

Linda A. Patriarca, Ph.D.
Dean and Professor, College of Education
154 Speight Building
East Carolina University
Greenville, North Carolina (27858)
252-328-6060



College of Education
Department of Mathematics, Science, and Instructional Technology Education

East Carolina University
342 Flanagan • Greenville, NC 27858-4353
252-328-9353 office • 252-328-9371 fax
www.ecu.edu

6 February 2009

To Whom It May Concern:

I am pleased to write this letter of support for the Bear Grass Charter School (BGCS) proposal. Having been in a number of meetings to discuss the goals for the school, I am excited about the ways that faculty and students from my department can have an impact on and benefit from this effort. In the following paragraphs, I discuss some ways that the Department of Mathematics, Science, and Instructional Technology Education (MSITE) plans to partner with BGCS.

In discussions with the leadership for the proposed BGCS, it is clear that the vision and goals for the school dovetail nicely with the interest, expertise, and experience of several MSITE faculty members. With a common goal of getting grade 6-12 students excited about and equipped for science, technology, engineering, and mathematics exploration and careers, we envision ways in which to partner in mutually advantageous ways. One of the primary areas of interest is the use of rigorous, standards-based curricula for the study of mathematics (initially) and science (eventually). Two primary partners from mathematics education – Drs. Preston and Sinicrope – have extensive experience with the implementation of these curricula in schools. Further, these curriculum materials make appropriate use of technologies and provide a seamless way of preparing students in both the content and tools of the 21st Century. Use of these curricula and associated technology provides another avenue for partnership – professional development for using the curriculum materials and the study of same. To this end, we are excited about the inclusion of common planning times for content teachers and the possibilities for lesson study, vertical alignment, etc.

We view the smallness of the proposed school as a strength. School effectiveness research points to efficacy of small schools. From a practical standpoint, with small faculty groups, we envision a greater ability to have a common set of goals and a school environment where teachers are supporting instruction from grade level to grade level. Having a school setting where the curriculum and instruction are in line with best practices has the potential to provide a rich context for our pre-service teachers. The intent is for us to have field experiences for our students that would include observation of instruction, common planning with teachers, and instruction with individuals or small groups of students.

Finally, MSITE faculty members view the partnership with BGCS as an excellent environment for research into the teaching and learning of mathematics and science. We believe that this research has the potential to inform a broad group of educators and stakeholders and to inform our own instruction as we learn from teachers, pre-service teachers, and grade 6-12 students.



College of Education
Department of Mathematics, Science, and Instructional Technology Education

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www.ecu.edu

In summary, I am excited about the Bear Grass project and support it whole-heartedly. If you have any questions about the role and expertise of MSITE faculty, please do not hesitate to contact me.

A handwritten signature in cursive script, reading 'Ronald V. Preston'.

Ron Preston, Chair
Department of Mathematics, Science, and Instructional Technology Education
East Carolina University
Greenville NC 27858
Phone: 252-328-9353
E-Mail: prestonr@ecu.edu



Licensure
Accreditation
252-328-6271

Fax
252-328-0105

College of Education
Office of Teacher Education
East Carolina University
105 Speight Building • Greenville, NC 27858-4353
www.coe.ecu.edu/

February 5, 2009

Office of Charter Schools
NC Department of Public Instruction
6303 Mail Service Center
Raleigh, NC 27699-6303

To Whom It May Concern:

The Walter and Daisy Carson Latham Clinical Schools Network is a partnership between East Carolina University and 34 public school systems in eastern North Carolina. The school systems include: Beaufort, Bertie, Camden, Carteret, Clinton City, Craven, Cumberland, Dare, Duplin, Edenton-Chowan, Edgecombe, Franklin, Gates, Granville, Greene, Halifax, Harnett, Hyde, Johnston, Jones, Lenoir, Martin, Nash/Rocky Mount, Northampton, Onslow, Pamlico, Pitt, Roanoke Rapids Graded, Sampson, Tyrrell, Washington, Wayne, Weldon City, and Wilson. The network also works individually with area charter schools if it is mutually agreeable.

Within the network, there are 500+ schools with more than 200,000 students and over 2000 trained clinical teachers who participate in partnership efforts. The network has been in existence since the 1996-1997 academic year when all teacher education programs at ECU were restructured from a 10-week student teaching requirement to a year-long Senior Year Experience.

