

Great Bend School at Glencoe, Inc.
CHARTER SCHOOL APPLICATION

Great Bend School at Glencoe



Submitted By:

Great Bend School at Glencoe, Inc.

Submitted To:

North Carolina State Board of Education
North Carolina Department of Public Instruction
Office of Charter Schools

February 19, 2010

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III. Basic Information for the Proposed Charter School

Primary Contact: Cindy Watkins
Mailing Address: 215 Richland Rd.
City/State/Zip: Roxboro, NC 27574
Phone Number: 336.513.0063 (O)
Email: cwatkins@alamancechildren.org
Fax: 336.226.1152
Name of Proposed School: Great Bend School at Glencoe
Location Proposed Charter School (LEA): Alamance Burlington School System

PROPOSED GRADE LEVELS:

2011-12: **K-3** 2012-13: **K-4** 2013-14: **K-5** 2014-15: **K-5** 2015-2016: **K-5**

PROJECTED ENROLLMENT

2011-12: **179** 2012-13: **231** 2013-14: **284** 2014-15: **304** 2015-16: **315**

TARGETED POPULATION:

A diverse population of kindergarten through fifth grade students from Alamance County and surrounding areas

CONVERSION:

No: ☒ Yes: ☐ If so, Public ☐ or Private: ☐

SUMMARY OF EDUCATIONAL MISSION

The mission of the Great Bend School at Glencoe, (GBS), is to create, achieve, and maintain a superior educational experience for a diverse population of kindergarten through fifth grade students that focuses on the development of the whole child in relation to the total natural environment.

IV. GOVERNANCE

PRIVATE NONPROFIT CORPORATION (G.S. 115C-238.29E) **Name of Private Nonprofit: Great Bend**

School at Glencoe, Inc.

Mailing address: c/o Cindy Watkins

2322 River Road

Burlington, NC 27217

Street Address:

2382 Glencoe Street

Burlington, NC 27217

City/State/Zip: Burlington, NC 27217

Phone: 336.513.0063

Fax: 336.226.1152

Name of Registered Agent and Address: Frank Gailor, PO Box 12929, Raleigh, NC 27605

FEDERAL TAX ID: (PENDING)

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

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

Yes
No ☒, however, Articles of incorporation were filed to include language necessary to qualify for tax-exempt status and application will be filed shortly after issuance of charter.

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IV. GOVERNANCE (CONTINUED)

The Great Bend Charter School does not plan to contract for services with an “educational management organization”.

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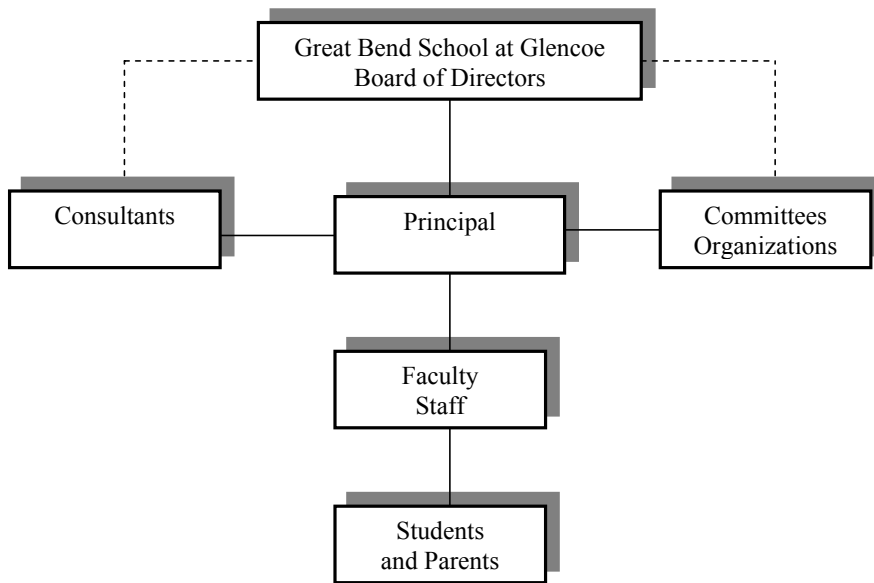
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ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT: (GS 115C-238.29B(b)(3); GS 115C-238.29E(d))

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



2. Founding Board Member Resumes: (Additional resumes of Planning Committee Members are included in appendices.)

Cynthia Dunnivant Watkins, M.Ed.
Post Office Box 1296
Roxboro, NC 27573
336-597-9502

Education

Mary Washington College: BA Psychology, Education Certification K-7

Lynchburg College: M.Ed., School Counseling

Graduate of the Principal's Executive Program of North Carolina

Certifications

Certified K-12 Guidance Counselor, NC & VA

Certified K-7 Teacher, NC & VA

Professional Experience

2006 – Present	Alamance Partnership for Children, Executive Director; Supervise staff; Manage budgets; Promote children's initiatives for the 0-5 population through community collaboration, program management, and fund development
2001 – 2005	Person County Partnership for Children, Inc., Executive Director – Supervised staff; Managed budgets; Secured state, federal and local funding for education initiatives
1998 – 2000	Person County Schools, Elementary Teacher and High School Counselor
1994 – 1996	Person County Partnership for Children, Inc., Executive Director; Established and managed start-up 501(c)3 for Smart Start program
1993 – 1994	Person County Partners in Education (Education Foundation), Executive Director – Administered all programs; Managed budget; Coordinated fundraising activities.
1983 – 1992	Person County Public Schools: Elementary School Teacher & Counselor Charlotte County Public Schools, VA: Teacher

Relevant Experience

- Contributing writer of the Bethel Hill Charter School application
- Contributing writer and Charter Board Member of the Roxboro Community Charter School
- Co-Chair of Alamance County's Children's Executive Oversight Committee
- Co-Chair of Alamance County's More at Four Committee
- Member, Alamance County Ready Schools Task Force
- Graduate, Leadership Alamance

Marti Asher
413 Courtland Drive
Elon, NC 27244
336-584-3709
MAsher@gcmlp.com

Education

BS (with distinction) in Industrial Management, Purdue University
AA (high honors) in accounting, Alamance Community College
Duke University Non-Profit Management Certificate Program - current student

Work Experience

July 1997 - present Gilliam, Coble & Moser, L.L.P. Burlington, NC

Great Bend School at Glencoe, Inc.

Responsibilities include serving as manager our firm's Accounting and Auditing Team including scheduling, compliance, firm initiatives, recruiting, mentoring and training. Planning, supervising, training and completion of audits of nonprofit organizations, employee benefit plans and corporations. Train staff and supervise completion of nonprofit tax exempt applications, annual 990 and state compliance issues. Firm reference for issues unique to non-profit organizations, employee benefit plans and welfare benefit plans.

Prior work experience

Substitute teacher – Alamance/Burlington Schools, cost accountant, actuarial consultant

Professional Associations

American Institute of Certified Public Accountants (AICPA)

North Carolina Association of Certified Public Accountants (NCACPA)

NCACPA Not-for-Profit Committee, Member

Beta Gamma Sigma - National Business Honor Society

Professional Designation

Certified Public Accountant (CPA)

Community Service

Alamance Community College Accounting Advisory Board, Member, 2006 to present

CrossRoads Sexual Assault Response & Resource Center, Treasurer, 2005 to present

Women's Resource Center of Alamance County, Secretary, 2008 to present

Leadership Alamance Class of 2007-2008, Member

Prior Volunteer Experience:

Western Alamance Athletic Boosters, Inc., Treasurer, April 2003 to June 2005

Western Alamance Zone Band Boosters, Inc., Treasurer, June 1999 - June 2001

Western Middle PTO, Board Member 1996 -1998

Elon Elementary PTO, Treasurer, 1994 -1996

Parent Advisory Committee Elon Elementary School, Member, 1991 -1993

Elon Elementary PTO, Board Member and Fundraising Chair, 1990 -1992

Personal Background

Four children - Elizabeth, Melissa, David and Michelle. Interests include volunteering, reading, traveling, watching college sports and spending time with family and friends

Marna K. Winter, M.Ed
2126 Woodland Ave
Burlington, N.C. 27215
(336) 570-2288
mkwinter@bellsouth.net

Education

- University of North Carolina at Chapel Hill, Chapel Hill, M.Ed, 2004, Early Childhood Intervention and Family Support focusing on inclusion with an infant and toddlers specialization.
- Elon College, Elon, BA, Elementary Education, 1998.

Certifications

Birth – Kindergarten Early Intervention teaching certificate, NC

Elementary Teacher Certified K-6 Teacher, NC

Professional Experience

2008 – Present Adjunct faculty in the School of Education at Elon University – teach various courses in the School of Education, working with students as they transition from students to student teachers and into the classroom. In 2010, I will teach a course that I developed, Transition Strategies Course: Surviving the First Year of Teaching, to expose students to critical issues encountered in the first year of classroom teaching.

2005 - 2008 - Adjunct faculty in Early Childhood Education Department at Mount Olive College – I taught in the Early Childhood Education program and served as Thesis Advisor to students.

2000 - 2005 - Alamance Burlington School System – Classroom Teacher in Kindergarten, 3rd, and at-risk inclusion 5th grade.

1999 - 2000 – Community Charter School – Charlotte Mecklenburg, NC - Intermediate Classroom teacher - developed and taught an integrated curriculum in a multiage, emergent based, project performance based classroom. I created hands-on and experiential learning activities for students in grades 3 through 5.

Relevant Experience

2003 Co-developed the curriculum for Burlington’s Junior Police Academy Mentor program, a diversion program for Juveniles

2008 – Member of the Alamance Burlington Ready Schools Task Force Committee

2009 – Member of the Early Childhood Design Team, Elon University

2009 - COE Transition Strategies Course: Surviving the First Year of Teaching. I developed and won approval to teach a course that exposes students to critical issues they will encounter in their first year of classroom teaching.

2010 – Developed a funded mini grant for Elon University teaching candidates to attend a field trip with their Alamance Burlington School System Cooperating Teachers

**3. BYLAWS
OF
GREAT BEND SCHOOL at GLENCOE, INC.**

**ARTICLE I
OFFICES**

Section 1.1 Principal Office. The principal office of the Corporation shall be located at the Great Bend of the Haw River in Historic Glencoe Mill, River Road, Alamance County, in the State of North Carolina, 27216.

Section 1.2 Registered Office. The Corporation shall maintain a registered office in the State of North Carolina, as required by law, which may be, but need not be, identical with the principal office. The initial Registered Agent is Frank R. Gailor, 709 West Jones Street, Raleigh, NC 27603; mailing address, P.O. Box 12929, Raleigh, NC 27605-2929.

Section 1.3 Other Offices. The Corporation may have additional offices at such other places within the State of North Carolina, as the Board of Members may from time to time approve or as the affairs of the Corporation may require.

ARTICLE II MEMBERSHIP

The Corporation shall have not fewer than three, nor more than seven members ("Members") all of whom shall be natural persons. The majority of the Members shall be appointed from among those individuals who by reason of education and/or experience have demonstrated a sincere interest in and commitment to high quality public education for all persons without respect to race, religion, educational or financial circumstance. The Members shall have the exclusive right to appoint additional Members and to replace Members who may be disqualified by death, disability, failure to attend three consecutive meeting or other good cause shown.

The initial Members shall be the three persons listed as Incorporators on the Articles of Incorporation annexed hereto.

The Members shall have the right and responsibility to direct the affairs of the corporation until such time as the corporation is recognized as a Charter School by the State of North Carolina; at which time the Members shall appoint Charter School's initial board of directors or trustees ("Board") which shall oversee the continuing operations of the Charter School.

The Members shall at all times during the Corporation's existence have the exclusive right and responsibility to approve or disapprove the following acts of the Board:

1. Any material change in the mission or purpose of the school;
2. The appointment or removal of a member or members of the board of directors.
3. The appointment or removal of the principal or acting principal.
4. The relocation of the school.
5. Any conflict of interest transaction;
6. The forfeiture of the charter or dissolution of the school.
7. The merger, consolidation, or sale and assumption of the assets and liabilities of the school.
8. Any sale or transfer of assets not in the ordinary course of business.
9. Amendment of the articles of incorporation or by-laws.

ARTICLE III MEETINGS OF MEMBERS

Section 3.1 Place of Meetings. All meetings of Members shall be held at the principal office of the Corporation, or at such other place, either within or without the State of North Carolina, as shall be designated by the Members.

Section 3.2 Annual Meetings. The annual meeting of the Members shall be held each year at such date and time as shall be designated by the Members for the purpose of electing directors of the Corporation and for the transaction of such other business as may be properly brought before the meeting.

Section 3.3 Substitute Annual Meetings. An annual meeting shall be held on the second Monday of June. A substitute annual meeting may be called in accordance with the provisions of these Bylaws. A meeting so called shall be designated and treated for all purposes as the annual meeting.

Section 3.4 Special Meetings. Special meetings shall be held upon call of any Member or may be held at the request of the Board of Directors. A special meeting of the Members shall also be called upon the written demand or demands of any Member. A special meeting called at the demand of a Member shall be held within 30 days after the date of receipt by the Secretary of the demand or demands requiring the call of such special meeting.

Section 3.5 Notice of Meetings. Written or printed notice stating the date, time, and place of the meeting shall be given not less than 30 nor more than 60 days before the date thereof, either personally or by mail, at the direction of the person or persons calling the meeting, to each Member entitled to vote at such meeting and to each Director of the Corporation pursuant to the Articles of Incorporation or applicable law.

In the case of a special meeting, the notice of meeting shall specifically state the purpose or purposes for which the meeting is called. In the case of an annual meeting, the notice of meeting need not specifically state the purpose or purposes thereof or the business to be transacted thereat unless such statement is expressly required by the provisions of these Bylaws or by applicable law.

If a meeting is adjourned for more than 60 days after the date fixed for the original meeting, or if a new record date is fixed for the adjourned meeting, or if the date, time and place for the adjourned meeting is not announced prior to adjournment, then notice of the adjourned meeting shall be given as in the case of an original meeting; otherwise, it is not necessary to give any notice of the adjourned meeting other than by announcement at the meeting at which the adjournment is taken.

A Member's attendance at a meeting constitutes a waiver by such Member of (a) objection to lack of notice or defective notice of the meeting, unless the Member at the beginning of the meeting (or promptly upon his or her arrival) objects to holding the meeting or transacting business at the meeting and (b) objection to consideration of a particular matter at the meeting that is not within the purpose or purposes described in the notice of the meeting, unless the Member objects to considering the matter before it is voted upon.

Section 3.6 Record Date. For the purpose of determining Members entitled to notice of or to vote at any meeting of Members or any adjournment thereof, or in order to make a determination of Members for any other proper purpose, such record date in any case shall be those Members serving not more than 30 days immediately preceding the date of the meeting or the date on which the particular action, requiring such determination of Members, is to be taken.

If no record date is fixed for the determination of Members entitled to notice of or to vote at a meeting of Members, the close of business on the day before the date on which notice of the meeting is first mailed to Members shall be the record date for such determination of Members.

A determination of Members entitled to notice of or to vote at a Members' meeting is effective for any adjournment of the meeting.

Section 3.7 Members' List. Not later than two business days after the date notice of a meeting of Members is first given, the Secretary or other Member shall determine the Members entitled to notice of such meeting.

Section 3.8 Quorum. The Members representing a majority of the Members entitled to vote and present in person shall constitute a quorum at all meetings of Members for purposes of acting on any matter for which action by the members is required. If there is no quorum at the opening of a meeting of Members, such meeting may be adjourned from time to time by the vote of a majority of the votes cast on the motion to adjourn; and, at any adjourned meeting at which a quorum is present, any business may be transacted which might have been transacted at the original meeting.

