

SUBMITTED BY GENERATIONS- CONTACT PERSON –LOUISE HARRISON

Table of Contents

- I. Application Cover Pages
- II. Table of Contents
- III. Mission, purpose, and Educational Focus

- IV. Governance
 - Organizational structure
 - Private Nonprofit Corporation
 - Admission Policies

- V. Governance
- VI. Educational Plan
 - Instructional Program
 - Special Education
 - Student Conduct and Discipline
 - Timeline

- VII. Business Plan
 - Projected Staff and Qualifications
 - Enrollment
 - Projected Enrollment 2012-13 through-2016-17
 - Budget Revenue Projection
 - Budget Expenditure Projections
 - Audits: Program and Financial
 - Budget Capital and Assets
 - Marketing Plan
 - Health and Safety Requirements
 - Civil Liability Insurance
 - Transportation Plan
 - Facility Description
 - LEA Impact Statement
- VIII. Appendices (1)
- IX. Signature Page

Cover Letter

It is with great pride, enthusiasm, passion, skill and determination that we submit our application to propose the opening of “Generations” a charter school offering enhanced and exceptional educational experience of the 21st century

Submitting our application to you is our commitment to a landmark performance, winning increased autonomy to run our charter school in exchange for increased responsibility for the outcome of our students. With this agreement we commit to employ educators, who know best what each student needs to succeed, who will make the best decisions for their students and the school. In return they/we agree to be judged on the results we deliver: the academic progress of our students, on state evaluation, and on national evaluation and assessment tests. We look forward to our students competing in the 21st century with confidence setting standards of excellence.

We look forward to realizing the educational ability of our learners in our Community. What is more, we look forward to having our learners place our Local board, and our State on the map amongst world class learners and achievers.

We appreciate the opportunity to make an impact on the quality of education accessible and delivered to our students, parent and community at large.

Respectfully,

Louise Harrison

Generations (Representative)

2717 Evanston Avenue

Durham, NC 27703

MISSION:

The mission of the proposed charter school, "Generations", is as follows:

To enhance learning so that all children can reach their maximum achievement they thought was only possible on TV. Our mission is to have students become proficient at interpreting and analyzing written text. To have the ability to express them verbally and through written language that is clear, well organized and meets the city, state and National standards beginning with the early years.

Our educational mission and commitment is to expand the instructional capacity of our school to help students meet world class standards. Our participants will meet the core standards in reading, writing, research, media and technology, language, speaking and listening and go beyond so that all students will read at or above grade level and achieve high level mastery of skills beginning in a rigorous prekindergarten. In science, though not a main focus of core it is a major focus of ours. In Math our participants deserve to be prepared for a chance to be among the successful international models and recommendations from the National Research Council. To work collaboratively as a feeder school fostering even greater number of master student in all content area.

We believe that over the next decade Vance County can lead the nations' cities in student achievement. We will not consign our children to a second rate education. We have a lot of work to do and we are prepared to do it. In the pages that follow, we begin to address the education of our children from Pre-Kindergarten. We welcome Core knowledge thoughts about quality education and the mission as related to the 21st century, and we accept the challenge and join in the united front to provide quality education beginning with early childhood education. We invite people in our community to lend their ambition to our mission. It is our goal, and or commitment to ensure that all children can read and write.

But we want much more than that. We want to create composers, authors, engineers; artists, and scientists, multilingual citizens and leader of our democracy.

We believe in the professional development and support of our teachers and our principals and the use of data to determine the progress our students' are making. We insist on highest expectations for all students.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL WITH THE SELETED MISSION:

In the end of this "generation" of Americans will be judged by how well we prepare the next generation, without regard to skin color; language or socioeconomic status. In our school we prefer that this preparation not be left to chance. We need to build on the strengths of our students, to give them a competitive opportunity, like they have never had before. We need to ensure that every one of our students' reaches his or full potential. We believe that our democracy depends on nothing less; and we are committed to preparing Vance County's at risk, academically, socioeconomically, challenged students the same opportunity leading to academic excellence. There is need for our commitment to prepare our students to assume leadership in this world.

The results as shown in School Performance (in our community) clearly support the need for change beginning with grade K. The barriers, root cause are directly related to past and present practices; neglect of essential needs in the areas of socio-economic and academic opportunity resulting in low achievement evident in statistics relating to educational attainment. The changes that we will bring about are directly related to the need of the community, a community that is educationally, volatile at risk of continued academic failure and economically unbalanced.

“Doing More with less in Education” 1 (Daily Dispatch Editorial) October 23, 2011

“The district reported an enrollment increase for this year. The state had predicted enrollment would drop... Larger classes’ sizes are the result. Larger classes make life harder on teachers and students, and will certainly make it more difficult for VCS to improve academically And the district has plenty of room to improve when it comes to test scores, graduation etc.”...

Just recently, the College Board released its report on SAT test scores and VCS (the county we will serve) didn’t fare well. Vance County Schools’ average score on the college-entrance exam fell, remaining well below the state’s average.

In 2011, the average SAT score for Vance Students was 1271, a decline from the 2010 average of 1295.

North Carolinas combined average score was 1475, a 10 point drop from the combined score reported last year and 14 points from 2008.

At about 200 points below the state average, Vance students have a long way to go to catch up with their peers.

Most school districts and the state are chalking the drop in scores to an increase in the number of test-takers But that wasn’t the case in Vance; fewer students took the test this year.

Also while 12 of 16 schools in the district met state accountability standards only three met tougher federal Adequate Yearly Progress Standards. Again, plenty of room for improvement.

Hopefully, Vance County Schools, can find a way to do more with less. If it can’t it’s the students who will pay the price. “(1)

2011 Education Week found 200 drop outs in North Carolina, 2009 U.S. News quoted NC as the 8th worst in nation in grades 4 and 8. In 2001 achievement gap between cultures appear as follows:

White 84.4 Black 56.5 Hispanic Achievement 62%. In 2010 white 78.7 Black 47% Hispanic 54%. It was understood in 2001 that we had an achievement gap yet in 2010 we still have it, in fact it has increased. There is a need for charter schools in NC because 30,000 families are on waiting list and every child is unique and parents should have opportunity to maximize their choice in expanding educational option.

North Carolina SAT 855 Black—1063 White—963 Latino--In 2007-2008 34,168 students dropped out in NC 50% were disadvantaged students’.

COMMUNITY: Total population 15,777 all inside urban clusters

Houses 6,871-Occupied 6,359-Owner Occupied 2,976-Renter Occupied 3,383

Median Household income w/o mortgage is \$33,598-with mortgage 42,215

Household Type by Relationship

In family households 13,350 (2, 2234 male householders 1,943 female householders

2300 spouses 5,076 children

(4,765 natural 106 adopted 205 stepchildren 246 brothers or sisters 105 parents

In Non Family Households 2,442 (735 Male householders- 623 living alone-female householders 1,457-1,361 living alone. Size of Households 1,647 2 persons/1,184-3 persons/734-4 person/346-5 person/155-6 person

Size of None family

1,984-1 person/191-2 person/12-3 person/5-5 person

1,496 married couples with children (2,174 single-parent household (250 men-l, 946 women)

Household Income:

(Less than \$10,000-1465) (\$10-14,999 642)(\$15- 19,999- 644)(\$20- 24,999-568) (\$50-59,999-309)

(\$60-74,999-285) \$125-149,999-68) (\$150-199,999-81) (\$200k or more 109)

SPECIFIC TO OUR COMMUNITY EDUCATIONAL ATTINMENT FOR MALES 25 years and older: no schooling 110—nursery to 4th =66—5th and 6th grade=142 7th and 8th grade=250—9th=310--`0th=205—11th=226—12th NO DIPLOMA=277

High school or equivalency=1,105—less than 1 yr. college=180 --some college more than 1 year No degree 400—Associates degree=199—Bachelor’s degree=412—Master’s degree=143—Professional School degree=105—Doctorate degree=47.