As a member of Martin County Schools, ECU already had a partnership with Bear Grass School, which we intend to continue if Bear Grass Charter Schools is approved. As part of the Latham Clinical Schools Network, Bear Grass has been a site for ECU candidates to do clinical field work as they progress through their teacher education program. Candidates are routinely placed at Bear Grass school for their early field experiences (20-30 hours of school-based time) and for their Senior Year Experience internship (student teaching), which exceeds 500 hours of school-based learning and teaching.

The key functions of our partnership with public and charter schools are:

- Provide a network in which public schools, community colleges, and East Carolina University can collaborate
- Seek to enhance recruitment, retention, and renewal of teachers from pre-service to in-service
- Provide quality field placements and clinical experiences for teacher education candidates
- Facilitate the implementation of innovative practices, new initiatives, and research in both public schools and universities

East Carolina University is a constituent institution of the University of North Carolina. An equal opportunity/affirmative action university which accommodates the needs of individuals with disabilities.

- Provide continuous professional development for public school and university partners

The key areas of the partnership are:

Latham Clinical Schools Network Partnership Advisory Board (LCSN)

The board consists of representative faculty from each of the 20 undergraduate teacher education program areas, a liaison from each of the 34 public school systems, teachers and principals from network schools, and staff from the Office of Clinical Experiences. Meetings are held once a month to enhance partnership communication and collaboration.

Office of Clinical Experiences (OCE)

The OCE facilitates and manages all undergraduate teacher education clinical placements, serves and supports the 34 public school systems in the LCSN, delivers Clinical Schools Network Training for clinical teachers and supervisor of interns, and provides continuous professional development opportunities for clinical teachers and university supervisors.

Annual Clinical Teacher Conferences (CTC)

The Latham Clinical Schools Network facilitates an annual conference for the clinical teachers who have a Senior II intern in the fall/spring semester in which the conference occurs. Interns substitute for their clinical teachers as a courtesy and the teachers are engaged in a day of professional development with faculty from the university.

The benefits of the network are:

- Collaborative power of 34 public school systems and the largest professional educator preparation institution in the State of North Carolina
- Quality field placements for pre-service teachers with trained clinical teachers in diverse public school settings
- A shared responsibility for the recruitment, induction, retention, and renewal of teachers in eastern North Carolina
- Authentic clinical experiences in which university faculty, public school faculty, teacher education candidates and public school students can interact

The following items indicate the types of activities that are carried out within the network on a yearly basis.

- Over 500 Senior Year Experience interns placed within the Network
- Over 3500 undergraduate practicum students placed within the Network
- "Latham Awards for Excellence in Teaching" Medals and \$1500.00 cash awards given to four graduating teacher education seniors

- Clinical Schools Network Training Sessions for faculty and clinical teachers
- Clinical Teacher Conferences for clinical teachers and university faculty
- Professional Development Sessions for clinical teachers and faculty on a variety of topics

East Carolina University's College of education and its teacher education program are committed to continuing partnership with the proposed Bear Grass Charter School. The resulting charter could actually allow an opportunity for in depth study of curriculum, focused professional development, and innovation in student teaching experiences and supervision.

As a public charter school, Bear Grass will be considered a continuing partner in the Latham Clinical Schools Network. Please feel free to contact me if you need any further information about our intended partnership with Bear Grass Charter School.

Sincerely,



Dr. Vivian Martin Covington, Director
Office of Teacher Education
College of Education
East Carolina University
Greenville, NC 27858-4353
252-328-2156

February 8, 2009

Office of Charter Schools
NC Department of Public Instruction
6303 Mail Service Center
Raleigh, NC 27699-6303

To Whom It May Concern:

The Bear Grass Educational Foundation (BGEF) is comprised of a group of concerned parents and citizens whose primary interest is in a quality education for the children in the community in which they live. Most of our members grew up in the Bear Grass community and attended Bear Grass School. All are accomplished, involved citizens who have demonstrated their love for their community through various volunteer activities over the years.

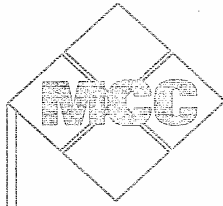
The mission of the BGEF is to be the fund-raising arm of the Bear Grass Charter School. One of the buildings that will house the Bear Grass Charter School is on the National Register of Historic Sites. This "Auditorium Building" is in need of some repairs and remodeling, but is "structurally sound and suitable for use for many more years", as stated by an engineer we hired to perform an assessment. The rest of the campus buildings just need some general maintenance. Our partner in science, Metrics, Inc., has committed to remodeling the science lab. The BGEF is committed to making sure the Bear Grass Charter School maintains and improves the facility which has been the center of our community for over 80 years. We plan to hire an experienced grant writer to help fund these projects.