Once a Member is represented for any purpose at a meeting, the Member is deemed present for quorum purposes for the remainder of the meeting and for any adjournment thereof unless a new record date is or must be set for that adjourned meeting.

Section 3.9 Organization. Each meeting of Members shall be presided over by a Chairman elected by the Members. The Secretary, or in the absence or at the request of the Secretary, any person designated by the person presiding at the meeting, shall act as secretary of the meeting.

Section 3.10 Voting. Each Member shall be entitled to one vote on each such matter to come before the meeting. A Member may only vote in person.

Voting on all matters, including the election of directors, shall be by voice vote or by a show of hands unless, as to any matter, a Member demands, prior to the voting on such matter, a ballot vote on such matter.

Section 3.11 Action without Meeting. Any action required or permitted to be taken at a meeting of the Members may be taken without a meeting if one or more written consents, setting forth the action so taken, shall be signed by all of the persons who would be entitled to vote upon such action at a meeting, whether before or after the action so taken, and delivered to the Corporation to be included in the corporate minute book or filed with the corporate records. Such consent has the same effect as a meeting vote and may be described as such in any document. In the case of any action proposed to be so taken by written consent that, if to be taken at a meeting, would require that notice be given to non-voting Members, the Corporation shall give such non-voting Members written notice of the proposed action at least ten (10) days before the action is taken, which notice shall contain or be accompanied by the same material that, under applicable law, would have been required to be sent to non-voting Members in a notice of such a meeting.

ARTICLE IV DIRECTORS

Section 4.1 General Powers. All corporate powers of the Corporation not reserved to the Members by the Articles of Incorporation shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under, the direction of the Board of Directors.

Section 4.2 Number, Term and Qualification. The number of directors of the Corporation shall be not fewer than three more than fifteen. The number of directors may be increased or decreased only by the Members.

The terms of initial directors and the term of any director elected to fill a vacancy shall expire at the next Members' meeting at which directors are elected. Otherwise, the term of each director shall be the period from the effective date of his or her election to the next annual meeting of Members. Notwithstanding the stated terms of directors, a director shall continue to serve after expiration of his or her stated term until his or her successor is elected and qualifies or there is a decrease in the number of directors eliminating his or her position, and a director shall cease to serve as such and his or her position shall be deemed vacant upon his or her death, disability, resignation, removal or disqualification.

Directors shall be residents of the State of North Carolina but need not be Members of the Corporation.

Section 4.3 Election of Directors. Directors other than the initial directors shall be elected at the annual meeting of Members.

Section 4.4 Voting for Directors. Directors shall be elected by a plurality of the votes cast by the Members entitled to vote in the election of directors at a meeting at which a quorum is present.

Section 4.5 Removal. Except as otherwise provided in the Articles of Incorporation or by applicable law, a director may be removed from office with or without cause by a vote of Members entitled to elect such director, provided a quorum exists and the number of votes cast in favor of such removal exceeds the number of votes cast against such removal; and the entire Board of Directors may be removed from office with or without cause by the affirmative vote of a majority of the votes entitled to be cast at any election of directors. A director may not be removed by the Members at a meeting unless the notice of the meeting states that a purpose of the meeting is removal of such director. If any directors are so removed, new directors may be elected at the same meeting.

Section 4.6 Vacancies. A vacancy occurring in the Board of Directors, including positions not filled by the Members or those resulting from an increase in the number of directors, may be filled by a majority of the Members less than a quorum, or by the sole remaining Member.

Section 4.7 Compensation. The Members and Board of Directors shall serve without compensation. The Corporation may, in its discretion, may compensate Members and or directors for their services as such and may provide for the payment of all expenses reasonably incurred by directors in attending meetings of the Board or of any Committee or in the performance of their other duties as directors. Nothing herein contained, however, shall be construed to preclude any director from serving the Corporation in any other capacity and receiving compensation therefore.

Section 4.8 Committees. The Board of Directors, by resolution adopted by a majority of the number of directors then in office, may designate and appoint from among its members one or more Committees, each consisting of two or more directors, who shall serve as members of such Committee at the pleasure of the Board of Directors. Each such Committee, to the extent provided in such resolution, shall have and may exercise all of the authority of the Board of Directors in the management of the Corporation, except that no such Committee shall have authority to (a) authorize dividends or other distributions not permitted by applicable law to be authorized by a Committee; (b) approve or propose to Members action that applicable law requires to be approved by Members; (c) fill vacancies on the Board of Directors or on any Committee; (d) amend the Articles of Incorporation; (e) adopt, amend or repeal bylaws; (f) approve a plan of merger not requiring Member approval; or (g) amend or repeal any resolution of the Board of Directors that by its terms provides that it is not so amendable or repealable. Nothing herein shall preclude the Board of Directors from establishing and

appointing any committee, whether of directors or otherwise, not having or exercising the authority of the Board of Directors.

ARTICLE V MEETINGS OF DIRECTORS

Section 5.1 Regular Meetings. A regular annual meeting of the Board of Directors shall be held immediately after, and at the same place as, the annual meeting or substitute annual meeting of Members. In addition, the Board of Directors may provide the time and place, either within the State of North Carolina, for the holding of additional regular meetings.

Section 5.2 Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the President or any two directors. Such meetings may be held at the principal office of the Corporation.

Section 5.3 Notice of Meetings. Regular meetings of the Board of Directors may be held without notice.

The person or persons calling a special meeting of the Board of Directors shall give notice of the meeting to the directors by any usual means of communication. If such notice is given to a director in writing by mail, it shall be mailed, correctly addressed to such director with postage prepaid, no later than seven days prior to the date of the meeting. If such notice is given to a director in writing otherwise than by mail, it shall be given so that it is received by such director no later than two days prior to the meeting. If such notice is given orally to a director, it shall be communicated orally to such director no later than two days prior to the meeting. Delivery or completion of transmission of written notice to the address of a director shall be deemed receipt by such director, and any such written notice given to a director by mail that is not timely mailed shall nevertheless be valid and effective if so received by such director no later than two days prior to the date of the meeting. The person or persons giving such notice may conclusively presume that the address of a director to which such notice is to be directed is the business address of such director appearing in the Corporation's most current annual report to the North Carolina Secretary of State, unless prior to the sending of such notice, such director has given such person or persons notice of a different address to which notices to such director should be directed. Notices to a director may also be transmitted in the form of an electronic record sent by electronic means, including, but not limited to, via email to such Director's email address on file with the Secretary.

A director's attendance at or participation in a meeting shall constitute a waiver by such director of notice of such meeting, unless the director at the beginning of the meeting (or promptly upon his or her arrival) objects to holding the meeting or to the transaction of business at the meeting, and does not thereafter vote for or assent to action taken at the meeting.

Section 5.4 Quorum. A majority of the number of directors fixed or prescribed by these Bylaws shall be required for, and shall constitute, a quorum for the transaction of business at any meeting of the Board of Directors.

Section 5.5 Manner of Acting. Except as otherwise provided in these Bylaws or required by applicable law, the affirmative vote of a majority of the directors present at a meeting of the Board of Directors shall be the act of the Board of Directors, if a quorum is present when the vote is taken.

Section 5.6 Organization. Each meeting of the Board of Directors shall be presided over by the Chairman of the Board (if one exists), and if there is no Chairman of the Board or the Chairman of the Board is not in attendance, then the President shall preside, or if the President is not in attendance, by any person

selected to preside by vote of a majority of the directors present. The Secretary, or in the absence or at the request of the Secretary, any person designated by the person presiding at the meeting, shall act as secretary of the meeting.

Section 5.7 Action Without Meeting. Action required or permitted to be taken by the Board of Directors or a Committee at a meeting may be taken without a meeting if one or more written consents describing the action taken are signed by each of the directors or members of the Committee, as the case may be, whether before or after the action so taken, and filed with corporate records or the minutes of the proceedings of the Board or Committee. Action so taken is effective when the last director or Committee member signs such consent, unless the consent specifies a different effective date. Such consent has the effect of a meeting vote and may be described as such in any document.

Section 5.8 Participation by Conference Telephone. Any one or more 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 directors participating in the meeting to simultaneously hear each other during the meeting, and such participation in a meeting shall be deemed presence in person at such meeting.

ARTICLE VI OFFICERS

Section 6.1 General. The officers of the Corporation shall consist of a President, a Secretary and a Treasurer, and may also include a Chairman of the Board, a Chief Financial Officer, and such Vice Presidents, Assistant Secretaries, Assistant Treasurers and other officers as may be appointed by the Board of Directors or otherwise provided in these Bylaws. Any two or more offices may be simultaneously held by the same person, but no person may act in more than one capacity where action of two or more officers is required. The title of any officer may include any additional designation descriptive of such officer's duties as the Board of Directors may prescribe.

Section 6.2 Appointment and Term. The officers of the Corporation shall be appointed from time to time by the Board of Directors; provided, that the Board of Directors may authorize a duly appointed officer to appoint one or more other officers or assistant officers, other than appointment of the Chairman of the Board and the President. Each officer shall serve as such at the pleasure of the Board of Directors.

Section 6.3 Removal. Any officer may be removed by the Board of Directors at any time with or without cause; but such removal shall not itself affect the contract rights, if any, of the person so removed.

Section 6.4 Compensation. The compensation of all officers of the Corporation shall be fixed by, or in the manner prescribed by, the Board of Directors.

Section 6.5 Chairman of the Board. The Board of Directors shall appoint from among its members an officer designated as the Chairman of the Board. The Chairman of the Board shall preside over meetings of the Board of Directors and shall have such other duties and authority as may be prescribed from time to time by the Board of Directors or as are provided for elsewhere in these Bylaws.

Section 6.6 Principal. The Principal shall manage the business and affairs of the corporation and school and shall select and direct all of its other employees. The Principal shall have and possess all of the

powers and discharge all of the duties of a chief executive officer, subject to the policies, guidance and direction of the Board of Directors.

Section 6.7 Secretary. The Secretary shall have the responsibility and authority to maintain and authenticate the records of the Corporation; shall keep, or cause to be kept, accurate records of the acts and proceedings of all meetings of Members, directors and Committees; shall give, or cause to be given, all notices required by law and by these Bylaws; shall have general charge of the corporate books and records and of the corporate seal, and shall affix the corporate seal to any lawfully executed instrument requiring it; shall have general charge of the stock transfer books of the Corporation and shall keep, or cause to be kept, all records of Members as are required by applicable law or these Bylaws; shall sign such instruments as may require the signature of the Secretary; and, in general, shall perform all duties incident to the office of Secretary and such other duties as may be assigned to him or her from time to time by the Principal or the Board of Directors.

Section 6.8 Treasurer. Unless the Board of Directors appoints a separate Chief Financial Officer, in addition to the duties and authority set forth herein, the Treasurer shall also be vested with all of the duties and authority of the Chief Financial Officer. The Treasurer shall perform such duties and shall have such powers as may from time to time be assigned to the Treasurer by the Board of Directors or the Chief Executive Officer. In addition, subject to the direction of the Board of Directors, the Treasurer shall perform such duties and have such powers as are incident to the office of treasurer, including, without limitation, the duty and power to keep and be responsible for all funds and securities of the Corporation, to deposit funds of the Corporation in depositories, to disburse such funds, to make proper accounts of such funds, and to render statements of all such transactions and of the financial condition of the Corporation. The Treasurer shall report to the Chief Financial Officer.

Section 6.9 Assistant Secretaries and Assistant Treasurers. The Assistant Secretaries and Assistant Treasurers, if any, shall, in the absence or disability of the Secretary or the Treasurer, respectively, have all the powers and perform all of the duties of those offices, and they shall in general perform such other duties as shall be assigned to them by the Secretary or the Treasurer, respectively, or by the Chief Executive Officer or the Board of Directors.

Section 6.10 Other Officers. Other officers shall perform such duties and have such powers as may from time to time be assigned to them by the Board of Directors.

ARTICLE VII CONTRACTS, LOANS AND DEPOSITS

Section 7.1 Contracts. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any document or instrument on behalf of the Corporation, and such authority may be general or confined to specific instances. Any resolution of the Board of Directors authorizing the execution of documents by the proper officers of the Corporation or by the officers generally and not specifying particular officers shall be deemed to authorize such execution by the Chief Executive Officer, the Chairman of the Board, the Principal, or by any other officer if such execution is within the scope of the duties and of such other office. The Board of Directors may by resolution authorize such execution by means of one or more facsimile signatures.

Section 7.2 Loans. No loans shall be contracted on behalf of the Corporation, and no evidences of indebtedness shall be issued in its name unless authorized by the Board of Directors. Such authority may be general or confined to specific instances.

Section 7.3 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.

Section 7.4 Deposits. All funds of the Corporation not otherwise employed or invested shall be deposited from time to time to the credit of the Corporation in such depositories as the Board of Directors direct.

ARTICLE VIII

RECORDS AND REPORTS

Section 8.1 General. The Corporation shall keep all records and submit and file all reports and filings as are required by applicable law. Unless the Board of Directors otherwise directs, the Treasurer, shall be responsible for keeping, or causing to be kept, all financial and accounting records of the Corporation and for submitting or filing, or causing to be submitted or filed, all reports and filings of a financial or accounting nature, and the Secretary shall be responsible for keeping, or causing to be kept, all other records and for submitting or filing, or causing to be submitted or filed, all other reports and filings.

The Corporation shall keep as permanent records minutes of all meetings of its incorporators, Members and Board of Directors, a record of all actions taken by the Members or Board of Directors without a meeting, and a record of all actions taken by Committees of the Board of Directors. The Corporation shall maintain appropriate accounting records. The Corporation or its agent shall maintain a record of its Members, in a form that permits preparation of a list of the names and addresses of all Members. The Corporation shall maintain its records in written form or in another form capable of conversion into written form within a reasonable time.

Section 8.2 Records at Principal Office. The Corporation shall keep a copy of the following records at the Corporation's principal office: (a) its Articles or restated Articles of Incorporation and all amendments to them currently in effect; (b) its Bylaws or restated Bylaws and all amendments to them currently in effect; (c) resolutions adopted by the Board of Directors creating one or more classes or series of shares, and fixing their relative rights, preferences, and limitations, if shares issued pursuant to those resolutions are outstanding; (d) the minutes of all Members' meetings and records of all action taken by Members without a meeting, for the past three years; (e) all written communications to Members generally within the past three years and the financial statements required by law to be made available to the Members for the past three years; (f) a list of the names and business addresses of its current directors and officers; and (g) its most recent annual report delivered to the North Carolina Secretary of State pursuant to the North Carolina Business Corporation Act.

Section 8.3 Financial Statements. The Corporation shall make available to its Members annual financial statements, which may be consolidated or combined statements of the Corporation and one or more of its subsidiaries, as appropriate, that include a balance sheet as of the end of the fiscal year, an income statement for that year, and a statement of cash flows for the year unless that information appears elsewhere in the financial statements. If financial statements are prepared for the Corporation on the basis of generally accepted accounting principles, the annual financial statements shall also be prepared on that basis.

If the annual financial statements are reported upon by a public accountant, such accountant's report shall accompany them. If not, the statements shall be accompanied by a statement of the Principal, the Treasurer, or other person responsible for the Corporation's accounting records, (a) stating his or her reasonable belief whether the statements were prepared on the basis of generally accepted accounting principles and, if not,

describing the basis of preparation, and (b) describing any respects in which the statements were not prepared on a basis of accounting consistent with the statements prepared for the preceding year.