In comparison to North Carolinas average this community score highest in less than high school? We score lowest in High School equivalency, less than 1 year of college, Associate degree, Bachelor degree and Master’s degree. Even- with the already low percent for NC in doctorate degree and professional school degree.

COUNTY SCHOOL PERFORMANCE REPORT CARD

The schools housing k-5 are six in number one of which is a charter school (which will be our feeder school):

Of these six four met expectations

Two met high and Four Failed to meet high expectation

Performance Comps. For the public schools are as follows: (81.4%) (60.9%) (67.3%) (62.7%) (69.2%) all are type R and for the one charter school: (89.6%) type C.

Based on these performances there is need for our proposed school, programs, and services. It is imperative that we bring about a change within this community. There is need for us to narrow the achievement gap between the advantaged and disadvantaged to enhance learning so that all children reach their maximum potential. Additionally, there is a need for parents and students to be faced with expanded choices in the type of educational opportunities.

OUR PURPOSE/MISSION is to be a child-centered community where all students will acquire the emotional stability, values and academic skills necessary to lead productive lives and function effectively as responsible, caring citizens in the global society of the 21st century. Our purpose is to improve the performance of students who are academically or economically disadvantaged to improve student learning. To include essential curriculum, authentic assessment, and strategies for engaging instruction providing a best practice, Small Learning Communities model that will help all students achieve beyond the mastery level of standards based curriculum. Intense is our purpose to increase opportunities for all students, expand learning experiences for students that have not been exposed to this opportunity. We believe in and will provide professional development for teachers, including an opportunity for them to be placed in a leadership role, enabling them to be responsible for the learning program at our school with an eye toward success in raising students' achievement.

Important to us is our vision to be accountable, assuring that all students, emphasis on our at risk population excel when tested using the same performance standards and assessment required by the State and National Standards.

Our purpose is to provide experiences that are often found only in gifted child programs, yet are beneficial for all students. Such experiences is a major part including projects using technology as an enabler, personalized learning plans and an emphasis on well-rounded education that includes a full complement of specialty classes, art music computer, writer workshop. Our mission is to provide project based learning, gifted education and talent development, 21st century themes and skills, and standards based core curriculum in an excellent and safe, learning environment.

OUR EDUCATIONAL FOCUS is to have our students become proficient at interpreting and analyzing written text. To have the ability to express them verbally and through written language that is clear, well organized and meets the city, state and national standards. Our commitment is to expand the instructional capacity of "Generations" to help students meet and exceed world class standards. We are committed to removing the need in having opportunity to meet the core standards in reading, writing, research, and media technology, and language, vocabulary, speaking and listening and beyond. In science, though not a main focus of core is a major focus of ours. In math are focus is to prepare our participants to be prepared for a chance to be among the successful international models and recommendations from the National Research Council.

We seek to support parents in raising their children to become responsible adults, to engage the community in thoughtful discussion of the goals and methods of public education. We are focused on the present time in which we are on the eve of a dramatic change in education for the first time since the beginning of education in the US. These dramatic changes are being brought about by technology and our need to be competitive with other countries. Technology: We are a new creation school, theme-based school designed around themes ranging from technology to the performing arts to sports management. We will provide our students with the opportunity to develop expertise and enjoy exciting experiences early in their lives about subjects in which they are interested.

This year's kindergarten student will graduate in the class of 2023 so it is important that we attempt to envision the world that they are going to enter and the skill sets they will need to compete. We have to begin now to generate creative and innovative ideas that will fuel the future curriculum and practices in our community and within our schools. That is our focus, which is our mission, which is our goal, which is what we will do, invest in our children, our personnel, our community, our economy our future.

Importantly, to develop coherent system which include professional development for teacher, and staff to enhance their knowledge of standards, rigor and curriculum, to offer an opportunity to all students to be taught by highly qualified teachers and as result will raise and reach high standards in all content areas. We focus is on the facts that teachers' can move mountains, empower parents and that students can accomplish same as anywhere else. What is more, to have our students increase demonstrative ability from year to year raising the percentage of students who are proficient leading to mastery.

Our focus is on our future leaders those we are preparing today, to be writers, to be masters in technology, science, reading, math, science, to be analytical, to be critical thinkers, to be able to look at the choices they have in life and make the right choice, to make hypothesis and prove or disprove theories as the need arises. Our focus in on maximizing the quality of what our future scholars will have to offer when it's their turn to give back to their family, community and the world at large. We want to ensure they are prepared when that time comes. If that time doesn't come or appears to be taking too long to present itself then we want our participants to possess enough character and ability to be prepared to take the initiative, to create an opportunity to give something great back no matter how small or how large. Our focus will be on highly effective teacher and administrators, students' community and families work collaboratively and rigorously to support students', academic and social development.

GOVERNING BOARD

Function, duties, role and responsibilities as it relates to overseeing the charter school and its mission

- Shall be responsible for matters related to the operation of the school, including budgeting, curriculum, and operating procedures
- Defines the mission of the school
- develops school policy and changes them when appropriate
- hires qualified personnel to manage the schools day to day operations and hold them accountable for meeting the established goals
- formulates a long-range plan and charter school Accountability Plan that will ensure the school's continued stability
- In addition the board will ensure that the school is complying with all of the State and Federal laws that apply to the school and the Board itself is operation in accordance with the rules set out by all applicable NC laws and regulations
- Board is responsible for operating the school in accordance with its charter and any approved amendments to its charter.
- To ensure the facility are in compliance with municipal building codes and other applicable laws affordable and adequate to meet the school's program requirements
- By agreeing to serve on the Board individual Board Members accept dual responsibilities: those of public employees and those similar to non-profit Board members
- Delegate responsibility to qualified staff while making sure the staff implements the Board's decisions as intended
- Review on a regular basis the school's charter, Accountability Plan, budget, code of conduct, financial reports, contracts with outside management organization (if decided upon
- Board will assure charter school will meet its enrollment project
- Will implement its recruiting and retention plan
- To describe how elements of the proposed program either separately or as a whole, or other aspects of the school, will enhance options for students in the district served
- To development a management structure plan which will enable the charter school to achieve the goals and mission set forth in its charter and with other schools in the district
- Will set forth requirements that will collaborate with the school district from which we will draw our students
- Will have and implement plan to ensure the thoroughness and accuracy of the charter school application
- Will set forth requirements and monitor compliance with municipal building codes and other applicable laws affordable and adequate to meet the school's program requirements o
- To submit a detailed description of roles(s) and responsibilities of school program
- Hold responsible and accountable those delegated responsibilities for demonstrating success in students' academic performance and evidence of academic program success.