Our group is totally committed to the Bear Grass Charter School effort. We will do whatever it takes for our school to succeed. Bear Grass is a unique community that has demonstrated an extraordinary level of parental involvement over the history of the school. It will host one of the finest examples of a charter school in the country.

Sincerely,



W. Phillip Hodges
Chairman, Bear Grass Educational Foundation



MARTIN COMMUNITY COLLEGE

1161 Kehukee Park Road

Williamston, North Carolina 27892-8307

252-792-1521

(Martin County Campus)

252-794-4861

(Bertie County Campus)

February 6, 2009

Mr. Delmas Cumbee
P.O. Box 869
Williamston
NC 27892

Re: Bear Grass Charter School

Dear Mr. Cumbee:

Martin Community College (MCC), a public comprehensive community college, has an open-door admissions policy and serves primarily residents of Martin County and segments of Bertie and Washington Counties. MCC provides quality post-secondary curriculums leading to certificates, diplomas and Associate degrees, including the Associate in Arts, Associate in Applied Science, and Associate in General Education. As one of the colleges in the North Carolina Community College System (NCCCS), MCC participates in the NCCCS Transfer Articulation Agreement with institutions in the University of North Carolina System, which facilitates the transfer of credits earned at MCC to universities in North Carolina.

MCC has collaborative programs with public and private high schools, including Martin County High Schools, Bertie County High School, and Lawrence Academy. Our current collaborative programs include Dual Enrollment, Learn and Earn, and Huskins.

As President of MCC, I am excited about the opportunity to serve Bear Grass Charter School students, and I assure you that our staff and faculty would also be pleased and excited to serve them. We will collaborate with the leadership of the Bear Grass Charter School to ensure that its students have the same opportunities at MCC as other high school students in our service area. Collaboration between MCC and Bear Grass Charter School would be beneficial to both institutions and would strengthen and broaden the educational opportunities available to Bear Grass Charter School students.

I look forward to working with Bear Grass Charter School. If I can be of assistance or answer any questions, please feel contact me at 252-792-1521, ext. 223 or at abritt@martincc.edu.

Sincerely,

Ann R. Britt, Ed.D.
President

"Providing Quality, Affordable, and Accessible Educational Programs, Learning Opportunities, and Support Services"
An Equal Opportunity Institution
<http://www.martincc.edu>

February 6, 2008

1021 Harrell Street
Bear Grass, NC 27892

North Carolina State Board of Education
301 North Wilmington Street
Raleigh, NC 27601-2825

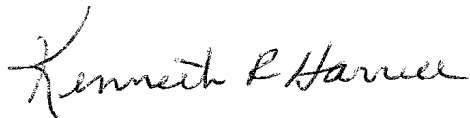
Dear Board Members:

This is my fourth term as a member of the Martin County Board of Education. I have followed the charter school effort since its inception in North Carolina and have attended many charter school meetings sponsored by the North Carolina Boards Association. It is my belief that the charter school approach will greatly improve educational opportunities for all our children.

The citizens of the Bear Grass community have always supported the public schools in their area. They demonstrate a strong community involvement in the academic progress of their children. They feel that the Bear Grass Community Charter School will greatly enhance these educational experiences and better prepare their children for an ever-changing work force.

I support the Bear Grass Community Charter School and ask that you give favorable consideration to their application. I feel that the charter school will benefit Martin County as a whole as well as the Bear Grass Community.

Sincerely,

A handwritten signature in cursive script that reads "Kenneth R. Harrell".

Kenneth R. Harrell
Member, Martin County Board of Education

April 28, 2008

To whom it may concern:

As a Martin County Commissioner, I am well aware of the issues surrounding the Board of Education's move to consolidate the four Martin County high schools into two. I oppose this proposed consolidation. An argument has not been successfully made as to why there is a financial reason to do this and the damage to the communities of Bear Grass and Jamesville would be irreparable. These small communities thrive largely because of their schools and closing them will damage their fragile economies and lower housing prices. Martin County has enough problems. I hope it does not become necessary, but if it does, I would support their application for a charter school.

Sincerely,

A handwritten signature in cursive script that reads "Butch Lilley". The signature is written in black ink and has a long, horizontal flourish extending to the right.