The Corporation shall mail the annual financial statements to each Member and Director within 120 days after the close of each fiscal year; provided that the failure of the Corporation to comply with this requirement shall not constitute the basis for any claim of damages by any party unless such failure was in bad faith.

Section 8.4 Other Reports to Members. If the Corporation indemnifies or advances expenses to an officer or director in connection with a proceeding by or in the right of the Corporation, the Corporation shall report the indemnification or advance in writing to the Members within 30 days of the date of such payment(s).

If the Corporation authorizes the issuance of a promissory note(s) or promises to do so in consideration of promises to render services in the future, other than in a transaction or pursuant to a plan previously approved by a majority of the Members entitled to vote thereon, the Corporation shall report in writing to the Members the terms of the note and consideration received or to be received by the Corporation within 30 days of the issuance of the promissory note(s).

Section 8.5 Annual Report. The Corporation shall prepare and deliver to the North Carolina Secretary of State for filing each year the annual report required by the North Carolina Business Corporation Act. Such annual report shall be filed each year as required by applicable law. The Corporation may, and when required by law shall, file all necessary or appropriate corrections and amendments to such annual report, and shall promptly file an amendment to its annual report to reflect any change in the location of the principal office of the Corporation.

ARTICLE IX GENERAL PROVISIONS

Section 9.1 The corporate seal of the Corporation shall consist of at least a concentric circle between or within which are the name of the Corporation, the state of incorporation, and the word "SEAL." The seal may be used by causing it or a facsimile thereof to be impressed, affixed, stamped or reproduced by any means. Any officer of the Corporation authorized to execute or attest a document on behalf of the Corporation may affix or reproduce on such document, as and for the corporate seal of the Corporation, a seal in any other form sufficient to evidence that it is intended by such officer to represent the corporate seal of the Corporation, in which case such seal shall be as effective as the corporate seal in the form herein prescribed.

Section 9.2 Notice and Waiver of Notice. Except as otherwise provided in the Articles of Incorporation or these Bylaws, any notice permitted or required to be given pursuant to these Bylaws may be given in any manner permitted by applicable law and with the effect therein provided. Without limiting the generality of the foregoing, written notice by the Corporation to a Member is effective when deposited in the United States mail with postage thereon prepaid and correctly addressed to the Member's address shown in the Corporation's current record of Members. To the extent a Member has agreed, all notices to such Member may be transmitted in the form of an electronic record sent by electronic means, including, but not limited to, via email to such Member's email address on file with the Secretary.

Whenever any notice is required to be given to any Member or director under the provisions of the North Carolina Business Corporation Act or under the provisions of the Articles of Incorporation or Bylaws, a waiver thereof in writing signed by the person or persons entitled to such notice and included in the minutes or

filed with the corporate records, whether done before or after the time stated in the notice, shall be equivalent to the giving of such notice.

Section 9.4 Fiscal Year. The fiscal year of the Corporation shall commence July 1 of each year and end on June 30 of the following year.

Section 9.5 Indemnification. The Corporation shall indemnify any Director, officer or former Director or officer of the Corporation or any person who may have served at its request as a Director or officer of another corporation, partnership, joint venture, trust, or other enterprise against liabilities and reasonable litigation expenses, including attorneys' fees, incurred by the Director in connection with any action, suit or proceeding in which that Director is made or threatened to made a party by reason of being or having been such Director or officer, except in relation to such matters as to which the Director shall be adjudged in such action, suit or proceeding to have acted in bad faith or to have been liable or guilty by reason of willful misconduct in the performance of duty. The indemnification authorized by this section shall be in addition to that permitted by General Statutes Sections 55A-17.2 or 55A-17.3 or North Carolina General Statutes or as authorized in these by-laws.

The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee, or agent of the corporation or is or was serving at the request of the corporation as a director, officer, employee, or agent of the Corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against and incurred by the person in such capacity, or arising out of the officer's status as such, whether or not the Corporation would have the power to indemnify that officer against such liability.

Expenses incurred by a Director, officer, employee or agent in defending a civil or criminal action suit, or proceeding may be paid by the Corporation in advance of the final disposition of such action, suit or proceeding as authorized by the Board of Directors in the specific case upon receipt of an undertaking by or on behalf the Director, officer, employee or agent to repay such amount unless it shall be ultimately be determined that the person is entitled to be indemnified by the corporation as authorized in Section 55A-17.2 or 55A-17.3 of North Carolina General Statutes or as authorized in these by-laws.

Section 9.6 Construction. All references in these Bylaws to "Member" or "Members" refer to the person or persons whose name(s) reflected in the records of the Corporation. All personal pronouns used in these Bylaws shall include persons of any gender. All terms used herein and not specifically defined herein but defined in the North Carolina Business Corporation Act shall have the same meanings herein as given under the North Carolina Business Corporation Act, unless the context otherwise requires.

Section 9.7 Amendments. Except as otherwise provided herein or in the Articles of Incorporation or by applicable law, these Bylaws may be amended or repealed, and new bylaws may be adopted at any regular or special meeting upon a vote of two-thirds or more of the Board of Directors then in office; provided, however, that notice shall be given of the attention to amend, repeal or adopt new by-laws at such meeting at least ten (10) days prior to such meeting in writing delivered personally or by Registered Mail to each Director and Member as shown on the records of the Corporation.

Section 9.8 Books and Records. The Corporation shall keep correct and complete books and records of accounts and shall keep minutes of the proceedings of its Board of Directors.

Section 9.9 Conflict of Interest. No Director, officer or employee of the corporation shall obtain any direct or indirect economic stake in any entity participating in the programs of the corporation, and the corporation shall not employ any individual who serves as a Director or officer of such entity, or an individual

who owns a stake in any such entity. It is the policy of the corporation that no Director, officer, or employee of the corporation shall receive any personal or private benefit resulting from the activities of the Corporation or from the receipt by the Corporation of funds from the State of North Carolina or from any other source, apart from reasonable compensation for services rendered and reimbursement for reasonable expenses incurred in the conduct of the business of the Corporation. In furtherance of this policy, the Board of Directors shall have the power to make such rules and regulations concerning conflicts of interest, as it deems appropriate from time to time.

The interested Director shall not participate in any discussion or debate of the Board of Directors, or any committee thereof, in which the subject of discussion is a contract, transaction, or situation in which there may be a conflict of interest.

Section 9.10 Meeting Regulation. Robert's Rules of Order shall govern all meetings of the Corporation including annual, special and other. All meetings of the Board of Directors shall be open to the public and the Board of Directors shall comply with the North Carolina Open Meetings Laws.

Section 9.11 Prohibited Activities. The Corporation shall comply with the 501(c) (3) prohibition against substantial lobbying and involvement in political campaigns for public candidates. No part of the net earnings of the corporation shall go to the benefit of or be distributable to, its Directors or officers.

Notwithstanding any other provisions of these articles, the Corporation shall not carry on any other activities not permitted (a) by corporations exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (b) by a corporation, contributions to which are deductible under Section 17Q(c)(2) of the Code.

Section 9.12 Disposal of Assets. Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation as directed pursuant to the North Carolina General Statutes.

4. Copy of Articles of Incorporation: (next page)



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
GREAT BEND SCHOOL AT GLENCOE

the original of which was filed in this office on the 9th day of February, 2010.



IN WITNESS WHEREOF, I have hereunto
set my hand and affixed my official seal at the
City of Raleigh, this 9th day of February, 2010

Elaine F. Marshall
Secretary of State

V. MISSION and PURPOSES; (G.S.. 115c-238.29A)

MISSION:

The mission of the proposed charter school is as follows:

The mission of the Great Bend School (GBS) is to create, achieve, and maintain a superior educational experience for a diverse population of kindergarten through fifth grade students that focuses on the development of the whole child in relation to the total natural environment.

PURPOSES OF THE PROPOSED CHARTER SCHOOL:

1. Improve Student Learning:

Richard Louv's book, *Last Child in the Woods: Saving our Children from Nature-deficit Disorder* will serve as a primary guide for a common understanding and curriculum development. Our educators will be able to reverse the effects of the nature deficit child by reconnecting our children with nature.

Children learn best when they are engaged in meaningful concrete experiences, those that they are able to relate to their own lives (Jacobs & Crawley, 2010; Louv, 2010). The students will explore and experience the immediate natural environment in which they are living. Faculty will constantly monitor the knowledge emerging from these inquiries, and integrate this knowledge into the state education standards and objectives. The result will be that students will acquire a depth of knowledge far superior to the mere transfer of information from teacher to student. Teachers will connect the natural world and academic learning through guided exploration on the 40-acre classroom, the Great Bend Park of the Haw River Hiking Trail (part of the Mountain-to-Sea Trail), adjacent to the Glencoe Mill.

Students enrolled in GBS will have the unique opportunity to experience and learn in an outdoor learning environment that will be designed and built with consultation of The Natural Learning Initiative and North Carolina State University. At GBS, the outdoor environment will be an extension of our classrooms and is another place for children to explore and learn. Such outdoor learning environments allow children to learn about themselves, each other, and their environment through means that are developmentally appropriate for younger children (DeBord, Moore, Hestenes, Cosco, & McGinnis, 2005).

2. Increasing Learning Opportunities for all Students:

Fewer children are receiving authentic nature based experiences. Research indicates that our children are experiencing a 50% decline in outdoor activities while spending an average of 5-6 hours a day "plugged in" to various types of technology (Louv, 2005). Great Bend School will reverse the devastating effects of this decline through meaningful facilitation of children's development. When provided with opportunities to reconnect with nature, children will explore, discover, ask questions and seek answers in and about their natural environment. With the knowledge gained, they will be able to apply that knowledge in their daily lives as future productive citizens. Current research supports that students who engaged in outdoor learning demonstrate significant gains in social studies, science, language arts, and math (Lieberman & Hoody, 1998).

Students will develop and thrive in multi-age, diverse classrooms. In these classrooms students will be taught based on current levels of development and interests. Teachers will continuously utilize formal and informal assessment to drive learning experiences within the dynamic classrooms and the 40-acre outdoor classroom. In

these multi-age classrooms, teachers will have the unique opportunity to loop with students over a two-year period. Looping enhances the child-teacher, child-child, and parent-child relations to allow supportive relationships to emerge. Through these relationships, teachers will be able to create a meaningful curriculum that meets the needs of children and their families.

The Great Bend School will further meet the needs of its culturally diverse population by providing the opportunity for a high quality extended school day. The traditional school day will begin at 8:00 am and end at 3:00 pm. At this time, children will be offered the opportunity to continue to explore and discover additional aspects of their natural and cultural environments from 3:00 pm until 6:00 pm. This critical time of the day will allow parents to feel confident that their children are active and engaged in meaningful experimental activities. We will provide children with a safe, nurturing, stimulating extended school day that will enhance the strong foundations of the inquiry based instruction that they have received during the regular school day.

3. Encouraging the Use of Different and Innovative Methods:

Using the North Carolina Standard Course of Study (NCSCOC) as our foundation and guide, the environmentally based curriculum will emerge with direction, detail, and purpose. The Environmental Lead teacher will guide the school staff and faculty in determining the common themes for the school. These themes will be threaded throughout the learning in each of the multi-age classrooms. Themes, such as suggested by Richard Louv, will include human's impact on nature, nature's impact on humans, the losses associated with being too connected electronically, and the advantages of reconnecting to nature.

The Environmental Lead Teacher will guide staff as they meet prior to the beginning of the school year to decide on common themes to be threaded through the learning in each of the multi-age classrooms. The Environmental Lead teacher will assist teachers as they help children rediscover nature and use evidence based practices to align these themes vertically throughout the grade spans.

Teachers will constantly gather information about the knowledge emerging from their students' inquiries. Assessment of this new learning will drive future experiential opportunities. Teachers will connect the natural world and current learning within the context of their natural environments and families. Teachers will integrate students' current inquiry based themes with the NCSCOS to ensure that students are meeting the state's requirements and are engaged in a curriculum that is meaningful. Research clearly states that the more we are able to empower children and allow them to take ownership over their learning, the greater the retention of new knowledge and skills. Children at GBS will be the catalyst for this own learning.

By providing for a 180-day school year, with the option of a high quality extended school day program, students from diverse backgrounds and families will continue to be successful as they learn, grow, and experience the world around them.

4. Creating New Professional Opportunities for Teachers, Including the Opportunities to be Responsible for Learning:

The GBS will employ highly motivated and passionate teachers. Teachers will be educational professionals who will be supported and encouraged to use curriculum as it emerges and expands through children's inquiry. All teachers will have access to the Environmental Lead teacher who will be responsible for facilitating teacher and student-directed inquiries, and will serve as a professional resource for the entire school. The Environmental Lead teacher will conduct departmental training prior to the start of school.

Suggested trainings include:

- Richard Louv’s *Last Child in the Woods, Saving our Children from Nature-Deficit Disorder*
- Inquiry based instruction- Emergent Curriculum in the Primary Classroom (Wien)
- Professional Development training – The Natural Learning Initiative
- Using the NCSCOS and Inquiry based learning meaningfully
- Reaching Standards and Beyond in Kindergarten: Nurturing Children’s Sense of Wonder and Joy in Learning (Jacobs and Crowley, 2010)

Teachers will facilitate and inquiry-based curriculum by being fully aware of students’ needs, abilities, challenges, and strengths. Teachers will be trained to see the educational curriculum from a big picture – reconnecting nature and children. They will be encouraged to continue to grow professionally in the process of learning about our ~~and how the integration of the curriculum creates relevancy through development of the~~ “whole child”. Through these professional opportunities Great Bend School will develop and maintain a professional staff that is respected in the community and that ~~is~~ responsible for and invested in the learning of all students.

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Additionally, research suggests that the movement to connect children to nature could send calmer, more curious, better-balance children into the classroom. However, the benefit of outdoor learning also extends to the teachers as research demonstrates that being outdoors is a great stress reducer and has shown renewed enthusiasm for teaching (Louv, 2009).

5. Providing Parents and Students with Educational Opportunities:

The GBS will provide families and students with a unique opportunity to experience high quality educational setting beginning in kindergarten and extending through the fifth grade. At GBS, families can be assured that their children will experience and discover nature first hand. ~~Research states that when children are free to explore, ask questions, and discover solutions, their learning occurs on a deeper level (Wien, 2009).~~ As children ask questions and seek for answers teachers will carefully facilitate and guide their learning. This process will foster the development of the whole child and empower children as they take responsibility for their own learning.

Families at GBS will have the opportunity for their child to attend a high quality extended day program which will further nurture and provide flexible learning opportunities that meet their individual needs, including a range of activities and choices each day. Having children attend school on a year round calendar of 180 days will work to prevent regressions in development and learning during times that school is not in session. Family members will also have an opportunity to participate in the extended day programs by enrolling in on-site English as a Second Language classes. Because the GBS will be co-located with the Alamance Partnership for Children, additional opportunities exist for parents to participate in parenting classes, support groups, and other programs and services as needed.

~~Most importantly, the progression offered by the GBS will offer these children continuous educational opportunities that are developmentally appropriate, diverse, and foster their connection with nature.~~

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6. Assuring School Accountability:

The GBS will meet the following accountability standards:

- North Carolina ABC’s Accountabilities Standards established by the North Carolina Department of Public Instruction
- Annual Yearly Performance goals established by current federal “No Child Left Behind” legislation

Great Bend School at Glencoe, Inc.

- North Carolina Department of Public Instruction standards for Kindergarten through Second Grade Assessments in Mathematics and Literacy
- The Power of K – State Adopted Position Statement

The above standards will serve as baseline for the educational experience of students attending GBS. Measurement of academic growth will be enhanced by the use of portfolio assessments to ascertain student success in all areas of their educational experiences.