- Establish specific five year performance objectives to help measure the school's progress and
- Success in raising students achievement,
- Establishing a viable organization fulfilling the terms of its charter
- To administer its education programs, school operation and finances effectively
- To establish a process to provide students, parents/guardian, the Board other interested parties, and the public all information required by law, affordable and adequate to meet the school's program requirements

DECISION MAKING PROCESS THE BOARD WILL USE TO DEVELOP SCHOOL POLICIES

- The Board as a whole will make sure that any decision made is in compliance with the school and in compliance with governing laws and the needs of the students and community at large
- It will raise relevant questions and discuss issues fully before deciding upon them
- Provide channels and guidelines for parental and public expression at board meetings
- Provide planned in service programs for board members
- Carefully consider every vote made using informal judgment and common sense
- Review, monitor, assess mission and goals and expected outcome
- Review any findings from external assessments (if any)
- Continue to make policy decisions, and oversee the management of any crisis situation that may arise then making an informed decision
- Utilize the advice and recommendation of the administration in the decision-making process
- Maintains official communications and professional relationships with school personnel through chief school administrator or other authorized channels

Example: Delegating all control of the management of the school to a school director or educational management organization violates Board Members duty of care. Although Board can and will delegate day-to-day responsibilities of running the school, it will stay informed.

DESCRIBE HOW THE GOVERNING BOARD WILL ENSURE THAT CURRENT AND FUTURE BOARD MEMBERS AVOID CONFLICT OF INTEREST.

- Proposed Member will be required agree with the terms by signing “Conflict of Interest” form
- Adoption of By-Laws
- Decision making shall be governed by “duty of care” and “duty of loyalty” understood as follows they must be responsible for making decisions carefully, based upon full and complete information. Duty of Care serves to hold board members responsible for the management of the organizations principles” always act in the interest of the school. “Duty of loyalty” forbid Board Members from profiting personally because of their involvement in our organization.
- Example Duty of Care always act in the best interests of the school rather than the interest of any individual (example) Any trustee who takes an action in his or her business or personal life that is detrimental to the mission of the charter school violates the duty of loyalty to the charter school board is held liable for their action.
- Ensure that any person taking action contrary to Bi-laws governing duty of care and duty of loyalty that violates the requirement of board member is subjected to investigation and possible removal from the board and or any other guidelines in place
- Adoption of NC requirement for individuals and organizations “Non-Profit” Organization – Governing Body

DESCRIBE THE ORGANIZATION'S PERFORMANCE BASED GOALS FOR THE CHARTER SCHOOL.
ORGANIZATIONAL GOALS AND MEASURABLE OBJECTIVES SHOULD DESCRIBE THE MEASURE THE
EFFECTIVENESS

We are in complete agreement with the coming together in Core Standards they not only stress procedural skill but also conceptual understanding designed to ensure that students are learning and absorbing the critical information they need to succeed at higher levels-rather than the current practices by which many students learn enough to get by on the next test but forget it shortly thereafter only to review again the following year instead of building on acquired knowledge. Our performance goals starting at Pre-k expects students can learn beyond the expected ability at that age level. It is our goal to provide hands on learning in geometry, algebra as students level of readiness presents itself regardless of age. Our goals dictate that kindergarten students work on numbers learning how numbers correspond to quantities, and learn how to put numbers together a take them apart; provide detailed guidance on how to navigate the way through complex topics such as fraction, negative numbers, and geometry and be able to do so by maintaining a continuous progression from grade to grade.

Speaking and Listening: Standards require that students gain, evaluate, and present increasingly complex information, ideas and evidence through listening and speaking as well as through media. An important focus is on speaking and listen, talking/participating in an academic discussion in one-on-one, small group, and whole group setting. Formal presentations is one more important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer question, build understanding and solve problems.

Our organization looks to and will use media and technology as an avenue to reach maximum potential across the board, in all subject areas. Discovering the world, bringing it closer to home, inspires both critical thinking, critical analysis and desire to know more and introduces more possibilities to the learner, so much so we propose to mentor Young Writers.

Language: Our standards expect that students will grow their vocabularies through a mix of conversations, direct instructions, and reading. Our goals require students determine word meanings, appreciate the nuance of words, and steadily expand their repertoire of words and phrases.

We will offer instruction in at least one foreign language

Writing: Our standards/ goals expect our students to write logical arguments in short period of time, based on substantive claims, sound reasoning and relevant evidence. To be able to research both short, focused project and long term in depth research with accuracy and accuracy using their own words.

Science: Mastery in science ensures success in all areas of study. The ability to demonstrate above 80+ accuracy in problem solving, using critical thinking, and analytical, logical thinking producing interest in becoming scientists is close to our heart. While the Core standards do not place as much emphasis on science as other content areas, we will have in place a rigorous science course of study. Students will be able to master basic science content and skills at the above the appropriate grade levels

Students will be able to reason and to think critically in order to answer questions and engage in scientific investigations

Students will be able to organize and articulate their thinking in order to demonstrate their upstanding of scientific concepts

Students will be able to make interdisciplinary connections and apply the scientific process in other content areas

We will provide students with opportunities to interact with the science resources in, around and outside of Vance County

In addition to the State standards we will design our own curricula and choose additional materials which will also align to National Standards

Reading: Our organization stands on standards that establish a “staircase” of increasing complexity, progressive development of reading comprehension so that students advancing through the grades are able to maximize their gain from whatever they read. All genres will be part of the curriculum

SOCIAL STUDIES:

Through exposing our students to the exploration of history, geography, economics, government, and civic Vance County students learn about the people, places, eras and events that have shaped, and continue to shape, their community and our world. The Social Studies program is based on NC standards. The curriculum and State standards. This curriculum exposes students to issues and questions about the very nature of being human as they begin to encounter the wonder of the world and its people.

In our program K-s students will develop awareness about self, family, neighborhoods and communities, both large and small. Beginning with grade 3-5 they are introduced to the diversity of world communities, the historic development of NC and the similarities and differences among nations that make up the Western Hemisphere. However, will expose our students to grade 3 curriculums in the lower grade

Measurement

- Submit data demonstrating success in student’s academic performance and
- Evidence of academic program success

- Students will be able to demonstrate their ability to arrange, organize, write, create, compose, design manage (action)
- Student will be able to choose correct answers 4 out of 5 times (minimal)
- Student/learner will be able to work independently –small group and be able to bring together parts of knowledge and build on ideas to create a new level of understanding
- Students will be able to assess, judge, select, defend or estimate with at least 80+ degree of certainty
- Students will be able to recall, reproduce with 80+ accuracy after which time they will be able to understand above average demonstrated in their ability to classify, discuss, indicate, restate, locate, sort and recognize with 80+ percent accuracy Important
- Students will be able to apply and build upon knowledge acquired and use in a new situation to demonstrate the achievement our students will with 90% accuracy is able to demonstrate mastery, employ new skills, solve problems, choose correct answers and illustrate, and demonstrate high degree of performance, while interpreting use of correct match.
- We will expect our students to use the steps in the scientific method and have the outcome/ conclusion be one that they can defend, assess, support, and formulate in advance with 80+ degree of success
- External assessment
- Identify indicators of success for each performance and evaluate the results
- Student work
- Student performance and ability to use innovative ideas of expression
- State and National Assessments
- We expect our students to be able to demonstrate on any level of assessment their ability to recall, understand, apply analyze, evaluate and bring it all together and be ready for the next level of attainment-none less than mastery.
- Oral fluency in English and Foreign language
-

PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CSO)

We would like to take the opportunity to complete our inquiries in EMO and COS organizations. Thus far our investigation has indicated there is need for caution in selecting a management organization. In our effort to make an educated decision our research has provided us with information that certainly needs to be considered in full. Therefore, we are not able to provide you with definite information at this time. With your permission we will be happy to present our answer to this question, at a later time.

E. ADMISSION POLICY

- “Generations” will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter.
- We shall not limit admission to students on the basis of intellectual ability, measure of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry. At which time, we will undoubtedly provide you with our choice if any.