Butch Lilley
Martin County Commissioner

IRA DEREK PRICE
MARTIN CO. COMMISSIONER

2302 Ed's Grocery Rd.
Williamston, NC 27892
Cell: 252-799-7253
lraderkprice@yahoo.com

February 8, 2009

To whom it may concern:

Please allow me to pledge my full support of the Bear Grass Charter School effort. The Bear Grass community has always been a shining example of parental involvement and volunteer effort. I have no doubt that a charter school in this community would be one of the best in North Carolina given the overwhelming support of parents and community leaders.

I pray the effort is successful in securing a charter. I have two children in elementary school and I hope that one day they are fortunate enough to attend a Bear Grass Charter School. Given the sad state of "public" education in this area, I foresee having to seek alternatives to public school for my children if this "charter" effort is unsuccessful.

I continue to be an avid and vocal supporter of the Bear Grass Charter School effort. I am willing to do everything in my power to see this effort become a reality.

Sincerely,





[Pharmaceutical Development & Analytical Services]

February 1, 2009

Office of Charter Schools
Department of Public Instruction
6303 Mail Services
Raleigh, NC

Dear Charter School Board,

Metrics, Inc. is a contract pharmaceutical development company located in Greenville, NC. Our 230 employees are largely degreed chemists, biologists and pharmacists. Our company has a very strong interest in encouraging students to pursue degrees in science and mathematics; our future depends on our employee base. I have served on numerous boards in the area, including the Education Cabinet of the Pitt-Greenville Chamber of Commerce, and considering the growth of technological jobs in the Greenville area in the past 20 years, I realize how important it is to stress math and science to middle and high school students. We must do something differently in order to spark the interest of more of our students.

The Bear Grass Charter School promises to do just that. One of the school's goals will be to develop special interest programs in middle school, with tours and on-site demonstrations, exposing students to the technological world and generating a lifelong interest in science and math. They will have career fairs and projects that will introduce them to potential careers that use math and science. When they leave the 8th grade, more students will think "science and math are cool; science and math are fun". They will take the courses in high school with more interest and more of them will think about going to college for degrees in math and science. Scientists are not born, they are inspired. We will inspire them.

For several years I have conducted tours of Metrics, Inc.'s laboratory facilities and discussed careers with Bear Grass chemistry classes. I have seen several of their students go into college programs such as math, biology, chemistry, and pharmacy. Generating interest does work. I now have employees that were Bear Grass graduates. Metrics will commit to a major renovation of the laboratory at Bear Grass School, upon approval of the charter, and to sponsoring special programs to generate more interest in science and math. Metrics is a major sponsor of the Go-Science Museum coming to nearby Greenville. I will make sure that Bear Grass students benefit greatly from this endeavor.

We want to do something different and exciting at Bear Grass Charter School. I ask for your support in making that happen. Thank you,

Sincerely,

A handwritten signature in dark ink, appearing to read "Phil Hodges", is written over a horizontal line.

Phil Hodges
President and CEO

TOWN OF BEAR GRASS

1136 CHERRY LANE

BEAR GRASS, NORTH CAROLINA 27892

Telephone (252) 792-7323 Fax (252) 792-5409


February 5, 2009

Mr. Delmus Cumbee
Bear Grass Charter School
P. O. Box 867
Williamston, North Carolina 27892

Dear Mr. Cumbee:

Please consider this letter as continued evidence of the unqualified support of the Board of Commissioners of the Town of Bear Grass for the conversion of the current Bear Grass School into a charter school. It is our profound belief the proposed charter school will afford the students of the Bear Grass School attendance district unparalleled educational opportunities while ensuring they remain in the nurturing, caring environment of a community based school.

Sincerely,


Charlotte B. Griffin
Mayor

Bear Grass School District Advisory Committee
6344 Bear Grass Road
Williamston, NC 27892

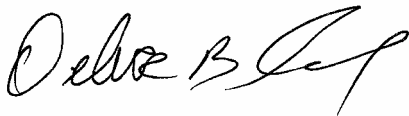
February 9, 2009

North Carolina State Board of Education
301 North Wilmington Street
Raleigh, NC 27601-2825

Dear Board Members:

As members of the Advisory Committee for the Bear Grass School District, we support and encourage the establishment of a charter school in the Bear Grass Community. We believe that the proposed Charter School will raise the level and enhance the quality of education so as to ensure a better future for our children.

Sincerely,

A handwritten signature in black ink, appearing to read "Delia B. Lee". The signature is fluid and cursive, with the first name "Delia" being more prominent than the last name "Lee".