V. (Continued)

EDUCATIONAL FOCUS:

The Great Bend School is committed to creating an environment focused on a nature and child reunion. We will implement inquiry-based and experiential learning for children from culturally diverse backgrounds. The setting, the historic Glencoe Mill campus and its surrounding 40-acre outdoor classroom, will enhance and reinforce the academic offerings.

The curriculum is based on three fundamental principles. These principles will be embedded throughout the school and implementation of curriculum:

1. Nature and child reunion – Children have been spending less time in nature and have been unable to reap the rewards of simply *being* and learning in the natural environment. Richard Louv notes that nature has a profound effect on the whole child with direct nature experiences stimulating all of a child's senses (2005, 2009). The stimulation within a nature-based outdoor setting, when guided by trained educators, facilitates learning, reduces ADHD symptoms, lowers stress levels, improves mood, fitness, and decreases illnesses.
2. Experiential and Inquiry-based curriculum – As children explore and rediscover nature, our highly trained educators will facilitate students' inquiry as provided by the emerging curriculum. The Environmental Lead Teacher will support teachers as they assume the role of researcher, data gatherer, and coordinator of children's inquiries and experiences. This expert will assist teachers as they guide children in their attempts to theorize, analyze, hypothesize, and synthesis inquiries that arise during explorations in nature.
3. Diversity: The GBS will serve children and families from a diverse background. This diverse population will flourish in a developmentally appropriate environment that is driven by student's individual inquiries. We will recruit heavily from Title 1 Pre-Schools, More at Four, and Head Start programs. Children in this population often come from low socioeconomic status and are often at-risk socially, emotionally, and academically. GBS will offer these children continuous developmentally appropriate educational opportunities that will foster their connection with nature and will lead to better educational outcomes in all domains.

The strong integration of reconnecting children with nature, inquiry based exploration and a culturally diverse community will allow the GBS to use developmentally appropriate practices to meet the needs of all children. Through experiential learning in our natural environment, children will thrive as we educate the "whole child" – socially, emotionally, physically, and cognitively (Jacobs & Crowley, 2010).

VI. EDUCATION PLAN

INSTRUCTIONAL PROGRAM (G.S. 115C-238.29F(d)(1-5))

1. OUTLINE OF EDUCATION THEORY AND FOUNDATION OF THE MODEL

The Great Bend School at Glencoe will implement an educational theory that utilizes evidence-based best practice with regards to emergent curriculum, facilitated through the natural environment. An emergent curriculum or inquiry-based learning provides rich learning environments for children. This learning process is propelled by children's interests, ideas, discoveries, and sense of wonder as they explore in nature. Children are able to listen to and observe interests, thoughts, feelings, and inquiries as they engage in the environment. The curriculum will emerge from collaborative responses to expressed learning interests of children. As teachers listen to children's inquiries about nature and the world in which they reside; teachers will assist children as they explore, experiment, and communicate in ways that strengthen their cognitive, linguistic, social and emotional development. The focus and structure of an emergent curriculum is constantly growing and changing as teachers take cues from observing and documenting what children are pursuing and representing, and from how the children are experiencing what they are doing. This process allows children to experience ownership over their learning, to experience a deeper absorption of new knowledge, as they are part of the evolving educational process (Wien, 2008).

In conjunction with the inquiry-based curriculum GBS will consult and engage with four local, state and national agencies to enhance our theories for learning. First, GBS will consult with founders of the Natural Learning Initiative, from North Carolina State University to create an outdoor learning environment that is developmentally appropriate for our students. Second, we will collaborate with a third generation organic farmer in conjunction with the Farm to School Alliance to create a life long understanding of the power of growing healthy foods, and sustaining local farms. Third, we will further develop our education theory by providing an opportunity for students to attend a high quality after-school learning program, created in close partnership with a National Out-of-School-Time liaison. Finally, we will use the adjoining 40-acre Haw River Nature Trail as our natural classroom. Through these experiences, children will have first hand experiences with nature that are carefully choreographed to provide children with developmentally appropriate learning opportunities. These opportunities will empower children to ask their own questions and seek answers as they come to understand their role in nature and nature's role in their lives.

An emergent curriculum will not work without the resources to answer the children's questions. Our resources are:

1. Natural Learning Initiative – The mission statement of the Natural Learning Initiative aligns with the mission of GBS and works to promote the importance of the natural environment in the daily experience of all children, through environmental design, action research, education, and dissemination of information. Through consultation, design, development and implement of an outdoor learning environment, we will work with NC State's Dr. Robin Moore to ensure that our 40-acre natural classroom is utilized to its maximum effectiveness and will create a learning environment that will promote curiosity and wonder about nature, while being supervised in a developmentally appropriate environment.

2. Great Bend Community Garden - In collaboration and partnership with Jane Iseley, owner and operator of a recognized North Carolina Century Farm, a Conservation Farm, and a member of the Forestry Stewardship Program, the Great Bend School will create weekly organic farming classes, begin to cultivate and grow healthy foods in the Great Bend community garden, as well as collaborate on building additional relationships with local farms to provide our children with local, healthy meal options.

3. National Institute for Out of School Time (NIOST) – Under the consultation of Martha Krall, an Education and Training Associate from NIOST, GBS will design a high quality after school program that embodies the following attributes; provide an enriching, supportive atmosphere that complements and furthers the learning that occurs during the regular school day and links appropriately with children's play. Children who attend the GBS afterschool program will have the unique opportunity to continue project-based learning which will extend and build upon the regular school day, allowing children to experience open-ended, challenging learning discoveries, and experience nature in creative ways.

With the theories of an emergent curriculum, enhanced through the collaboration with the three agencies mentioned above, and then paired with works of Richard Louv, whose theory includes the fundamental ideas that by reconnecting children with nature- children simply being, exploring, discovering the world in which they live – “children will become calmer, more curious and better balanced” (Louv, 2009).

IMPLEMENTATION of the MODEL:

The Great Bend School will be built upon the following three fundamental principles which will be embedded into our daily operations. Each of the following three ideals will shape our instructional methods and curriculum design.

1. Nature and child reunion – Children have been spending less time in nature and have been unable to reap the rewards of simply *being* and learning in the natural environment. Children in attendance of GBS will thrive in guided exploration and discover in nature. The stimulation within a nature-based outdoor setting, when guided by trained educators will facilitates learning and seek to education the whole child, cognitively, emotionally, socially, physically, (2005, 2009).

In support of our approach, The Great Bend School will:

- Allow children to explore nature on our 40-acre outdoor classroom
- Support children as they discover, ask questions and experience the outdoors.
- Implement daily exploration and discovery time through developmentally appropriate practices.
- Listen and respond appropriately to children’s inquiries about nature.

2. Experiential and Inquiry-based curriculum – As children explore and rediscover nature, our highly trained educators will facilitate students’ inquiry as provided by the emerging curriculum. The Environmental Lead Teacher will support teachers as they assume the role of researcher, data gatherer, and coordinator of children’s inquiries and experiences. This expert will assist teachers as they guide children in their attempts to theorize, analyze, hypothesize, and synthesis inquiries that arise during explorations in nature.

In support of this approach, The Great Bend School will:

- Facilitate children’s explorations and inquiries, help children to create research questions from these inquires, provide children with developmentally appropriate tools to discover solutions to their questions.
- Integrate the North Carolina Standard Course of Study into each classroom’s emerging curriculum.
- Implement developmentally appropriate practices that are meaningful and catered to meet the individual needs of the child
- Employ an Environmental Lead Teacher to provide support to teachers, parents, and children.

3. Diversity: The racial and ethnic diversity of Alamance County and surroundings communities continues to grow. According to data from the 2008 US Census Bureau estimates, 11.3% persons of Hispanic and 18.7% persons of African American origin live in Alamance County. The GBS will serve children and families from

these diverse backgrounds. Intentional marketing to recruit a diverse population will occur through forums and information sessions held throughout the community. GBS will establish strong communication channels with community based organizations serving this population by providing information sessions at Head Start facilities, Hispanic/Latino religious services, private child care facilities and through social networking of stay-at-home parents.

Children from low socio-economic conditions are often more at risk for social, emotional, and academic challenges; the educational opportunities offered by GBS will have its most positive impact on these students while challenging and engaging learners from all cultural and economic backgrounds.

In support of our approach, The Great Bend School will:

- Recruit directors teachers and students from diverse backgrounds
- Focus on cross-cultural learning
- Approach learning from a global perspective
- Promote cultural and linguistic awareness

2. OUTLINE OF TEACHING APPROACHES, CURRICULUM DESIGN, INSTRUCTION METHODS, COURSES OF STUDY

The Great Bend School will implement an emergent inquiry based curriculum and integrate this approach with the State education standards and objectives for kindergarten through fifth grade.

CURRICULUM IN KINDERGARDEN THROUGH FIFTH GRADE

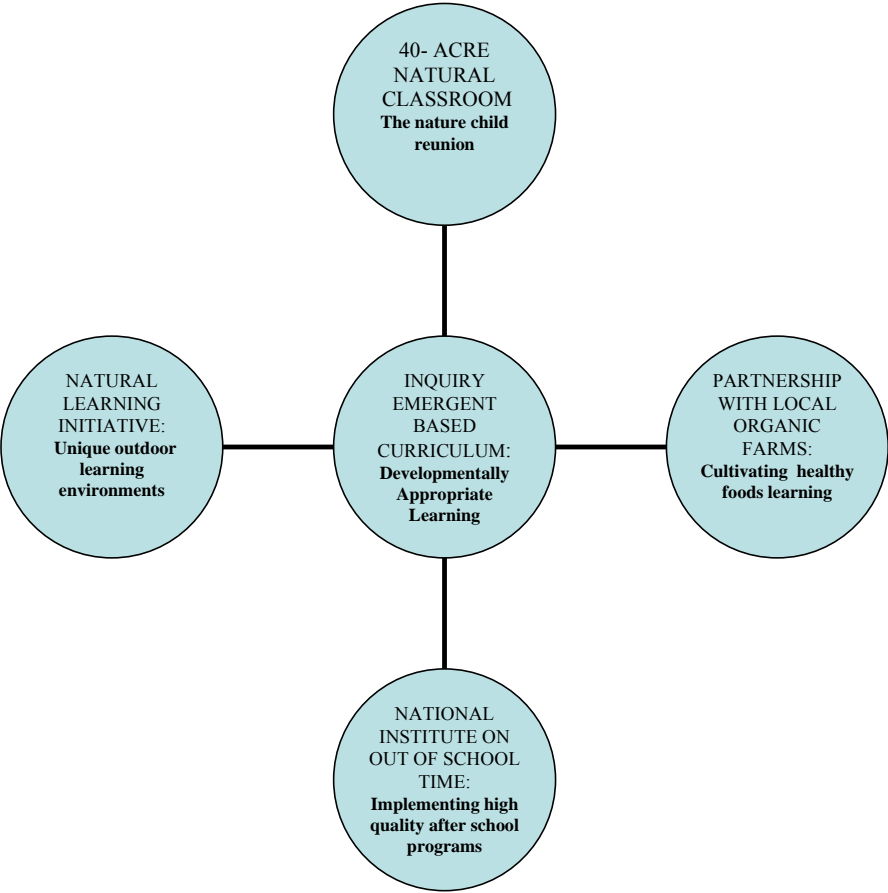
The students at GBS will be taught an integrated curriculum that will incorporate the *North Carolina Standard Course of Study* (NCSCOS) into our environmentally based curriculum which will emerge with direction, detail, and purpose. Teachers will gather information about the knowledge emerging from their students' inquiries. Assessment of this learning will drive future experiential opportunities. Teachers will connect the natural world and current learning within the context of their natural environments. Teachers will integrate students' current inquiry based themes with the NCSCOS to ensure that students are meeting the state's requirements and are engaged in a curriculum that is meaningful to the student.

Through the implementation and integration of the NCSCOS with the emerging curriculum, teachers will work in close collaboration with the Environmental Lead Teacher. The Environmental Lead Teacher will assist teachers as they help children rediscover nature and use evidence based practices to align themes vertically throughout the kindergarten to fifth grade curriculum. The Environmental Lead Teacher will guide staff as they meet prior to the beginning of the school year to decide on common themes to be threaded through the curriculum in each of the multi-age classrooms.

In support of our approach, staff of the Great Bend School will:

- Be knowledgeable about current best practices involving emergent curriculum, environmental learning, and the North Carolina Standard Course of Study.
- Stay current on emerging trends and research in education
- Know each child individually and strive to meet each child's learning needs
- Be dedicated professionals eager to become facilitators of children's knowledge and inquires.

Below is a diagram that demonstrates the relationship of the various educational components of the GBS education plan.



VI. EDUCATION PLAN (CONTINUED)

3. GBS will maintain compliance with all State and Federal laws regarding services for Exceptional Children.

4. NO ENTRANCE AND EXIT REQUIREMENT

5. OUTLINE OF THE SCHOOL CALENDAR

The Great Bend School will provide an educational program for its students for a total of 180 days. Every effort will be made to mirror the Alamance Burlington School System calendar for the convenience of parents who may have children attending other county schools. All major holidays will be observed as well as the scheduling of teacher workdays.

At the time of this application submission, the Alamance Burlington School System calendar for SY 2011-2012 was not available. When this calendar is available, we will prepare our calendar and submit it to the Office of Charter Schools for inclusion in this application.

6. EVALUATION TOOLS AND TESTS

The Great Bend School will document student success through:

- North Carolina ABC's Accountabilities Standards established by the North Carolina Department of Public Instruction
- Annual Yearly Performance goals established by current federal "No Child Left Behind" legislation
- North Carolina Department of Public Instruction standards for Kindergarten through Second Grade Assessments in Mathematics and Literacy according to 2009 North Carolina K-2 Literacy Assessment North Carolina State Board Policy
- HSP-C-016, which states:
"The State Board of Education requires that schools and school districts implement assessments at grades K, 1, and 2 that include documented, on-going individualized assessments throughout the year and a summative evaluation at the end of the year. These assessments monitor achievement of benchmarks in the *North Carolina Standard Course of Study*. They may take the form of the state-developed materials, adaptations of them, or unique assessments adopted by the local school board. Grades K, 1, and 2 assessments should be implemented by all schools by the 2000-2001 school year." The intended purposes of these assessments are (1) to provide information about the progress of each student for instructional adaptations and early interventions, (2) to provide next-year teachers with information about the status of each of their incoming students, (3) to inform parents about the status of their children relative to grade-level standards at the end of the year, and (4) to provide the school and school district information about the achievement status and progress of groups of students (e.g., by school and grade level) in grades K, 1, and 2.
- The Great Bend School will also utilize portfolio assessments in all classes. Although standardized tests and many classroom assessments often reveal a child's performance in a single assessment setting, "a portfolio tells a story of what you know and how you've come to know it," (O'Neil, 1993). Through portfolio assessments teachers, parents, and students are more likely to share an understanding of what

kind of work is valued, a child's current level of development, and academic strengths and weakness as demonstrated through authentic assessments. Often students are more "reflective" about their work as they ponder what kinds of material to include in a portfolio, how their work does or doesn't fit assessment criteria, and how their work, over time, shows their growth (O'Neil, 1993). The individual student portfolios will include the following: student inquiries and observations about nature, discover about their learning, plans for research about inquiries, solutions to their plans, as well as authentic assessments that demonstrate mastery of the NCSCOS.

In support of our approach, The Great Bend School will:

- Set a goal of 100% passing rate on all state mandated accountability tests.
- Require accurate student portfolios that will document all facets of the student's coursework.
- Demonstrate student mastery of State goals and objectives.
- Develop emergent curriculum learning opportunities that directly correlate to the NCSCOS.
- Provide successful learning opportunities for all students and facilitate the demonstration of their new knowledge in their portfolios.