The charter school will adhere to the policy that governs sibling /or current enrolled students.

- The charter school may give enrollment priority to siblings of currently enrolled students who were admitted to the charter school in a previous year and to
- Children of school’s principal, teachers, and teacher assistants.
- For our first year of operation, we may give enrollment priority to children of the initial members of the charters board of director
- Within our first year we shall reasonably reflect the racial and ethnic composition of the general population residing within the local school administrative unit in which the school is located.
- During periods of enrollment the charter school shall enroll an eligible students who submit a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building in this case
- Students shall be accepted by “lot” once enrolled
- Students are not required to reapply in subsequent enrollment periods
- Notwithstanding any law to the contrary we may refuse admission to any student who has been expelled or suspended from a public school until the period of suspension or expulsion has expired
- We will abide by the charter school legislation, G-S 115C-238,29F(g)(5)

In summary, we will enroll and retain a student population that when compared to students in similar grades in school from which the charter school enrolls students contains comparable demographic profile including limited English proficient, special education, free lunch and reduced lunch students' as well as those who are at risk. We are investigating the law to see if there is any reason that we may NOT provide transportation to students that do not live more than a mile from the school. If it is acceptable, and possible, we would like to consider that as an option keeping our students in school on a daily basis.

EDUCATIONAL PLAN:

THEORY, FOUNDATION OF THE MODEL, and PROPOSED INNOVATIVE OFFERING

And Teaching Approach, curriculum design, instructional methodology, courses of study and class structure:

Our model is Small Learning Communities to create a personalized learning environment for all students. Students in Small Learning communities receive the benefit of a large school while developing close relationships with administrators, teachers, and other students.

Instructional Model Success For All (SFA) is an intensive reading program that groups students according to their ability

Our theory is that learning is a process that focuses on what happens when learning is taking place. For each person the learning process may vary. As a result, instruction has to meet and introduce learning using different methods. In order to maximize learning and academic achievement in every student we have to recognize their cognitive, emotional, environmental influences and experience, in order to enhance or make changes in their knowledge, skills, values and their ability to be in tune with the world view. In theory there is need to focus on behaviorism, which is- to be focused on objectively observable aspect of learning; cognitive, which is- to focus on brain based learning; and constructivism which focuses on the process in which our students actively construct or builds on ideas or concepts. In order to this this we must differentiate our teaching methods, and styles. Foundation: of our model values a sequence of instructions that is holistic to foster meaning-making and motivation.

Methodology:

Project based, whole group differentiation, understanding by design, backwards planning (task first). Student centered learning, advanced computer skill assignments. Teachers will come together to do curriculum mapping. Teachers will adopt “best practices” and create own “best practices” to be shared with others. Every class will have a library every class’s library will be leveled accordingly below level, on level, above level.

Example: We will focus on whole group sharing, small group instruction, and interaction. Teachers within the SLC group will know the needs and interests of their students and closely monitor their progress-providing the academic attention that students need to be successful. To

add relevance to academic subjects, the curriculum in each SLC will be structured around a theme or unifying principle. SLCs typically will range from 10-17 students. Grouping will vary as the subject changes. At times the group will be grouped according to same academic need/goal and level of attainment. Other times the group will be grouped according to some that have the same interest alongside others that have different interest in the same group; also grouping will occur according to unifying principle. Fostering harmony, teaching, team effort, team grade. That will make it easier for our students to compete at any competition winning as a team spirit. In addition to differentiation in instruction we are implementing a thematic curriculum. An example of how innovation will bring context areas together is: Theme: Study of Shakespeare'

Music: In music we can emphasize musical notes, how to count notes, i.e. quarter notes, half notes as well beats, and identifying notes, classical music included recalling the title and naming the composer based on audio (lyrics) or style.

Expressions of Young Writers-focus on mastering language arts skills, leading to student publication/s and articles; to do this we will focus on speaking and listening, vocabulary media technology , writing, excelling in the ability to write logical, expressing sound reasoning, progressive development of reading and listening comprehension.

Creation of class web page and individual student web page to be utilized in class setting
Mastery in Science leading to mastery in critical thinking, creation of mini magazine science based, experiments, and hypothesis

Rigorous effort and focus will be channel in mathematics through prioritized, systematic coherent approach that addresses specific needs

Intense and extended instruction (blocks) each day using Success for All program. SFA, is intensive, structured, and incorporates all modalities of learning-kinesthetic, tactile, auditory and visual. Students have numerous opportunities to share ideas, display mastery of strategies acquired, as well as practicing the art of reading. Careful attention is paid too what literacy skills are being acquired so teachers can plan appropriate lessons that promote literacy. Our ultimate objective is to enable students to become proficient independent readers and writers.

Be among the successful international models and receive recommendations from the National Research Council's Early Math Panel, Our focus on the Core Standards is our beginning point, but that is not enough for us. We will have our students reach those standards but that will not enough. We expect our students to qualify and meet the National Standards. Our students will build on Core standards-but will go beyond for example they will learn how numbers correspond to quantities and learning how to put numbers together and take them apart.

Provide experiences that are often found only in gifted child program, collaborating project using technology as an enabler, personalized learning plans and emphasis on well-rounded education that includes a full complement of specialty classes.

4. N/A

5. School Calendar: included herein

6. DESCRIPTION OF ANY EVALUATION TOOL OR TEST, if any, that the proposed charter school...AND

DESCRIPTION OF STUDENTS ACHIEVEMENT GOALS

- Ongoing assessment indicate that students are progressing example teacher made tests
- Students work should show progress in ability
- Student test scores should show increase in correct answers in areas of assessment
- Teacher made test
- Chapter tests
- Ability to use diagrams effectively
- Ability to increase demonstrative knowledge verbal fluency
- Increase in level of difficulty in reading and expression
- Increase listening comprehension
- Student projects increase in complexity
- Ability to work well (socially) with group or independently with confidence
- Teacher observation-observe, record the speed with which a student selects an answer and any other information that is needed
- To be well-rounded highly productive individuals
- Portfolios
- Computer skill assessment
- Oral frequency

8. EXPLANATION OF HOW THE SCHOOL WILL PROVIDE ASSISTANCE TO STUDENTS THAT IS NOT PERFORMING AT EXPECTED LEVELS:

Our expected level of performance is to have students show (growth/proficiency in present grade level and to academically advance to next level during the first few months in his/her present grade; to demonstrate (short term) mastery by the end of the school year leading to long term mastery.