Rodgers Elementary School District Advisory Committee

**2277 Rodgers School Road
Williamston, NC 27892**

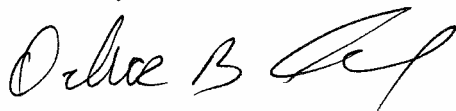
February 9, 2009

North Carolina State Board of Education
301 North Wilmington Street
Raleigh, NC 27601-2825

Dear Board Members:

As members of the Advisory Committee for the Rodgers Elementary School District, we support and encourage the establishment of a charter school in the Bear Grass Community. We believe that the proposed Charter School will raise the level and enhance the quality of education so as to ensure a better future for our children.

Sincerely,

A handwritten signature in black ink, appearing to read "Oliver B. [unclear]". The signature is fluid and cursive, with the first name "Oliver" being the most legible part.

**Bear Grass Fire Rescue
6005 Bear Grass Road
Williamston, NC 27892**



February 5, 2009

N.C. State Board of Education
301 N. Wilmington Street
Raleigh NC 27601

State Board Members:

Bear Grass Fire Rescue would like to take this means to acknowledge our full support to the establishment of a Charter School in the Bear Grass Community. Bear Grass School is the heart of our community. Our community is built around our children, their education and well being. The citizens of the community are involved and provide outstanding support to the school as they know this community is built around the school and its activities. If the Martin County Board of Education succeeds in closing the Bear Grass School, the Bear Grass community will suffer extensively. We feel our only option to continue to have a thriving community is for the citizens, civic groups, churches and businesses to bond together and support a Charter school effort.

Our department has 43 active volunteers that donate their time and energy to provide rescue and fire services to Bear Grass and surrounding communities in Martin County. We are blessed to have this number of active volunteers willing to serve the community in this manner. Their dedication is due in part to the activities that surround the school; PTA meetings, band concerts, ballgames, dances, fundraisers, and social functions that bring the students, parents, families and citizens of the community together. Our department organizes the annual Christmas Parade in conjunction with the Bear Grass School. Following the parade, we have a Brunswick stew fundraiser which usually raises approximately \$2000 to update equipment for the department. All of these activities keep the parents and citizens involved in our children and their education; therefore, promoting higher grades, improved behaviors and attitudes, lower dropout rates, and encouragement for post secondary education. The Bear Grass area is one area of Martin County that has continued to grow. We feel that the growth of our community is due to the Bear Grass School and community involvement that supports the school.

The loss of a school in the Bear Grass community will destroy the community economy and will be detrimental to our services ability to continue to recruit willing volunteers to provide fire and rescue services to protect our area. We pledge our support to the establishment of a Charter School in the Bear Grass community and ask that the State Board of Education support our request for the approval of a charter school.

Sincerely,

A handwritten signature in cursive script that reads "Greg Harrison".

Bear Grass Fire Rescue
Greg Harrison, Chief



February 6, 2009

North Carolina Board of Education
301 North Wilmington Street
Raleigh, North Carolina 27661

Dear Board Members:

The purpose of this letter is to show our support for the establishment of a Charter School in Bear Grass, North Carolina.

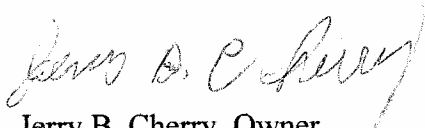
The Cherry Cupboard has always shown an active interest in the activities, both athletic and academic, of the students at Bear Grass High School. In turn, the students, parents, and faculty at Bear Grass High School have been some of our most loyal customers. Without a school in the Bear Grass community, both our community and our business will deteriorate. We have always been proud of our school.

Thank you for your consideration of our request for the establishment of a Charter School in Bear Grass, North Carolina.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard H. Cherry".

Richard H. Cherry
Manager

A handwritten signature in black ink, appearing to read "Jerry B. Cherry".

Jerry B. Cherry, Owner
Cherry Cupboard
6121 Bear Grass Road
Bear Grass, North Carolina 27892

February 6, 2008

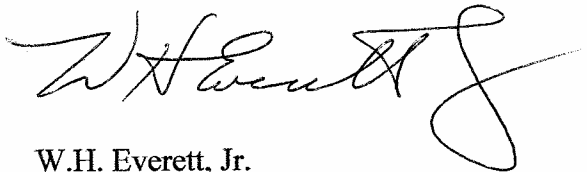
North Carolina State Board of Education
301 North Wilmington Street
Raleigh, NC 27601-2825

Dear Board Members:

I am writing this letter in support of the Bear Grass Community Charter School application. It is my belief this charter school will be a great asset for the citizens and students of Martin County. The long-term results, because of your willingness to afford rural communities this opportunity, will be economically beneficial to not only Martin County, but the surrounding communities as well.