7. STUDENT ACHIEVEMENT

The Great Bend School will conduct mandatory goal oriented report card conferences with each family every nine weeks. This report card will focus not only on the NCSCOS, but also the students' inquiries, projects of learning, and developmental levels relating to the whole child. Interim progress will be monitored by having personal achievement conferences halfway through the student's academic term. Great Bend School will also maintain the standards set fourth with North Carolina's ABC accountability model as well as the federal guidelines of No Child Left Behind. Great Bend School's ultimate expectation is that each student will become empowered to ask questions, search for solutions, and drive their own learning. Students will also become successful as they reconnect with nature, demonstrating a renewed calmness and curiosity about the world in which they live and will demonstrate this success in various forms in their portfolios.

In support of our approach, The Great Bend School will:

- Achieve Adequate Yearly Progress (AYP), within our first year of operation.
- Achieve 100% parent-teacher conference attendance each semester.
- Maintain an average goal of 96% or above for our school attendance.

VI. EDUCATION PLAN (Continued)

SPECIAL EDUCATION (G.S. 115C-238.29F(d))

The Great Bend School at Glencoe will serve students who have been identified as Exceptional Children according to North Carolina guidelines in the least restrictive setting. Identified students who choose to attend GBS will be offered a wide range of services necessary to satisfy their Individual Educational Plan (IEP) written by the Great Bend Student Assistance Team. These services will include but not be limited:

- extended time for testing
- individual pullout instruction
- small group instruction
- preferential seating
- peer tutoring
- differentiated assignments

The first option for identified students will be to always include them in standard curriculum in the regular classroom environment. There have been several studies to verify the success of Identified Students when provided the standard curriculum in a small class setting. These students will be challenged and motivated to their full potential. Identified students will be provided extra instructional support during the instructional day by a highly qualified special education team.

In support of our approach, The Great Bend School will:

- Offer exceptional students the least restrictive environment possible for their optimum learning.
- Create a personal relationship with each exceptional child and their family so that they feel welcomed, encouraged, and supported in completing their education at GBS.

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

The Great Bend School will not discriminate against students based on race, creed, national origin, disability, gender, intellectual ability, or religion.

Enrollment priority will be given to children of the school's founding Board of Directors, administrators, teachers and teacher assistants. After the initial year, enrollment priority will be given only to children of administrators, teachers, teacher assistants and siblings of existing students.

GBS will operate under Open Enrollment for all students. All interested registrants must attend the Open House session in which the philosophy of the school is explained, and then they must submit an application by April 30, 2011. All students who submit an application prior to the enrollment deadline will be admitted, unless the number of applications for a grade level exceeds the number of openings at that grade level. If the number of applications for a grade level exceeds the number of openings at that grade level, a lottery will be held to determine the admissions for that grade level.

The lottery will be held in an evening meeting that is open to the public. Parents will be encouraged to attend.

The lottery process:

- A lottery card bearing the name of the student and their grade will be created for each applicant
- Each lottery card will be verified against the application for accuracy
- The individual lottery card will be placed in an unmarked envelope
- All lottery cards (in their unmarked envelope) will be placed in a large, clear container and shuffled
- A Board Officer will draw an envelope and that envelope will be opened and the Board Secretary will record the applicant's name and lottery order number in a ledger
- The lottery order number is concurrently recorded on the applicant's lottery card and their application
- This process will continue until all envelopes have been drawn, opened, and recorded
- The first 54 names will be placed on the class roster for that grade
- The remaining names will be placed on a waiting list for that grade in their lottery order number

The above lottery process will be repeated, if necessary, for all grade levels.

If openings remain available after the close of the open enrollment, students will be accepted on a first come, first serve basis until there are no further openings. Applications will be dated and time stamped upon submission and students will be admitted in the order in which their application was received.

VI. EDUCATION PLAN (CONTINUED)

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

Great Bend Discipline Policy

Relating to the Safe Schools Act passed by the North Carolina General Assembly, the Great Bend staff has developed a student Discipline Policy. The Great Bend staff will maintain a safe and orderly environment that is conducive to learning. When a student chooses to disrupt the learning environment, that staff along with administration will work quickly and closely with parents to help the student to make appropriate choices.

We believe that all students can behave appropriately while attending Great Bend Charter School. We will allow no student to stop the learning process. Children must learn to take responsibility for their own actions and understand that every choice has a consequence. Our ultimate goal is to help children be responsible, successful, and contributing members of society, and this requires a home/school/community team effort. In an effort to define “discipline” as an opportunity to learn new skills, the GBS will create a Center for Academic and Responsible Education.

The purpose of the *Great Bend School’s Center for Academic and Responsible Education* (CARE) is to provide a quiet, calm place for a child to regain his/her self-control, while at the same time provide the teacher and other classmates the opportunity to continue the educational process. Each classroom teacher has a consistent discipline plan that is posted and enforced. Parents should review the Discipline Policy, CARE Center guidelines, and the Student Code of Conduct.

It is our goal at Great Bend to help every child to have a good day and to do his best in behavior and learning. In order to have a positive educational environment it will be important for the students, parents, and staff to work cooperatively together. When a student is disrespectful, disruptive, or disobedient in the school environment he needs to realize that if he does not regain his self-control, he will be sent to the CARE Center. The child will take his classroom work with him to complete. Upon entering the CARE Center the child will be given a “calm down” time if it is needed, but then it is understood that the classroom work or assigned task must be completed. If the student’s class is scheduled to attend a special activity, the student will miss this. If the student is in the CARE Center during his lunch time, he will have his lunch in the CARE Center classroom. Every effort will be made to contact a parent by phone when a child is sent to the CARE Center. A copy of the referral report will be sent home. This form is to be signed and returned by the next school day. If the child is delinquent in returning this form, parents will be contacted. When the student receives a second referral to the CARE Center, a notice will be sent to the parent to remind them that the third referral will mean out-of-school suspension for the next school day. Children who are sent to the CARE Center after this third time will also have out-of-school suspension for each subsequent time they are sent to the CARE Center during a nine-week period. Any staff member may refer a student to the CARE Center for disrespectful, disruptive, disobedient behavior. However the classified staff members should consult with the student’s teacher prior to referral. Staff development will be provided for all staff regarding referrals and interventions with students. A child who displays physical or aggressive disruption will go immediately to the principal for disciplinary action. Referral to the CARE Center will occur only after all other classroom interventions have been exhausted. It is not the first strategy utilized for a student. In order for the CARE Center to function the way it is designed, it is that step **prior** to a referral to the administration. The exclusion process that occurs when a child comes to the CARE Center is to help the child understand that consequences go with disruptive, disrespectful, and disobedient behavior. It is the hope of Great Bend staff that this program will help students understand the need for responsible behavior in the learning environment. Students who have learned how to use good character skills will be able to continue their learning process in a calm orderly classroom. The CARE Center will be

open from 8:30 am – 2:00 pm each school day. In this calm, caring environment, the child will be able to regain self control and return to the classroom with a positive attitude ready to assume the learning process.

Student Suspension, Expulsion and/or Exclusion

In the event that positive means of directing student behavior is unsuccessful, the following steps will be taken.

Any student who engages in repeated violations of the school policies will be required to attend a meeting with the principal and the student's parent or guardian. As part of this meeting, the school will provide a specific, written remediation agreement outlining future student conduct expectations, timelines, milestones, and consequences which may include, but are not limited to, suspension or expulsion. The principal may, pursuant to the school's policies, discipline and ultimately suspend students who fail to comply with the terms of the remediation agreement.

The principal may also immediately suspend students who present an immediate threat to the health and safety of themselves, to members of the student body, the faculty, the staff, the School, or the community. The school's policies provide all students with an opportunity for due process and are developed to conform to applicable federal law regarding students with exceptional needs.

Students diagnosed with exceptional needs will be referred by the Principal and teacher to the appropriate program or services. In compliance with state and federal laws and NCDPI guidelines for Exceptional Children, GBS administrators will be in constant communication with parent(s) or guardian through every phase of the disciplinary process. The student will be granted all due process established by state and federal law and the State Board of Education.

Our **positive** strategies include:

- Building a sense of community
- Providing opportunities for student leadership
- Recognizing appropriate behavior on both an individual and school-wide basis
- Providing classroom celebrations of good conduct
- Conducting awards assemblies for character education and social skills

Our **proactive** strategies include:

- Teaching and re-teaching classroom/school-wide expectations
- Providing presentations by principal/intervention staff on problem solving and making good choices
- Giving presentations on playground rules
- Conducting classroom discussions at the beginning of the year on discipline
- Providing a "Welcome" orientation program for new students

Continuum of **Strategies** and **Consequences**

1. Verbal warning (nonverbal cue)
2. Loss of privilege (time out)/Restitution/Problem Solving
3. Parent contact (note or telephone call)
4. CARE Center Referral
5. In-school suspension (administrative decision)
6. Out-of-school suspension (administrative decision)

Severity Concern: Zero Tolerance for disrespect, disruptive behavior, and violence

In the event that a student's behavior or action is severe, the classroom teacher will refer the student to the office. The administration will make a decision to waive the due process listed above. Severe actions that would warrant such waiver include:

- Disruption of the learning process in the classroom or the building
- Physical abuse of a student or staff member
- Intentional physical violence or injury to staff or students
- Property damage
- Fighting
- Offensive language, threats (racial, sexual, ethnic, intimidating)
- Sexual harassment
- Failure to comply with directions (non compliance)
- Theft
- Unlawful actions
-

Use of the Discipline Plan with Exceptional Children students and students with 504 Plans shall incorporate those provisions regulated by state and federal guidelines related to those students.

Also as a part of the student expectations and responsibilities are the Principles of Character that are the foundation of our character education curriculum:

- Responsibility
- Respect
- Kindness
- Integrity
- Courage
- Good Judgment
- Self-Discipline
- Perseverance

VII. BUSINESS PLAN

PROJECTED STAFF:

The school will commence in August 2011 with a Principal, an Administrative Assistant, ten full-time Teachers, seven full-time Teacher Assistants, one Exceptional Children's Teacher / Testing Coordinator, one Environmental Lead Teacher, one part-time Music/Movement Teacher, and one custodian.

In Year Two, the school will employ three additional Teachers and one additional Teacher's Assistant.

In Year Three, the school will add three additional Teachers and one additional Teacher's Assistant.

In Year Four, the school will add one additional Teacher, one additional Teacher's Assistance, and one Guidance Counselor.

In Year Five, the school will add one additional Teacher and will maintain this staffing until enrollment or other needs dictate a revision.

QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS: GS 115C-238.29B(b)(10)

The **Principal** of the Great Bend School is expected to support the mission and objectives set forth by the Charter and the Board of Directors. The Principal is also expected to provide professional services to GBS in the following areas:

Leadership and Management

- Leadership in implementing the instructional program
- Leadership in acquiring and developing the total GBS Staff
- Leadership in providing public relations and community involvement
- Managing the physical plant used to deliver instruction to the students
- Managing the business and financial matters related to the school

Administrative

- Meet with and report to the Board of Directors on a regular basis as prescribed by the Board of Directors
- Submit requested and required reports to the Department of Public Instruction and other related agencies
- Ensure compliance with all administrative rules and regulations established by federal, state, and local governments
- Provide for the efficient and effective operation of the school
- Perform any other duties assigned by the Board of Directors

Personal

- Conduct self in a professional manner when representing GBS
- Be mindful of responsibilities to be a positive role model for young men and women in the school and community
- Dress appropriately for professional work at school and other times when representing GBS.

Minimum Requirements:

- Must have a Bachelor's degree from an accredited institution or equivalent
- Must have a minimum of four years of teaching experience and or related experience

Preference:

- Masters degree or equivalent in public school administration
- Prior experience in administration

The **Administrative Assistant** of GBS is expected to support the mission and objectives set forth by the Charter and the Board of Directors. The Administrative Assistant is also expected to provide professional services to GBS in the following areas:

- Assist the Principal in the execution of leadership, management, administrative, and personnel duties
- Ensure compliance with all administrative rules and regulations established by federal, state, and local governments
- Provide for the efficient and effective operation of the school
- Perform any other duties assigned by the Principal

Minimum Requirements:

- High School Diploma *or* equivalent
- Prior experience in administration
- Computer skills to include word processing, spreadsheets, and MS Office applications

Preference:

- Experience in Accounts Payable and Receivable
- Experience with working with young children
- Coursework in Clerical Skills

The **Environmental Lead Teacher** of GBS is expected to support the mission and objectives set forth by the Charter and the Board of Directors. The Environmental Lead Teacher is also expected to provide professional services to GBS in the following areas:

- Provide professional development to faculty and staff of GBS. Assist teachers as they provide instruction of high academic quality to all students
- Assist teachers in the planning and implementation of the inquiry based curriculum and provide support as needed to ensure that learning is facilitated through the natural environment..
- Support the efforts of GBS to involve parents, community, and volunteers in educating the students enrolled at the school
- Work to strengthen established partnerships with local, state, and national organizations that will be contributing to GBS, including, Natural Learning Initiative, Farm to School Alliance, and National Out of School Time.
- Seek out grants and additional sources of funding to support the missions of GBS.
- Conduct self in a professional manner when representing GBS in an official capacity
- Be mindful of the responsibility to be a positive role model for young men and women in the school and community where the students reside
- Dress appropriately for professional work at school and other times when representing GBS

Minimum Requirements:

- Must have a Bachelor's degree from an accredited institution or equivalent

Preference:

- Master's degree or equivalent in Elementary Education (K-5)
- North Carolina Teacher Certification in Elementary Education

- Experience with Emergent, Inquiry based Curriculum
- Experience with Professional Development
- Strong knowledge of evidence based practices and implementation

A **Teacher** of GBS is expected to support the mission and objectives set forth by the Charter and the Board of Directors. The teacher is also expected to provide professional services to GBS in the following areas:

- Provide professional services related to teaching students assigned to the teacher by the Principal
- Provide instruction of high academic quality
- Perform non-instructional duties assigned by the Principal
- Support the efforts of GBS to involve parents, community, and volunteers in educating the students enrolled at the school
- Participate in staff development activities and other such activities organized by GBS that is designed to improve teaching skills
- Conduct self in a professional manner when representing GBS in an official capacity
- Be mindful of the responsibility to be a positive role model for young men and women in the school and community where the students reside
- Dress appropriately for professional work at school and other times when representing GBS

Minimum Requirements:

- Must have a Bachelor's degree from an accredited institution or equivalent

Preference:

- Bachelors degree or equivalent in Elementary Education (K-5)
- North Carolina Teacher Certification in Elementary Education
- National Board Certification

The **Exceptional Children/Testing Coordinator** is expected to support the mission and objectives set forth by the Charter and the Board of Directors. The EC/Testing Coordinator is also expected to provide professional services to GBS in the following areas:

- Ensure compliance of programs with federal, state and local regulations
- Conduct assessment activities to determine needs and effectiveness of exceptional children programs; develop and support short and long range goals and objectives for the improvement of system-wide instruction for exceptional children
- Oversee the placement process, assist in the development and implementation of assessment practices and policies affecting programs for exceptional children; interpret educational policies and procedures for a variety of audiences.
- Oversee the process of ensuring that each exceptional student is counted for reimbursement purposes.
- Support principal and school staff in the screening of exceptional children
- Prepare and submit required local, state and federal reports
- Develop and write state and federal grants in conjunction with program needs and funds
- Act as liaison to other community agencies to support and foster policies that enhance student growth and development.
- Work with the Principal in preparing budget recommendations for use of local, state and federal funds. GBS to involve parents, community, and volunteers in educating the students enrolled at the school