- Extended day, tutoring, resource personnel, importantly

- Differentiation in instruction
- Lesson plans indicating method of differentiation and
- Grouping of students
- Small group instructions
- Whole group instructions
- Parental involvement
- Homework hot line
- Computer based training/assessment/I-PAD
- Counselor assessment (if need be)
- Teacher assessment
- Parent input/conferencing
- Differentiated teacher professional development
- Identify best practices
- Analyze and interpret data
- Make necessary changes when needed
- We will identify and provide the human and material resources required to implement each improvement strategy
- We will identify who will be responsible for implementing each action or strategy in the improvement
- We will appropriate a realistic timeline for each strategy
- We will identify indicators of success for each performance targeted
- We will describe how the implementation of action and strategies will be monitored and when the implementation will be revisited
- More individualized (one on one) time
- Reward /award system

9. OUR PROPOSED CHARTER PLAN TO INVOLVE PARENTS AND COMMUNITY MEMBERS IN THE SCHOOL

Request parent sit on board

Parent volunteers

Parent/Teacher Conferences

After school activities

Student participation in extra curricula activities

Required parent attendance (minimal)

Create web-page for parents/ guardians to review

Breakfast and or after school meeting times

Parent coordinator (stipend)

Fund raising activities

Include parents in voting process at PTA meetings

Parent sponsored projects, events

News letter

Partnership

Collaborative community effort-Be informed and involved-have a voice in decision affecting community

10. HOW WE WILL MEET THE NEEDS OF THE GIFTED STUDENTS-ENGLISH LANGUAGE LEARNERS, AND OTHER AT RISK STUDENTS?

GIFTED STUDENTS

- Challenging technology activities above grade level
- Entry into local and state competitions
- Enhanced class offerings/classes of interest
- Peer assistants
- Advanced projects
- Advanced foreign language class
- Additional school wide opportunity
- Identify opportunities outside of school activities that may offer additional cultural activities
- Parent involvement
- Identify individual interest and provide challenging projects/activities in these areas increasing ability in those areas
- Advanced academic, tasks, and assignment
- Advanced assessment/placement
- Reward/awards for accomplishments
- Clubs
- Additional leadership training
- Assign as mentors
- Computer led conferences

ENGLISH LANGUAGE LEARNERS AND AT RISK

We will take a closer look and identify the contextual factors, input factors, process factors output factors, measured results and make informed decision in method of strategy. Some of which are listed below but not limited to-is

- Early intervention
- Increased support services and instructional delivery options
- More effective educational policies and practices
- more responsive, flexible curriculum presentations
- multiple instructional support strategies
- staff time for professional collaboration and problem solving
- referral services

- increase one to one time
- have a working contract
- Foreign language teacher
- Pull out for additional learning activities
- Reinforce positive behavior/oral fluency
- Celebration of success
- Extended time on assessment/tests
- More oral instructions
- Parent involvement

We are committed to serving the needs of students who speak a language other than English at home and score below a State level of proficiency in English upon entering our school. We will provide ELLs, former ELLs, immigrants and their families with access to an excellent education regardless of immigration status. Our school ELL programs will focus on academic achievement, English language development and native language support. We will provide Transitional Bilingual Education, Dual Language instruction, and English as a Second Language as they will work to master the core academic content.

We will provide additional social opportunities to meet the needs

We will identify additional services

Lesson plan will show differentiation in teaching methods and expected outcome, and resources to meet these objectives

Involve students' in more academic and social challenges to increase growth and academic ability leading to mastery in other academic areas of interest

Identify, focus on and take the steps toward removing the barrier for each of our at Risk students, individually

Assessments will assist to identify these students

Teacher assessment-teacher recognition

Counselor assessment

Gather data

Parent conferencing

Identify innovative challenges and activities to meet the needs of students

Recognize and celebrate improvements

Refocus and redefine strategies

SPECIAL EDUCATION:

- School counselor
- We will offer General education class services with supplementary aids and supports including Related Services and Special Education Teacher Support Services
- Collaborative Team Teaching Classes; and
- Special class services full and part-time
- We will identify new services and opportunities
- Special education transportation
- Assign peer-help to build confidence
- Increase one to one time
- Have a working contract
- Information services for parents to understand school programs and options available for their children
- Availability of standardized and criterion-referenced assessment data as one measure of students learning and indicator of students needs
- Multiple instruction support strategies
- Staff time for professional collaboration and problem solving
- Increased support
- More effective educational policies and practices such as reduced class size
- Hands on as much as possible, thinking in concrete terms
- Oral test assessments if need be
- Increased parent involvement
- Positive reinforcement and classroom rewards and incentives
- Identify strengths
- In classroom collaboration with the special Education Teacher
- Preferential seating

GENERATIONS CHARTER SCHOOL

COMPLAINTS AND GRIEVANCES PROCEDURE

It is the policy of the Generations Charter School that all students, parents and guardians shall have the right to present for solution to any problem arising from their status as student, or as parent and guardian, and shall be encouraged to exercise their right without fear of recrimination. It is for this purpose that this grievance procedure is established. To ensure that any problem is corrected as soon as possible, time limits have been established to ensure prompt attention to each problem. If a student, parent or guardian does not process the grievance within the time limits, it shall be considered settled and not open to appeal.

STUDENT/PARENT OR GUARDIAN GRIEVANCE PROCEDURES

The grievance procedure may be used to address any situation occurring within the operation or normal procedures of the school which causes a student and/or parent or guardian to believe he/she has been wronged, except in the case of long term suspensions. A copy of these procedures will be distributed to students, parents and guardians each school year. During any conferences or hearings efforts should focus on finding a resolution to the problem rather than on describing or elaborating on the problem itself. All parties shall show good faith in attempts to solve the problem at the lowest possible administrative level.

Initiation

A student, parent or guardian may initiate a grievance proceeding when either the student or his parent or guardian believes that a violation, misapplication or misinterpretation of School Board Policy or state or federal law or regulation has occurred. The person filing the grievance may choose to begin with the informal or formal procedure.

B. Procedure

Informal conferences and appeal for grievances against an employee other than the principal

A student parent or guardian wishing to invoke the grievance procedure shall within five (5) days following the event that is the basis for the grievance, request an appointment with the employee with whom they disagree to present the matter orally. Within five (5) days following this request the employee shall meet with the grievant and attempt to resolve the matter with an oral response. If the grievant is not satisfied he/she may take the informal grievance to the principal within five (5) days following the initial conference. The principal shall consider the informal grievance and provide an oral response within five (5) days. If the grievant is still not satisfied, he/she may file a formal grievance within five (5) days of receipt of the principal's response.

Informal conference for grievances against the principal (Director)

In the event that the principal is the employee to whom the grievance is directed the individual may, within five (5) days of the event that is the basis for the grievance, request an appointment with the principal to present the matter orally. Within five (5) days following the request, the principal shall confer with the grievant and attempt to resolve the problem with an oral response. If the grievant is not satisfied with the principal's oral response, he/she may file a formal grievance within ten (10) days.

Formal grievances

Formal grievances shall be made in writing. The written grievance shall include a statement describing the problem or issue. It shall be filed with the principal, or if the principal is the subject of the grievance, with the next in command on local school board level designee within thirty (30) days after the event giving rise to the grievance. For a formal grievance submitted later than five (5) days following the conclusion of the informal process or thirty (30) days following the event which form the basis of the grievance, the local school board designee (herein after the filing investigator), will determine whether the grievance will be initiated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay or the ability of the school district to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet and legal obligations. However, student, parent ad guardian should recognize that delay sin reporting may significantly impair the ability of the school district to investigate and respond effectively to such grievances.

The filing officer/investigator shall promptly, and no later than five (5) days following receipt of the written grievance, conduct and investigation as set forth below.

1. The investigator will impartially and thoroughly investigate the complaint.
2. The investigator will give the parties the opportunity to identify any witnesses or other evidence they believe is relevant.
3. The investigator will notify the grievant of the results of the investigation in writing within fifteen (15) days of receiving the complaint, unless additional time is necessary to conduct an impartial, thorough investigation. If additional time is necessary, the investigator will notify the grievant in writing of the reason additional time is necessary and a projected time for completion of the investigation. The report of the results of the investigation shall include proposed corrective action, if appropriate.
4. If the grievant is dissatisfied with the results of the investigation the investigator shall schedule at the convenience of the parties, but in no event later than thirty (30) days following the completion of the investigation, a hearing conference at the school level to consider the matter. Only the parent or guardian or someone acting in loco parentis shall be permitted to join or represent the student in any hearing. All parties will be given an opportunity to Present witnesses and other evidence during the hearing conference. Within (10) days of the conclusion of the hearing, the investigator shall issue a final decision, providing copies to the grievant and to the person who is the subject of the grievance.