The advance academic program that will be offered is an aspect of education that has needed more attention. The highly advanced technology, which will be available through this charter school, will better prepare our students for an ever-changing world.

Sincerely,

A handwritten signature in black ink, appearing to read 'W.H. Everett, Jr.', with a large, stylized flourish at the end.

W.H. Everett, Jr.
President, Dixie Motor Company

Bear Grass High School Sports Club
Bear Grass High School
6344 East Bear Grass Road
Bear Grass, NC. 27892

Janice Webb- Bear Grass Sports Club President
2112 Five Cent Road
Williamston, N.C 27892
dwebb5@suddenlink.net

To Whom It may Concern:

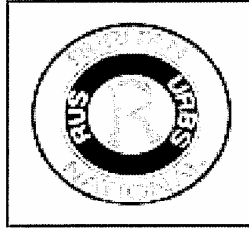
First let me tell you about myself and our organization. My name is Janice Webb and I live in the Bear Grass community. We have lived here for almost 30 years. We have three children that has attended Bear Grass High School. We have supported our children and this school throughout these years. During this process I became involved with BGHS sports club program and have been a member for 10 years and president for 4. It has been a wonderful experience for my family to share and always remember. We try and include all the athletes and their families in our "sports club family." Parental support is a major key to our success, which I am proud to say we have in our community.

Now let me tell you a little information about our Bear Grass High School Club. We have a committee of 6 parents from grades 7-12 and we work together as a team. Our main goal is to provide the middle and high school athletic programs with equipment, uniforms, or any other training aides they may need. We provide 100% cost of these items through fundraisers, concessions, and local business donations. We also maintain the athletic fields throughout the entire year.

That includes the purchasing and the upkeep of the equipment needed to maintain the athletic fields.(baseball, softball, tennis) even in the summer months. Some of our accomplishments are replacing back screen fencing(4000.00), gym padding, (3500.00) , remodeling press boxes and concession stands(2000.00). This is a small example of our dedication and hard work. We are committed to our community and our school family. We work closely with the coaches and principal to maintain a working relationship that benefits everyone. We are not obligated to do many of the extras that we do but we are PROUD to do this for our school and our community and are looking forward to continuing it for the charter school. We would completely give our support , financially and all that we represent to the Bear Grass Charter School. Our school is the heart of our community and we would greatly appreciate the opportunity to continue to support of our community through the Bear Grass Charter School.

Thank you so much for your time and if you need any additional information, I will be glad to speak with you.

Janice Webb 
Bear Grass Sports Club-President



Bear Grass, NC

Dear North Carolina Charter School Committee,

We are writing this letter to show our support for the Bear Grass Community Charter School. As a community based organization, we pride ourselves in the local school and what it means to our small community. We will help do whatever it takes to keep a small, thriving community school in Bear Grass. It is our hope that when reviewing the Bear Grass Charter School application, that you will consider the large volume of community involvement and loyalty from the Bear Grass community, parents and teachers. We, The Bear Grass Ruritans, support the local school through giving three \$500 scholarships each year and service work. We sponsor the local Boy Scouts trying to ensure that we create a positive influence on these young men that carries over not only into their daily activities, but in their education as well. The school is the heart of our community. There is so much pride in the way the families come together in the good times and the bad times. We have bonded together for years raising money to keep Bear Grass High School open and we have reached a point where we feel that in order to give our children a solid education and to keep a high achieving school in Bear Grass, we need to go the charter school route. The dedication to giving our children and grandchildren the best possible education has and always will be our number one goal. Again, we would like to stress how much we support The Bear Grass Community Charter School and what it will mean to our community.

Sincerely,

Bobby Holliday
President, Bear Grass Ruritan Club

P.O. Box 869 Williamston, NC 27892

SIGNATURE PAGE

The foregoing application is submitted on behalf of _____ (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it and other applicable laws.

Print/Type Name: _____

Position: _____

Signature: _____

Date: _____

Sworn to and subscribed before me this

_____ day of _____, 20____.

Notary Public

Official Seal

My commission expires _____, 20____.