The **Teacher Assistants** of GBS are expected to support the mission and objectives set forth by the Charter and the Board of Directors. The Teacher Assistants are also expected to provide professional services to GBS in the following areas:

- Provide professional services related to teaching students assigned to the teacher by the Principal
- Provide support to teachers during the instructional day
- Perform non-instructional duties assigned by the Principal
- Support the efforts of GBS to involve parents, community, and volunteers in educating the students enrolled at the school
- Participate in staff development activities and other such activities organized by GBS that is designed to improve teaching skills
- Conduct self in a professional manner when representing GBS in an official capacity
- Be mindful of the responsibility to be a positive role model for young men and women in the school and community where the students reside
- Dress appropriately for professional work at school and other times when representing GBS

Minimum Requirements:

- Must have a Associate's degree from an accredited institution or equivalent

Preference:

- Bachelors degree or equivalent in Elementary Education (K-5)
- North Carolina Teacher Certification in Elementary Education
- National Board Certification

The **Counselor** of GBS is expected to support the mission and objectives set forth by the Charter and the Board of Directors. The Counselor is also expected to provide professional services to GBS in the following areas:

- Provide professional guidance and conduct orientation activities for students new to the school
- Conduct structured, goal-oriented counseling sessions in response to identified needs of individuals and groups of students
- Conduct with and serve as a resource for teachers, staff, and parents regarding the developmental needs of students
- Conduct and facilitate conferences with teachers, students, and parents
- Maintain records to documents interactions, interventions, and decisions.
- Refer students and their parents to community agencies, programs, or specialists as appropriate
- Maintain a comprehensive list of district and community resources
- Plan the guidance program calendar
- Maintain confidentiality
- Maintain records consistent with ethical and legal guidelines
- Keep informed on current professional trends
- Support the efforts of GBS to involve parents, community and volunteers in educating the students enrolled at the school
- Conduct self in a professional manner when representing GBS
- Be mindful of the responsibility to be a positive role model for young men and women in the school and community
- Dress appropriately for professional work at school and other times when representing GBS

Minimum Requirements:

- Must have a Bachelor's degree from an accredited institution or equivalent with course work in the field of counseling or psychology

Preference:

- Masters degree from an accredited institution in the field of counseling
- Minimum of two years of experience of working in a school environment
- National Board Certification

The **Music/Movement Teacher** invites every student to appreciate, perform, create, and understand music and movement as important elements of child development. He or she implements a program aligned with the North Carolina Standard Course of Study, in which students explore the elements of music, dance, movement, and physical education through singing, listening, creative movement, exercise, and playing instruments. The K-5 music/movement program is designed to encourage children's natural enthusiasm for movement, rhythm and physical activity. For many children, this is their first experience with any type of structured movement class. Initially, young children must discover their own movement potential. The teacher would direct the students through a developmentally appropriate program of music and movement that would include:

- Beginning to and proceeding to develop kinesthetic awareness
- Recognizing music/movement as a form of human expression that can be enjoyed by all.
- Developing beginning skills in improvising and creating music
- Developing understanding of music in relation to history, culture, and other content areas
- Participating appropriately in movement activities designed for physical growth, good health and well being
- Recognizing and demonstrating the basic movement elements of time, space, and energy/dynamics
- Demonstrating the physical skills needed to enjoy participation in physical activities (i.e., throwing, running, skipping, striking skills with development toward more complex movement patterns such as tactics, catching on the move, or dance steps.)
- Establishing patterns of regular participation in meaningful physical activity
- Understanding the value of being physically fit and the types of activities that contribute to total fitness; express feelings with challenges; be aware that choosing to be physically active is a conscious decision and personal choice for both enjoyment and health-related benefits
- Demonstrating fundamental motor skills through development and refinement of creative movements and by demonstrating manipulative motor skills
- Working cooperatively with others to complete a task; displaying appropriate behaviors during social situations; and expressing an enjoyment for movement experiences

LICENSING REQUIREMENTS: In accordance with 115C-238.28F(e), at least fifty (75%) of the teachers in grades kindergarten through five shall hold teacher certificates. Prior to each academic year the school will report to NCDPI the total number of employed teachers and the total number of those employed teachers who hold valid licenses.

The school will not employ any individual whose certificate or license has been suspended or revoked by any licensing board or agency on the grounds of unethical or immoral behavior.

REQUIRED DOCUMENTATION FOR EMPLOYMENT: To be considered for employment, prospective employees are required to complete and submit an application package to the School Executive Director that includes the following:

- W-4 and I-9 forms
- Personnel Application
- Resume
- Two Sets of Fingerprints
- TB Test Results
- Transcripts
- Letters of Recommendation (at least two)
- Philosophy of Education Statement
- Current North Carolina Teaching Credential (faculty)

The prospective employee must also present two valid forms of identification.

CRIMINAL BACKGROUND CHECKS: In accordance with 115C-238.29K(c), the Board of Directors will require GBS employees to check references for prospective employees and will use fingerprints submitted to conduct a background check through the North Carolina Department of Justice's Criminal History Records. All information received by GBS in accordance with the required criminal history check is privileged information, not a public record, and only for use of the School's Board of Directors.

GBS will not hire individuals who have a "criminal history" which is defined as a county, state, or federal criminal history of conviction of a crime, whether a misdemeanor or a felony, that indicates an individual either poses a threat to the safety of students or personnel, or has demonstrated that he/she does not have the integrity to fulfill his/her duties as school personnel.

PROJECTED ENROLLMENT
2011-12 through 2015-2016

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

List LEA #1 – Alamance Burlington School System

List LEA #2 – _____

List LEA #3 – _____

GRADES

Kindergarten **K**

First **1**

Second **2**

Third **3**

Fourth **4**

Fifth **5**

Sixth **6**

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
<u>51</u>	_____	_____	<u>52</u>	_____	_____	<u>54</u>	_____	_____	<u>54</u>	_____	_____	<u>54</u>	_____	_____
<u>48</u>	_____	_____	<u>51</u>	_____	_____	<u>51</u>	_____	_____	<u>54</u>	_____	_____	<u>54</u>	_____	_____
<u>43</u>	_____	_____	<u>48</u>	_____	_____	<u>51</u>	_____	_____	<u>54</u>	_____	_____	<u>54</u>	_____	_____
<u>37</u>	_____	_____	<u>43</u>	_____	_____	<u>48</u>	_____	_____	<u>51</u>	_____	_____	<u>54</u>	_____	_____
<u>0</u>	_____	_____	<u>37</u>	_____	_____	<u>43</u>	_____	_____	<u>48</u>	_____	_____	<u>51</u>	_____	_____
<u>0</u> _____	_____	_____	<u>0</u> _____ -	_____	_____	<u>37</u>	_____	_____	<u>43</u>	_____	_____	<u>48</u>	_____	_____
<u>0</u> _____	_____	_____	<u>0</u> _____ -	_____	_____	<u>0</u> _____ -	_____	_____	<u>0</u> _____	_____	_____	<u>0</u> _____	_____	_____

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

		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	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Eighth	8	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ninth	9	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Tenth	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Eleventh	11	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Twelfth	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
LEA Totals		<u>179</u>	—	—	<u>231</u>	—	—	<u>284</u>	—	—	<u>304</u>	—	—	<u>315</u>	—	—
Overall Total Enrollment		<u>179</u>			<u>231</u>			<u>284</u>			<u>304</u>			<u>315</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>\$692,954.68</u>	<u>\$913,491.35</u>	<u>\$1,146,724.07</u>	<u>\$1,265,442.56</u>	<u>\$1,311,231.60</u>
--Local Per Pupil Funds	<u>\$234,669.00</u>	<u>\$302,841.00</u>	<u>\$372,324.00</u>	<u>\$398,544.00</u>	<u>\$412,965.00</u>
--Federal Funds	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Grants*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Foundations*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Private Funds*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Other Funds* EC Funds	<u>\$42,603.30</u>	<u>\$55,608.25</u>	<u>\$71,590.85</u>	<u>\$81,440.00</u>	<u>\$86,530.00</u>
TOTAL INCOME	<u>\$970,226.98</u>	<u>\$1,271,940.60</u>	<u>\$1,590,638.92</u>	<u>\$1,745,426.56</u>	<u>\$1,810,726.60</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

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

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

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

2011-2012

State ADM \$4162.64 published rates X 93% X 179 students = \$692,954.68
EC \$2545.00 published rates for state portion X 93% X 18 students = \$42,603.30
Local \$1311.00 published rates for 2006-07 X 100% X 179 students = \$234,669.00
TOTAL \$970,226.98

2012-2013

State ADM \$4162.64 published rates X 95% X 231 students = \$913,491.35
EC \$2545.00 published rates for state portion X 95% X 23 students = \$55,608.25
Local \$1311.00 published rates for 2006-07 X 100% X 231 students = \$302,841.00
TOTAL \$1,271,940.60

2013-2014

State ADM \$4162.64 published rates X 97% X 284 students = \$1,146,724.07
EC \$2545.00 published rates for state portion X 97% X 29 students = \$71,590.85
Local \$1311.00 published rates for 2006-07 X 100% X 284 students = \$372,324.00
TOTAL \$1,590,638.92

2014-2015

State ADM \$4162.64 published rates X 100% X 304 students = \$1,265,442.56
EC \$2545.00 published rates for state portion X 100% X 32 students = \$81,440.00
Local \$1311.00 published rates for 2006-07 X 100% X 304 students = \$398,544.00
TOTAL \$1,745,426.56

2015-2016

State ADM \$4162.64 published rates X 100% X 315 students = \$1,311,231.60
EC \$2545.00 published rates for state portion X 100% X 34 students = \$86,530.00
Local \$1311.00 published rates for 2006-07 X 100% X 315 students = \$412,965.00
TOTAL \$1,810,726.60

MAY BE AMENDED AS THE NEEDS OF THE SCHOOOL DICTATES.

GS 115C-238.B(b)(5)					
PERSONNEL	\$593,796.21	\$789,576.98	\$934,957.10	\$1,008,841.30	\$1,085,293.30
Total # of staff *See appendix for #s					
--Administrator(s) # *	\$ 60,000.00	\$ 61,200.00	\$ 62,424.00	\$ 63,672.48	\$ 64,945.93
--Clerical # *	\$ 17,277.50	\$ 17,623.05	\$ 17,975.51	\$ 18,335.02	\$ 18,701.72
--Teachers # *	\$ 287,958.33	\$ 458,199.30	\$ 575,216.36	\$ 623,390.71	\$ 673,261.98
--Librarians # *	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
--Guidance # *	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
--Teacher Assistants # *	\$ 120,942.50	\$ 140,984.40	\$ 161,779.60	\$ 183,350.21	\$ 205,718.94
--Custodian(contract) # *	\$ 10,000.00	\$ 12,000.00	\$ 16,000.00	\$ 16,500.00	\$ 17,000.00
--Maintenance # *	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
--Food Service # *	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
--Bus Driver # *	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
--Other					
<u>EC Teacher *</u>	\$ 38,010.50	\$ 38,770.71	\$ 39,546.12	\$ 40,337.05	\$ 41,143.79
<u>Environmental Specialist *</u>	\$ 38,010.50	\$ 38,770.71	\$ 39,546.12	\$ 40,337.05	\$ 41,143.79
<u>Music/Movement Teacher *</u>	\$ 21,596.88	\$ 22,028.81	\$ 22,469.39	\$ 22,918.78	\$ 23,377.15
EMPLOYEE BENEFITS	\$145,949.05	\$194,394.25	\$229,739.27	\$248,085.33	\$267,073.32
STAFF DEVELOPMENT	\$5,000.00	\$5,000.00	\$7,500.00	\$7,500.00	\$ 7,500.00
MATERIALS AND SUPPLIES	\$6,000.00	\$3,500.00	\$4,000.00	\$4,000.00	\$4,000.00
OFFICE SUPPLIES	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
INSTRUCTIONAL EQUIPMENT	\$12,000.00	\$15,000.00	\$18,000.00	\$18,000.00	\$18,000.00
OFFICE EQUIPMENT	\$15,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00

TESTING MATERIALS	<u>\$1,000.00</u>	<u>\$1,200.00</u>	<u>\$1,400.00</u>	<u>\$1,400.00</u>	<u>\$1,400.00</u>
INSURANCE	<u>\$11,000.00</u>	<u>\$11,500.00</u>	<u>\$12,000.00</u>	<u>\$12,500.00</u>	<u>\$13,000.00</u>
UTILITIES	<u>\$16,300.00</u>	<u>\$19,000.00</u>	<u>\$21,000.00</u>	<u>\$22,000.00</u>	<u>\$23,100.00</u>
RENT	<u>\$101,250.00</u>	<u>\$123,250.00</u>	<u>\$146,000.00</u>	<u>\$150,000.00</u>	<u>\$154,000.00</u>
MAINTENANCE & REPAIR	<u>\$24,750.00</u>	<u>\$29,200.00</u>	<u>\$31,900.00</u>	<u>\$34,200.00</u>	<u>\$38,600.00</u>
TRANSPORTATION	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
MARKETING	<u>\$5,000.00</u>	<u>\$5,000.00</u>	<u>\$5,000.00</u>	<u>\$5,000.00</u>	<u>\$5,000.00</u>
FOOD/CAFETERIA SUPPLIES	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
CONTRACT SERVICES	<u>\$31,325.00</u>	<u>\$40,425.00</u>	<u>\$50,836.00</u>	<u>\$54,416.00</u>	<u>\$56,385.00</u>
TOTALS	<u>\$969,370.26</u>	<u>\$1,239,046.23</u>	<u>\$1,464,332.37</u>	<u>\$1,567,942.63</u>	<u>\$1,675,351.62</u>

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	<u>\$0.00</u>
Certificates of Deposit	<u>\$0.00</u>
Bonds	<u>\$0.00</u>
Real Estate	<u>\$0.00</u>
Capital Equipment	<u>\$0.00</u>
Motor Vehicles	<u>\$0.00</u>
Other Assets	<u>\$0.00</u>
TOTAL	<u>\$0.00</u>

ADDITIONAL NOTES:

AUDITS

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

The GBS Directors will establish an Audit Committee to assess the school's overall performance relative to its mission and educational purpose. The Audit Committee will work in conjunction with the GBS staff and/or any contractors employed to manage student information and testing data.

Items to be reported include:

- Reporting on the success of the Emergent Curriculum, Benchmarks, State ABCs, and End of Grade testing
- An evaluation of each student's Individualized Education Plan (IEP) and their progress in the school's Education Plan
- A summary report of the Board of Director's major decisions and policies established during the school year.
- An analysis of adherence to the school's Educational Focus on:
 - Environmental Education
 - Inquiry Based/Experiential Learning
 - Diversity
 - Expanded learning opportunities through after school programming

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

At the conclusion of each fiscal year, GBS Board of Directors will engage an independent auditor to conduct an annual audit of the school's finances, practices, and records.

The audit will verify the accuracy of the school's financial actions throughout the year, including attendance and enrollment, accounting practices, and financial statements. The audit will also review the school's internal control protocol. The purpose of the audit is to demonstrate compliance with state law and its requirements for a non-profit corporation.

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.