Appeal to the superintendent (or equivalent)

If the grievant is unsatisfied following the school level hearing, the student/parent may appeal the decision in writing to the Superintendent. The appeal must be made within five (5) days following receipt of the final decision. The Superintendent or equivalent shall consider the facts and circumstances as presented and determine whether to uphold or alter the decision and provide a decision within 15 days of the filing of the appeal.

Appeal to the Board of Education

If the grievant is unsatisfied by the decision of the Superintendent or equivalent, the student/parent may appeal the decision to the Board of Education for the Public School of Generations in writing, within ten (10) days following the response from the Superintendent. The Board, through the office of the Chairman shall designate a Board Committee to receive, review, and make a determination of the appeal from the Superintendent's decision. The designated committee shall meet within thirty (30) days following receipt of the appeal. The parties, including the student/parent and the employee who is the subject of the grievance shall have the right to be present and present their grievance and response.

The Board committee will issue a decision on the matter within ten (10) days of the Committee meeting. The Board committee's decision shall be determined to be final and shall be conveyed, in writing, to the parties.

Prohibition against retaliation

Generations Charter School prohibits any form of retaliation against individuals who file complaints or who cooperate in the investigation of such complaints. In accordance with this policy, the school district shall take appropriate disciplinary action for any such retaliation.

STUDENT CONDUCT AND DISCIPLINE/DISCIPLINE AND ORDER

STUDENT DISCIPLINARY CODE

This code sets forth in the charter school's policy regarding how students are expected to behave when participating in school activities, on and off school grounds, and how the school will respond when students fail to behave in accordance with these rules.

In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions. Depending on the severity of the infraction disciplinary responses include suspension, (short or long term), detention, exclusion from extracurricular activities, and expulsion. Where appropriate school officials also will contact law enforcement agencies.

Definitions

For purpose of this Code:

- **“short term suspension:** shall refer to the removal of a student from school for disciplinary reasons for a period of five or fewer days
- **“long-term suspension”** shall refer to the removal of a student from school for disciplinary reasons for a period of more than five days
- **“Expulsion”** shall refer to the permanent removal of a student from school for disciplinary reasons.

Short-Term Suspensions

A student who is determined to have committed any of the infractions listed below shall be subject minimally to a short term suspension, unless the head of the school determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. Such student also may be subject to any of the disciplinary measures set forth in Part D of this Code, and depending on the severity of the infraction, a long-term suspension also may be imposed and referrals to law enforcement authorities may be made.

Disciplinary Infractions

- Attempt to assault any student or staff member
- Vandalize school property causing minor damage
- Endanger the physical safety of another by use of force or threats of force which reasonably places the victim in fear of imminent bodily injury

- Engage in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others
- Engage in insubordination
- Fail to complete assignments, carry out directions, or comply with disciplinary sanctions
- Cheat on exams or quizzes or commit plagiarism
- Use forged notes or excuses
- Steal, attempt to steal, or possess property known by the student to be stolen
- Commit extortion
- Engage in gambling
- Trespass on school property
- Abuse school property or equipment
- Use obscene or abusive language or gestures
- Engage in acts of sexual harassment, including but not limited to sexually related Physical contact of offensive sexual comments
- Make false bomb threats or pull a false emergency alarm
- Possess tobacco or alcohol
- Possess hazardous material
- Possess radio, Walkman's, pagers, beepers or portable/cellular telephones not being used for instructional purpose
- Wear inappropriate, insufficient, or disruptive clothing or attire, and/or violate the student dress code
- Refuse to identify himself or herself to school personnel
- Repeatedly commit minor behavior infractions which, in the aggregate, may be considered an infraction subject to formal disciplinary action
- Commit any other act which school officials reasonably conclude warrants disciplinary response

Procedures for short term suspensions

The head of school may impose a short-term suspension. Before imposing a short term suspension, the head of school shall verbally inform the student of the suspension, the reason or reasons for it, and whether it will be served in school or out of school. The student shall be given an opportunity to deny or explain the charges

The head of school also shall immediately notify the parent(s) or guardian(s) in writing that the student has been suspended from school. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided but telephone if the school has been provided with a contract telephone number for the parent(s) or guardian(s)

The head of school's decision to impose a short-term suspension or removal may be appealed first to the Board of Trustee of the charter school and next to the chartering entity.

Long Term Suspensions

A student who is determined to have committed any of the infractions listed below shall be subject minimally to a long-term suspension, unless the head of school or Board of Trustees determine that an exception should be made based on the circumstances of the incident and the student's disciplinary record. Such student may also be subject to any of the disciplinary measures set forth in Part D, to referral to law enforcement authorities, and/or to expulsion.

Disciplinary Infractions

- Possess, use attempt to use, or transfer any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student at school
- Commit or attempt to commit arson on school property
- Possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation controlled substance, marijuana on school property or at school sponsored events
- Assault any student or staff member
- Intentionally cause physical injury to another person, except when the student's actions are reasonably necessary to protect himself or herself from injury
- Vandalize school property causing major damage
- Commit any act which school officials reasonably conclude warrants a long term suspension.

In addition, a student who commits any of the acts listed in Part 11 which would ordinarily result in a short-term suspension may, instead or in addition to be subjected to a long-term suspension at the head of school's discretion.

The Federal Gun-Free Schools Act of 1994, which applies to public schools and thus to this charter school, states that a student who is determined to have brought a weapon to school must be suspended for at least one calendar year. This suspension requirement may be modified by school administrators, however, on a case-by-case basis. Weapon as used in this law means a "firearm" and includes firearms and explosives.

Procedures for Long-Term Suspensions

The head of school may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the head of school may expel the student from school. Upon determining that the student's action warrants a possible long-term suspension, the head of school shall verbally inform the student that he or she is being suspended as is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The head of school also shall provide the personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school

has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student shall have the right to be represented by counsel, question the student and his or her parent(s) or guardian(s), a student may be suspended from school transportation. When such action amount to a suspension from attending school because of the distance between home and appropriate arrangements for the student's education

Provision of Services during Removal

In appropriate instances, the charter school will ensure that alternative educational services are provided to a child who has been suspended or removed to help that child progress in the school's general curriculum. For a student who has been suspended, alternative instruction will be provided during the period of suspension; for a student who has been expelled, alternative instruction will be provided until the student enrolls in another school or until the end of the school year, whichever comes first. Because the Charter School will be located in Vance County School District, however the Board of Trustees may adopt a policy that reflects the County's alternative education practices, subject to approval by the State Education Department's Charter School Unit.

Disciplinary Procedures for Students with Disabilities

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same behavioral offenses. In the event that this policy is inconsistent with federal law, regulations, or guidance, however, such federal law, regulations, or guidance shall govern. Discipline of a student identified as having a disability will be in accordance with the following.

- 1. Students for whom the individualized Education Plan ("IEP) includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the matter will be immediately referred to the local school district's committee on Special Education ("CSE") for consideration of a charge in the guidelines**
2. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with standard school policy relating to each infraction. The school district's ESE shall be notified immediately of any suspension or removal from classes, and the school shall work with the CSE to arrange appropriate alter instruction.