Thomas Judy & Tucker
4505 Falls of Neuse Road, Suite 450
Raleigh, NC 27609
www.titpa.com
Phone # 919 571-7055
Fax # 919-571-7089

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 safety of students and staff is a top priority of Great Bend School. The safety component of the Student – Parent Handbook will meet the health and safety requirements mandated by the Alamance-Burlington School system as listed below:

1. Students Missing/Hiding/Runaway/Abduction/Hostage/Unwanted Intruder

- Notify the Main office who contacts 911.
- Principal or designee implements a search of the school grounds and buildings.
- Main office will notify the parent(s) listed on the student's Emergency Information Sheet.
- Principal will contact the teacher to get an accurate description of the student/abductor.
- Teachers will be notified either through another employee or the P.A. system to remove students from areas deemed dangerous.
- Work with the law enforcement to determine additional steps.

2. Student Possession of Weapon on School Grounds

- Identify the student and his/her location in the building or on the school grounds.
- Notify Law Enforcement (911).
- Alert the Principal or appropriate designee.
- Student is asked to accompany a school employee to the Main office.
- Ask student to surrender any weapons.
- Call student's parent(s) and follow disciplinary procedures.

3. Emergency Closing of Schools

- Based on information provided by staff, law enforcement, emergency services personnel, etc., the Principal or designee of GBS will determine any work schedule and/or operational changes necessary due to inclement weather or other impending circumstances.
- The Principal or appropriate designee of GBS shall be authorized to close school if prevailing or potential hazards threaten the safety of students and employees.
- The Principal or his/her designee shall make public announcements and releases to news media in a timely fashion.
- When the Principal or designee determines that the school opening should be delayed, the day for students will begin one or two hours later than the normal school schedule. School will be dismissed at the normal time.
- When the Principal or designee decides, in the best interests of the safety of students and staff, that school should be closed early, an emergency media announcement will also be made to area media stations, requesting that they announce the early closing immediately.
- The Principal or designee shall maintain sufficient staff at the school to handle supervision of children and emergencies until each student has been safely delivered to their home or caregiver.

IMMUNIZATION AND MEDICATION/TREATMENT OF STUDENTS:

GBS will assure full compliance with all federal and state immunization requirements.

1. Upon enrollment, each parent/guardian must submit a copy of the student's Immunization Record and Birth Certificate.

- If the student is not in compliance, a checklist of necessary immunizations will be given to the parent. The family will be referred to the Alamance County Health Department.
- Students lacking proper immunizations or a complete waiver within thirty (30) days of enrollment will be denied admittance until proof of immunization or a waiver is submitted.
- All students participating in athletics must have a completed physical signed by a licensed health provider on file at the school.

2. Medicines and Medication of Students

- GBS requires the administration of any drugs or other medication provided for students to be under the supervision and direction of an Alamance duly licenses to prescribe or administer such drugs or medication. This precaution does not preclude the administration of first aid by the school in the event of injury or accident.
- If under exceptional circumstances a child is required to take oral medication during school hours, and the parent cannot be at school to administer the medication, only a Alamance designated by the Principal will administer the medication in compliance with the following:
 - a. Written instructions signed by the parent to include the student's name, medication name, dosage, time to be administered, storing instructions, and parent's telephone number
 - b. The responsibility of the Principal or designee is to ensure the medication is stored in a secure location, maintain records of administration, have all release forms signed, and administer the medication
 - c. GBS maintains the right to refuse to administer any medications.

ACCIDENTS:

All school personnel are to respond immediately and appropriately to student injuries and illnesses. Principal and Teacher judgment is imperative in determining the services needed in such cases.

- An Emergency Information Card shall be on file in the Main office for each student enrolled.
- GBS staff will be trained to provide CPR (Cardiopulmonary Resuscitation) and will be knowledgeable in simple first-aid procedures.
- If emergency medical assistance is required, the Administrative Assistant will attempt to contact both the parents and the family physician, in addition to ambulance service. If a student is injured or ill, his or her parents must come to the Main office to meet the student at the time he or she is to be excused.
- Upon treatment by appropriate medical personnel, the Principal or designee must fill out a Student Accident Report.

FIRE AND SAFETY REGULATIONS:

1. GBS will maintain compliance with all applicable federal, state, and municipal fire and safety regulations, and submit to all inspections from authorities as required by law.
 - Fire lanes and exits must be clear at all times as well as hallways, landings, and stairs.
 - Any combustible materials necessary to the curriculum as well as those necessary for cleaning purposes must be properly stored in an orderly manner.
 - Any violations should be reported to the Principal immediately.
2. It shall be the duty of the Principal to inspect each of the buildings in his charge at least twice a month during regular school hours. This inspection shall be for the purpose of keeping the building safe from the accumulation of trash and other fire hazards.
3. The Principal shall cooperate in every way with the authorized building inspector, electrical inspector, county fire marshal or other designated Alamance making the inspections required.

The Principal shall conduct fire drills each month in accordance with legally mandated guidelines.

FOOD INSPECTIONS:

GBS shall adhere to all rules, regulations, and policies set forth by the Alamance County Health Department concerning food handling, inspections, and storage as well as preparation.

HAZARDOUS MATERIALS/CHEMICALS (HM/C):

GBS will maintain compliance with all applicable federal, state, and municipal laws, regulations, and inspections regarding hazardous materials and chemicals. The school will avoid the use of HM/C wherever possible. All HM/C shall be stored in designated areas only - no exceptions. Any violations of the above guidelines for HM/C shall be reported to the Principal immediately.

BLOODBORNE PATHOGENS:

The purpose of this policy is to limit occupational exposure of employees to blood and other potentially infectious body fluids and materials that may transmit bloodborne pathogens and lead to disease or death.

- Education regarding the risks of bloodborne pathogens will be provided to employees on an annual basis. Opportunities for interactive questions and answers will be available.
- All blood and body substances are considered by medical authorities to be potentially infectious and are to be handled to prevent infectious agents. For this purpose, personnel protective equipment, including latex gloves, non-allergenic gloves, and a resuscitation mask, will be kept in each classroom and the Main office.
- Any staff or student diagnosed with bloodborne diseases will be allowed to continue at school unless it is determined by a physician that the staff member or student is too ill or presents a health risk to others.

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

State the proposed coverage for:

Comprehensive General Liability:	\$1,000,000 per occurrence
Officers and Directors/Errors and Omissions:	\$100,000,000 per claim
Property Insurance:	Replacement for Contents
Motor Vehicle Liability:	\$1,000,000 per occurrence
Bonding:	
	Minimum amount: \$250,000
	Maximum amount: \$100,000,000

Other:

Workers Compensation: As specified by Chapter 97 of the General Statute

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

Great Bend School will encourage and solicit parents to provide transportation for their children. GBS will develop and organize a system to enable parents to carpool.

GBS will ensure that transportation is not a barrier to attendance.

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.

The Great Bend School (“GBS”) will be located at the Great Bend of the Haw River in the original Glencoe Mill which was constructed in 1882. The Glencoe Mill and adjoining Mill Village are both listed on the National Register of Historic Places and are described by the National Park Service as “a nationally significant site representative of the Southern textile mill village and its role in the industrialization of the American South.” GBS will be located on the ground floor of Glencoe Mill’s main mill building which once housed the Mill’s looms and weaving operation. When GBS reaches full enrollment it will occupy approximately 19,500 SF which will include:

- 18 classrooms
- 9 offices
- Art Room
- Media Room
- Large indoor assembly and activity space

Glencoe’s Main Mill will provide a truly unique venue for the GBS. Students will attend classes in the rehabilitated and restored mill building which still retains the large window openings, original masonry, and heavy timber posts, beams, and decking. This historic mill building, adapted for the new use, will provide students with a stimulating learning environment, and it affords them the opportunity to learn first-hand about North Carolina textile history.

In addition, the location of this facility offers numerous nature education opportunities as it is less than two blocks from the Great Bend Park. This 40 acre public park is managed by Alamance County Parks and Recreation and jointly funded by the County and the North Carolina Department of the Environment and Natural Resources. With its wetlands, bird watching areas, walking trails, and river views and access, the Park is an ideal setting for nature education experiences. Among the other special attributes of this location are:

- Recently renovated, working hydro-electric power plant, dam and mill race that will begin delivering power to Duke Energy in the Spring of 2010;
- Textile Heritage Museum housed in the former Glencoe General Store which features displays from the areas textile history and is open to visitors including students and staffed by knowledgeable docents.
- The adjoining Mill Village Houses, some 40 fully-restored, owner occupied Mill Houses that contribute to the attractive setting and include among their owners a number of working artists (photographers, painters, and textile artists) some of whom may be willing to do some volunteer art projects with students.
- The other nearby buildings and spaces that are occupied by a metal sculptor; a prop builder, a textile artist and the offices of the Alamance Partnership for Children.

The ongoing renovation of the historic mill complex which will provide the students the opportunity to interact with artisans including a carpenter with 40 years experience in construction and a master brick mason who has a Masters Degree in Aeronautical Engineering and can explain to the students the important role that mathematics and geometry plays in building design and construction. These on-site

experts will become resources for teachers as they develop and engage students in the emergent curriculum.

Working with the property owner and developer, GBS has developed its budget for occupancy. Total occupancy costs are projected to be 13% of projected revenue by the time full occupancy is achieved in the third year of operation. The owner and developer of the property, Glencoe Mill, LLC is a wholly-owned subsidiary of Hedgehog Holdings, LLC; it has extensive experience in the adaptation of industrial spaces for institutional uses. Among its completed projects are the Farrens' Stable in Washington, DC; the former Mary Elizabeth Hospital in Raleigh; Pilot Mill in Raleigh and the Edwards and Murray Furniture Store in Raleigh. Numbered among the tenants of Pilot Mill is Raleigh Charter High School which occupies 37,000 SF. Exploris Middle School occupies some 16,000 SF in the former Edwards and Murray Furniture Store. Hedgehog and its affiliates are willing to execute a long-term lease with GBS at the rents indicated in the occupancy cost projections reflected in this application.

Name of the facility (if known): Great Bend School at Glencoe

Address: 2382 Glencoe Street

City/State/Zip: Burlington, NC 27217

Description of the Facility:

Total square feet: 19,500

Number of Classrooms: 18

Number of Restrooms: 5

Other Rooms:

Large Multi-purpose Room ☒

Media Room: ☒

Art Room: ☒

☐

Ownership: ☐ Fee Simple or ☒ Lease

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

(a) Term of the Lease: 17 years

(b) Type of Lease: Net, Net, Net

(c) Rent: \$ 0.663/SF per month

Name of Landlord: Glencoe Mill, LLC

Address: P.O. Box 12929

City/State/Zip: Raleigh, NC 27605-2929

Phone: 919-755-2250

Fax: 919-755-2251

Document inspections for the following:

(a) Fire: NA at this time.

(b) Safety: NA at this time. ☒ NA at this time.

(c) Handicapped accessibility ☒ NA at this time.

Describe how the maintenance will be provided for the facility. Landlord has agreed to contract for maintenance and supervision.

Describe the method of finding a facility if one is not readily available at this time. Landlord has agreed to lease on the terms outlined herein subject to the issuance of a charter by or before August 1, 2010.

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

Among the priorities of the Great Bend School at Glencoe is diversity. Another important element to the success of the Great Bend School will be sufficient enrollment to support the necessary overhead expenses, including administrative salaries and facility costs.

This section will outline a general marketing and public relations plan, with an emphasis on “grassroots” marketing, to solicit community feedback, create awareness of the Great Bend School among potential students and their parents, to generate prospective students, and to create ongoing awareness during the school’s first five years of operation. Another goal is to generate awareness among potential supporters in the community at large, including potential volunteers and donors.

One major goal of all these efforts will be to communicate what is special about the Great Bend School, including the Nature-Child Reunion, high quality after-school care, and the setting in the historic Glencoe Mill Village on the Haw River.

Community Forums: The organizing committee for the Great Bend School is having several community forums, aimed at a variety of segments of our community. These events should serve to both begin to create awareness in the community, and solicit input from diverse segments of our community. Once the school is open, similar open house events at the school would be added, but GBS would continue to conduct events to reach out to diverse segments of the community.

Events: Stand-alone events and tie-ins with existing events will serve as an effective way to reach potential students and their families. Existing events held at the Glencoe Mill Village, including Front Porch Pickin’, and Christmas at Glencoe are ideal. Other family-oriented events in and around Alamance County such as the Carousel Festival, Fourth of July at City Park, Dogwood Festival in Mebane, and Graham’s Thursday’s at 7 will also be important to awareness across a broad geographic and demographic range as part of the school’s start-up efforts.

These types of grass roots and community efforts will also be significant parts of the school’s ongoing publicity and community relations efforts. The GBS will become more directly involved in the events held in the Glencoe Mill Village once the facility is opened, including potentially hosting some of these existing events, and potentially creating and hosting events of our own. These might include inviting the Glencoe community to a school performance such as a play or concert, or student art projects decorating the school as part of the village’s annual holiday festivities.

During the initial stages, significant milestones including a ribbon cutting for school building opening, a “groundbreaking” event for beginning of construction, and announcements of key hires will be publicized to local media with hopes for exposure through those channels. Ongoing efforts, will also seek to publicize annual school events through all local publicity outlets.

Grassroots, New Media & Parent-to-Parent: Local e-mail newsletters, on-line mothers groups, community organizations including Positive Attitude Youth Center and El Centro de la Comunidad and area pre-schools will be key outlets, as they reach an identified group of prospective parents. Other listserves with targeted audiences, particularly including the Elon University community and their environmental studies department, will also be important to reach prospective students and their parents.

A Great Bend School e-mail newsletter will be produced and e-mailed on a regular schedule to prospective students, volunteers, and interested members of the business community. This will be a key element in communicating directly not only with current students and their families, but also with supporters and prospective students' families, and will be part of both the initial stages, and ongoing efforts through the school's first five years. We also plan to regularly ask parents to forward the newsletter to their friends, as we feel that friends of currently enrolled students will be some of the best prospects to enroll at GBS. And, we expect that parent-to-parent contact will also be one of the most effective ways to generate new inquiries and new enrollment.

The human resources departments at major area employers would be asked to forward information about the Glencoe School to their employees as a service to those employees. For all these efforts, an attractive, professional looking and easy to navigate website with a simple memorable domain name will be important. Links to state websites with charter school information will also be prominently displayed.

Partnerships: Agencies such as Positive Attitude Youth Center and Salvation Army Boys & Girls Club, Head Start, and More at Four will assist with reaching the diversity that GBS will seek. Distribution of materials, in Spanish, to El Centro, and distribution of information at the YMCA, County and City Recreation Departments, and any other places that reach a family audience will also be undertaken during start-up and as an ongoing part of marketing efforts.

Summer Programs; The GBS plans to offer quality environmentally-themed summer programs, which will serve the school as a benefit to current students and should aid our diversity efforts by providing a valuable resource for working parents. These programs will also serve an important function in attracting potential new students. Each summer, non-GBS students whose families are attracted to the environmentally-themed offerings or simply in need of summer child care, will enroll, and will subsequently learn about GBS, becoming familiar the facility, staff, and location. Their children are likely to become friends with GBS students, significantly increasing their likelihood of enrolling at GBS. With this goal in mind, summer programs will be heavily promoted both during the school's initial stages as well as throughout the first five years of operation. These programs should be self-sustaining, and will hopefully generate supplemental revenues to help ensure the school's financial health.

Publicity and Advertising via Traditional Media; Some traditional advertising may be necessary during the peak of student recruitment and opening, but in the interest of responsible stewardship of public money, this option will be used very sparingly. Exposure to audiences including newspaper readership and listeners to local radio will be sought via publicity efforts versus paid media whenever possible. Event tie-ins and charity tie-ins will be a key in publicity efforts, as will proper publicity around major milestones both during the school's opening and during ongoing operations. Press releases on events such as submission of charter application, hiring of key staff, etc, can help with initial awareness, while events such as addition of another grade and hiring of another new teacher will also be part of ongoing publicity efforts.