If there is any reason to believe that the infraction is a result of the student's disability, the student will immediately be referred to the school district's CSE. If a connection is found, no penalty may be imposed, and the school will work with the CSE to consider a possible program modification.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the district's CSE for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than 10 days during the school year without the specific involvement of the district's CSE prior to the 11th day of suspension or removal, because such suspension or removals may be considered to be a change in placement.

- a. The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable days.
 - b. The commission of any infraction which is a result of the student's disability
 - c. The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year, if, had such infraction been committed by a non-disabled student, the head of school would seek to impose a suspension or removal in excess of five days.
5. The school shall immediately notify the resident district's CSE whenever it suspends or removes a student for more than 10 school days in a year or commences a removal that constitutes a change in placement so that the district's CSE may meet to establish a behavioral intervention plan or modify such a plan or its implementation. The school shall work with the resident district's CSE to ensure that each student's behavioral modification plan is fully implemented.

Protection for Children Not Yet Eligible for Special Education and Related Services

The charter school will adhere to the requirements. In accordance with such section, students who have not yet been determined to be eligible for special education and related services and who have engaged in behavior that violated the charter school's discipline code may assert any of the protections provided in Part 300 of Title 34 Code of Federal Regulations if the school had knowledge that the student was a student with a disability before the behavior that precipitates the disciplinary action occurred.

Provision of Services during Removal

The charter school will adhere to the requirement to ensure that its students with disabilities have the right to a free appropriate public education. The charter school will abide by the requirement for compulsory. The charter school does not need to provide services to a removed child during the first 10 days of his or her removal in a school year, so long as services are not provided to a child without disability who has been similarly removed.

**ARTICLES OF INCORPORATION
OF GENERATIONS CHARTER SCHOOL**

The Articles of Incorporation of GENERATIONS CHARTER SCHOOL, INC are as follows:

Article I.

The name of the Corporation is GENERATIONS, Inc. (the "Corporation")

Article II

The Corporation shall be organized pursuant to the North Carolina Nonprofit Code. It shall be Organized and operated exclusively for any and all purposes described in Section 501(c) (3) of the United States Internal Revenue Code of 1986, as amended, or the corresponding provisions of any subsequent federal tax law, provided, however, that none of the Corporation's rights and power shall include the right and power to carry on a business for profit. In addition, the Corporation shall also have those powers reasonably necessary to accomplish the stated purposes set forth herein and are not which are not contrary to the law and to engage in any lawful business or activities related thereto and for which corporations may be recognized under the North Carolina Non-profit Corporation Code, including the power to do everything necessary, proper, advisable or convenience for the accomplishment of any of the purposes set forth herein, provided the same not be forbidden by the laws of the State of North Carolina. Notwithstanding anything herein to the contrary, the Corporation shall exercise only such powers as are in furtherance of the exempt purpose of the Organization set forth in Section 501(c) (3) of the Code and the regulations promulgated thereunder as the same now exists or as they may be hereafter amended from time to time. The specific Purposes of the Corporation shall be outlined in its Bi-laws.

Article III.

The initial registered office of the Corporation is 2717 Evanston Avenue, Durham, NC 27703. The

County of the registered is Vance. The agent of the Corporation is Louise Harrison.

Article IV

**The name and address of the incorporator is Louise Harrison 2717 Evanston Avenue,
Durham NC 27703**

Article V

The Corporation shall not have members.

Article VI

The principal mailing address of the incorporator is 2717 Evanston Avenue, Durham, NC 27703

**IN WITNESS WHEREOF, the undersigned has executed these Articles of Incorporation on this
16th Day of May 2011.**

Louise Harrison as Incorporator

BY LAWS
OF
GENERATIONS CHARTER SCHOOL
(the Corporation)

ARTICLE I

PURPOSE

The purposes for which the Corporation is organized are to provide students of Vance County, North Carolina, grades Pre-K through third grade, with exemplary educational instruction and sub-program educational programs that meet or exceed the Vance County's Board of Education standards, and to engage in such other activities that are within the scope of Section 501 (3) (c) of the Internal Revenue Code of 1986, amended (the "Code") or the corresponding provisions of any future United States Revenue Law. The Corporation shall have all those general powers specified in the Code Section 14-3-302 of the North Carolina Nonprofit Corporation Code, including the power to do everything necessary, proper, advisable or convenient for the accomplishment of any of the purposes set forth herein, provided the same not be forbidden by the laws of the State of North Carolina.

ARTICLES II

OFFICES

Section 1. **Offices.** The Corporation may have offices at such places, within or without the State of North Carolina, as the Board of Directors may from time to time determine and appoint, or as the business of the Corporation may require or make desirable.

Section 2. Registered Office and Agent. The Corporation shall have and shall continuously maintain in the State of North Carolina, a registered office, and registered agent whose office is identical with such registered office, as required by the North Carolina Nonprofit Corporation Code. The registered office may be, but not need b, identical with the principal office, and the address of the office may be changed from time to time by the Board of Directors.

ARTICLE III

MEMBERS

The Corporation shall not have members.

ARTICLE IV

DIRECTORS

Section 1. **Management Powers, Number, Qualification and Term.** The property, affairs and business of the Corporation shall be monitored by its Board of Directors consisting of not less than five (5) and not more than ten (10), the exact number of which shall be fixed by a resolution of the Directors from time to time, except that the number of initial members of the Board of Directors shall be fixed by the Articles of Incorporation. Directors shall be of the age of twenty-one (21) or over but not need be residents of the State of North Carolina. Each Director shall be elected by a majority vote of the entire Board of Directors at the annual meeting of the Directors, or at such time as may be determined by the President of the Corporation, and shall serve until the next annual meeting or until his successor shall be elected and duly qualified.

Section 2. The Executive Director of the Corporation shall be responsible for the day-to-day operations of the Corporation. The Executive Director shall report to the Board of Directors, progress on each program initiated, supply the Board with the budgetary information, reports, and other documentation as requested. The Board will work with the Executive Director at all times to maintain and comply with all rules and regulations governed by the North Carolina Nonprofit Corporation Code and federal and tax laws governed by the rules and regulations set forth under Section 501 (c) (3) of the Internal Revenue Code.

Section 3. **Removal from Office.** A Director may be removed from office, with or without cause by a two-thirds vote of the entire Board of Directors.

Section 4. **Meetings.** Meetings of the Board of Directors shall be held at such place, either within or outside of the State of North Carolina, as may from time to time be fixed by resolution of the Board of Directors, or as may be specified in the notice of meeting. Regular meetings of the Board of Directors shall be held at such time as may from time to time be fixed by resolution of the Board of Directors, and special meeting may be held at any time upon the call of the President or the Chairman of the Board or the Secretary or any two (2) Directors by oral telegraphic or written notice of the time and place of such meetings. Duly served on each Director not less than one (1) day before the meeting. Notice need not be given of regular meeting of the Board of Directors held at times fixed by resolution of the Board of Directors. No notice of any meeting need to be given to Director who attends such meeting, unless any such Director at the beginning of such meetings states any objection or objections to the place or time of the meeting, to the manner in which it has been called or convened or to the transaction of business

thereby. Further, notice shall not be required to be given to any Director who at any time before or after the meeting waives notice of same in writing.

Section 5. Quorum. A majority of the number of Directors stated in the Article of Incorporation or a resolution of the Directors, as the case may be, at a meeting duly assembled.

Articles VIII

AMENDMENTS

The Bylaws of the Corporation shall be subject to alteration, amendment or repeal and new bylaws not inconsistent with any statutory provisions or with any provisions of the Articles of Incorporation shall be made by the affirmative vote of two-thirds (2/3) of all Directors then holding office at any regular or special meeting of the Board of Directors.