VII. LEA IMPACT STATEMENT: G.S. 115C-238.29B(d)

The GBS Planning Committee will submit a copy of the Charter application to the Alamance Burlington School System within seven days of the submission of the application to the Office of Charter Schools.

VIII. TABLE OF APPENDICES :

GBS Planning Committee Additional Resumes Appendix A

Site Maps of Great Bend Park Appendix B

Personnel Projections Appendix C

IX. SIGNATURE PAGE

The foregoing application is submitted on behalf of the Great Bend School at Glencoe, Inc. The undersigned has read the application and hereby declares that the information contained in it is true

and accounts to the best of 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: Cindy Watkins

Position: Incorporator/Member

Signature: _____ Date: _____

Sworn to and subscribed before me this

_____ day of _____, 2010.

Notary Public

Official Seal

My commission expires _____, 2010

APPENDIX A

ADDITIONAL PLANNING COMMITTEE RESUMES AND CURRICULUM VITAE:

CURRICULUM VITAE

Mark Bernhard Cryan

Home Address:

609 Peele Street
Burlington, North Carolina 27215
Phone: (336) 516-3577
mcrayan@elon.edu

Office Address:

Recreation & Parks Department
City of Burlington
P.O. Box 1358
Burlington, North Carolina 27216
Phone: (336) 229-3151

EDUCATION

Ph.D., Pedagogy; Community Youth Sports Development (expected 2011)

University of North Carolina Greensboro, Greensboro, North Carolina

Dissertation; Creating Physical Activity Programs in the Teaching Personal and Social Responsibility Model for Underserved Youth in the Latino Community in Burlington and Alamance County

Master of Business Administration

2003

North Carolina Central University, Durham, North Carolina
Member Delta Mu Delta Honor Society
Recipient of Chancellors Scholarship

Bachelor of Arts in Public Policy

1990

Hamilton College, Clinton, New York
Recipient of Stephen J. Royce Scholarship
Two Year Letter Winner, Varsity Football

ACADEMIC EXPERIENCE

**Adjunct Instructor, Elon University
Elon, North Carolina**

2007-Present

Designed and taught new Winter Term course for Elon University's Love School of Business. "Managing a Professional Sports Franchise" utilized lectures, facility tours, guest speakers, and group and individual projects to illustrate the principals of business as applied to the sports industry.

**Adjunct Instructor, Greensboro College
Greensboro, North Carolina**

2008-Present

Taught required senior-level Sport Law and Organization & Administration classes in Exercise and Sport Science and Kinesiology departments, utilizing text, on-line resources, guest speakers and personal industry experiences in organizational management, liability, insurance, and employment law.

**Adjunct Instructor, Guilford College
Greensboro, North Carolina**

Fall Semester 2008

Taught required senior-level Sports Marketing class in Sports Studies department, focusing on basic concepts of marketing, media, business-to-business and consumer communication, and promotion of both events and products, incorporating text, on-line resources and fifteen years of professional marketing experience.

**Instructor, University of California Davis Extension
Sacramento, California**

2006-2007

Taught and updated course materials for UC Davis Extension's on-line Sports Event Management program. Classes include Sponsorship Sales and Event Public Relations & Marketing. On-line format utilizes self-paced lessons, written assignments, and discussion forums to instruct students in practical knowledge of the sports and events business.

PROFESSIONAL EXPERIENCE

**Athletic Director, City of Burlington
Burlington, North Carolina**

2006-Present

Drive economic development through sports tourism, strengthen recruitment and screening, of volunteer youth coaches. Manage athletics staff responsible for youth and adult athletic programs with over 5,000 participants and annual operating budget over \$2 million.

**General Manager, Burlington Indians
Burlington, North Carolina**

2002-2006

Established new sales records, created numerous new community programs and events, improved in-stadium operations and revenues while overseeing major facility improvements for Cleveland Indians Class A-Rookie affiliate. Winner of *Baseball America's* Bob Freitas Award for 2004 as Minor League Baseball's most outstanding short-season franchise.

**Vice President / Director of Operations, Coastal Plain League 1996-2002
Raleigh, North Carolina**

Initiated aggressive growth strategies that quadrupled attendance and revenue between 1997 and 2002. Responsible for all aspects of establishing and managing a profitable summer collegiate baseball league sanctioned by the NCAA and Major League Baseball. Hired and managed team staffs, set and managed annual budgets of over \$1 million, negotiated facility leases with municipalities, and supervised sponsorship and ticket sales.

**Director of Operations, Raleigh IceCaps Hockey Team
Raleigh, North Carolina**

1994-1996

Increased ticket revenues over 15% through new ticketing strategies. Led team in new sponsorship sales. Sold advertising, promotions, ticket plans and groups, supervised game-day and ticket operations for minor league affiliate of the NHL's New Jersey Devils.

**Director of Marketing, Fayetteville Generals Baseball Team
Fayetteville, North Carolina**

1993-1994

Sold advertising, promotions, ticket plans and groups, coordinated game presentation, wrote and edited all team printed materials, hired and managed game-day staff, and supervised facility maintenance and repairs for Detroit Tigers Single A affiliate.

**Account Supervisor, Swanson Communications
Brooklyn, New York**

1991-1993

Created and implemented marketing and publicity programs for clients including then-heavyweight boxing champion Riddick Bowe, Notre Dame Football, Nuprin, Maxwell House Coffee, AT&T and Olympic speed skater Dan Jansen.

**Public Relations Assistant, New Jersey Devils Hockey Team
East Rutherford, New Jersey**

1991-1992 Season

Serviced media requests, supervised press room and assisted radio and TV broadcasters as part of game-night public relations staff.

**Sales & Marketing Intern, Utica Devils Hockey Team
Utica, New York**

1989-1990 Season

Assisted sales and marketing staff in servicing clients and supervising game presentation for top farm club of the NHL's New Jersey Devils.

PUBLICATIONS

Book

CRADLE OF THE GAME; BASEBALL AND BALLPARKS OF NORTH CAROLINA

A traveler's guide to the people, places and history of North Carolina's minor league, college, and amateur baseball.

August Publishing, Minneapolis, Minnesota

January 2008.

Newspaper

April 2004 Burlington Times-News; Guest Columnist

March 2005 Burlington Times-News; Guest Writer, Progress Edition

On-line

WWW.BALLPARKDIGEST.COM

Contributing writer and photographer to baseball industry on-line magazine/website, including ballpark reviews, industry columns, travel recommendations and photos.

August Publications, Minneapolis, Minnesota 2005-Present

SEMINAR MANAGEMENT & PRESENTATIONS

**GOLDEN BASEBALL LEAGUE PROMOTIONAL SEMINAR
San Diego, California**

January 2006

Seminar Organizer; Hired by the Golden Baseball League to set the seminar agenda, book leading industry speakers, moderate roundtable discussion, and deliver two presentations; The ABC's of Selling, and Make Them Love You (and Pay You To Do It).

**MINOR LEAGUE BASEBALL PROMOTIONAL SEMINAR
Dallas, Texas**

December 2005

Presentation; *Make 'Em Love You (And Pay You To Do It!)*

How Community Relations Can Help You Sleep Better at Night and Fatten Your Bottom Line
(description above)

HONORS & CERTIFICATES

Bob Freitas Award For 2004 from Baseball America

Burlington Indians honored as the top Short-Season Franchise for “sustained excellence” in all of Minor League Baseball.

Effective Leadership Program at Elon University, Spring 2007

Successfully completed Executive Education certificate program while serving as Team Leader in business simulation.

PROFESSIONAL MEMBERSHIPS

2006 Present North Carolina Recreation & Parks Association

2002-Present Alamance County Area Chamber of Commerce

2002-2009 Alamance Business Club

COMMUNITY SERVICE

2007-Present Board Member, Alamance Partnership for Children, City Representative

2004-2009 Board Member, American Red Cross, Piedmont Carolina Chapter

2004-2006 Chairman, Alamance County Sports Development Council

2005-2007 Member, Alamance-Caswell Substance Abuse Task Force

2003-2005 Member, United Way of Alamance County, Events Committee

2001-2002 Volunteer, Habitat for Humanity of Wake County

Sharon Roderick

504 West Front Street, Burlington, NC, 27215 (336)261-3119 (336)693-9375 Sroderick@triad.rr.com

Experience

Director Alamance County Community Arts Program
August 2008-present Burlington, North Carolina

- Created and organized nonprofit dance and music program for children
- Hired instructors for classes
- Promoted and advertised the program
- Managed all financial aspects of the program

Co-Chair Clover Garden Hospitality Committee

September 2009-present Clover Garden School, Burlington, North Carolina

- Recruited new volunteers-increased membership by more the 300%
- Organized monthly teacher appreciation luncheons
- Secured donations to defray costs of functions

Post Partum Depression Support Group Moderator

May 2006- October 2009 The Mommies Network, Alamance County, North Carolina

- Moderated online support forum for women with antepartum and postpartum depression
- Organized and ran in person support group meetings
- Created and maintained comprehensive list of local post partum depression professionals and online support groups for group members

Nanny

September 1996-September 2002 Lincoln, Rhode Island

- Managed daily schedules of charges including homework, sports activity schedule, meal preparation
- Created a positive child care climate by preparing various activities, nurturing self esteem, and coaching the children in healthy conflict resolution.

Education

Framingham State College, Framingham Massachusetts
1989- 1991, elementary education major

Rhode Island College, Providence, Rhode Island
1991-1993, elementary education major

References References are available on request

Martha Krall
6846 Derby Run Drive
Whitsett, North Carolina 27377
Phone: 336-449-5264
Cel: 336-404-3834

Martha Krall recently relocated from New Jersey to North Carolina. Retired from the Morris Area Girl Scout Council in New Jersey after 25 years as a staff member, for the past 15 years as Director of Membership Services, serving over 13,000 girls and over 9,000 volunteers, for a total membership of over 22,000.

She managed employment, organization effectiveness and training functions for 28 employees, program delivery and training functions for 5,000 core volunteers.

She was the Director of Project Safe, an After-School program located at two sites in Dover, New Jersey that was sponsored by the Morris Area Girl Scout Council, serving 160 children grades K-5.

She is a Training Associate for the National Institute on Out-of-School Time at Wellesley College, a national action/research project that provides technical assistance, consultation and specialized training in the out-of-school time field throughout the United States.

Martha is the author of a Self-Study Guide – “The Many Faces of the Hispanic and Latino Volunteers: Strategies for Recruiting Hispanic and Latino Volunteers”

Published in 2007 by Energize Inc. – An On Line Volunteer Management Staff Development Plan.

Martha served as a consultant for Wired4Charity – A Non-Profit Internet Marketing and Fundraising Network.

She is a member of the Youth Developers Institute, a collaborative network of youth development and programming for children, youth, and families. She is a Certified Trainer for the Multicultural Institute and has worked as a presenter for various programs on Multicultural and Conflict Resolution issues here in the United States as well as in Latin America.

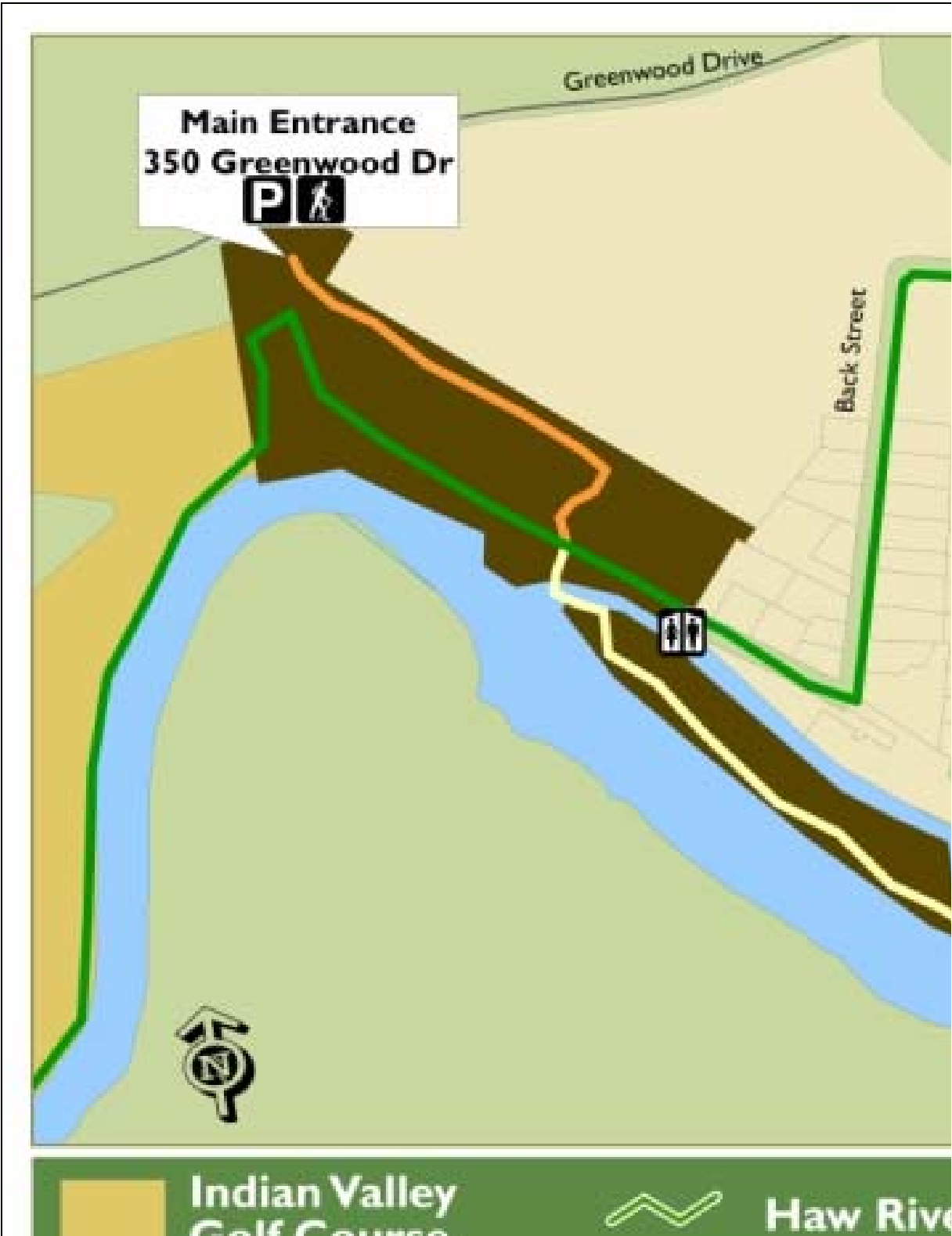
Language Proficiency: Spanish, Portuguese and English

Martha has been affiliated with many non-profit organizations in New Jersey such as United Way of Morris County – Action Team Member; El Primer Paso – Pre-School Program – President of the Board of Directors, Morris County Office of Hispanic Affairs.

APPENDIX B

SITE MAPS OF GREAT BEND PARK





APPENDIX C

Personnel Requirements:

Great Bend School
Budget Expenditure Projections
Personnel requirements

	2011- 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016
Principal	1	1	1	1	1
Assistant Principal	0	0	0	0	0
Administrative Assistant	1	1	1	1	1
Teachers	10	13	16	17	18
Teacher Assistants	7	8	9	10	11
EC Teacher	1	1	1	1	1
Environmental Specialist	1	1	1	1	1
Music/Movement Teacher	1	1	1	1	1
Guidance	0	0	0	1	1
Custodian	1	1	1	1	1
Food Service	0	0	0	0	0
Bus Driver	0	0	0	0	0