ARTICLE IX

BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of proceedings of its Board of Directors and committees having any of the authority of the Board of Director and shall keep at the registered or principal office a record giving the names of and address of the directors and officers. All records and records of the Corporation may be inspected by any director, officer, agent, or attorney for any proper purpose.

I hereby certify that the forgoing Bylaws were duly adopted by the Board of Directors of the Corporation on May 16, 2011.

BUSINESS PLAN

Projected Staff:

Director (1)

Assistant Director (2)

Teachers (7.5)

Paraprofessionals/teaching assistants (4)

Clerical (1)

Maintenance (1.5)

Librarian (part-time) 1

Resource Specialist (1)

Kitchen-(Nutrition) Meal Preparers (2)

Outsource/Account (part-time)

Qualifications:

Our teachers (majority as prescribed by law) will apply for or already have license meet the licensing requirements of North Carolina or be qualified under reciprocity. All of our teacher will be college graduates with degree in area of need. Important interview must reveal the ability to be able to provide our learners with knowledge and skill consistent with our mission, including innovative technique and methodology. We will consider newly graduated students with degree in Education. However, we will have on board at least one Master teacher.

Maintenance/Major Repairs persons must be licensed, insured, bonded, skilled, experienced, and be in good standings.

Paraprofessionals we will look for college credits as well. Important to us is the area of specialization in college courses. They will also have to meet background check as well as all of our employees.

Hiring Process:

We will contact Universities, media, department of Labor, community service organization, board of education HR, retired teachers association and word of mouth. All applicants will be expected to be qualified to performance professional services that meet the Mission of the Charter School. Qualification of each person will be evaluated. Board will select those they feel would be best qualified and interview process will begin. Qualified teachers are those that have College Degrees, licensed in the State of N.C. or eligible for license. Board will select most qualified applicants to prepare a lesson to demonstrate teaching method and ability. Selection of candidates will be decided upon by the Board. All charter school hiring policies and state guidelines will be adhered to.

Handbook governing standards of conduct, grounds for termination, policies and procedures will be thoroughly reviewed and signed for upon completion of hiring process, and as part of welcoming process at staff orientation.

Enrollment:

How we plan to enroll students has been address on previous pages herein.

Plans to increase the grade: is planned for our second year. We will accept new learners for grade 2 and 3 for the next year. We will have a wait list in place if need be. Also, our learners that would be already enrolled will in all likelihood stay with us, which will certainly, given the demographic composition of our district bring increase in all grades Pre-k-3. We will provide transportation to attract and accommodate additional learners.

Since there is presently a long wait-list for charter school openings in Vance County, we will be able to reduce that list.

Initially we expect to accommodate the following learners

Pre-K- 45

K-30

1st- 30

Second Year

2nd grade-60

3rd grade-40

Facility:

We are uncertain that the facilities we have identified are suitable for the expected growth. Though we may have identified two suitable facilities, we are not ready to commit to either of them. They both have the desired number of required bathrooms, outdoor space, classrooms, and specialty -class rooms. There are minor changes we would like to make, and some work to be done. It can accommodate our special needs students as well. They are both handicapped accessible. Accessibility to the facility is convenient and visible. Regardless of the desired facility and the owners expressed desire to lease to us we will not agree until all of the required inspections are made and valid Certificate of Occupancy for educational use is in place. Due to our projected increase in student enrollment will continue to look.

However, there is a public facility that was formerly used a public school and we have interest in the reason the building is no longer serving the community and the possibility of “Generations” charter school securing this building to house our programs.

Health and safety requirements

We will provide our parents and guardians with detailed information regarding meningococcal, influenza, cervical cancer, cervical dysplasia, human papillomavirus and causes, symptoms, how it is spread, and places where it can be found. Also, we will provide them with information in the vaccine shots available, the side effects of the vaccine, and how they may obtain additional information at the beginning of the school year. As an added measurement, we will request parents indicate receipt of same.

As a part of our community outreach, we will invite the Department of Public Health or related organization to speak to our community.

Department of Public Instruction will ensure that the guidelines for individual diabetes car plan is shared with s and we will insure that the car plan will be implemented meeting all of the requirements under G.S. 115C-(31)

Immunizations of students all students will be required to have on file a copy of their immunization record and record of check- up within last 6 months.

Fire and Safety Regulations We will adhere to the required inspection by fire department, health department, building department and other governing agencies to insure that we are in accordance with the standards. As part of our instructional day we will have fire-drills to prepare out students in what to do in case. All required signs will be posted, clearly marked exits and areas offering the most safety will be identified.

Food Inspections: North Carolina is on the list of participating states currently operating meat and poultry inspection. We may opt to be one of the organizations on their list. Additionally, we will take a very close look at the food suppliers already providing food to other public schools and hopefully rule out any potential concerns for our participants and ourselves.

Hazardous Chemicals:

All workers will be provided with information and training to ensure that they are apprised of chemicals present in work facility, example cleaning agents. The training will cover the location and availability of the chemical hygiene plan, proper labeling requirements, the existence and location of all designated are, the significant physical and chemical hazards as well as symptoms associated with overexposure to hazardous materials

Blood borne Pathogens: Our rule, clean, separate, cook, chill. All kitchen personnel will be required to and rule will be strictly enforced

1. Prohibit ill or infected person from preparing food
2. Hand washing and personal sanitation required
3. Obvious signs as reminders
4. Prohibition of bare-hand contact with ready to eat food.
5. Training in procedure, requirements and expectation will be provided

TRANSPORTATION

We want all of our learning to be able to get to school. We would even like it if the division of transportation could transport students that live less than a mile and half away. It is our belief that the Board of Education will have available space to provide Transportation to and from the area we serve- to reach our school. If there is some indication that it may not be possible, we will have legal alternative course of action in mind.

Our role would be one that would ensure bussing schedule, allowing for charter school schedule

Include inform in route and clearly identify bus stops and that contractual service is signed by the school leader/head of bussing company or as we hope, individual overseeing transportation with public school district

The children who reside in the school district shall be provided transportation to the charter school on the same terms and conditions as transportation is provided to children attending local district schools.

Insurance:

The amount of Insurance will be determined by the Board of Trustee, and the Charter School Governing Body.

- **However, we will also maintain minimal level of coverage for general liability**
- **Business and personal property (including auto/bus)**
- **Computer equipment**
- **Worker's compensation**
- **Personal injury (bodily)**
- **Board insurance**
- **Fidelity bond**

Auditing

- **Contractual annual CPA firm (familiar with Government auditing standards)**
- **Board of Trustees will appoint audit/finance sub-committee**
- **Prepare and have on hand financial statements including cash flow, functional expenditures**
- **Adhere to GAAS standards**
- **Internal self-assessment (regular)**

TIMELINE:

July-October

- **Develop mission for the charter school**
- **Set regular meeting dates for steering committee**
- **Finalize dates for model school visit**
- **Develop educational plan to include integrated (innovative curriculum)**
- **Develop business plan for charter school**
- **Develop charter school agreement**
- **Develop business plan for charter school**
- **Develop 5 year budget for charter petition**
- **Develop plan for fund/raising**
- **Seek out forms of funding**
- **Establish NC no-profit Corp**
- **Develop promotional plan and long range marketing-outreach for defined target audience to include recognition/celebration of fundraising activities and contributions**
- **Develop career/clusters pathways**
- **Develop partnership plan**
- **Develop application process and admission criteria**

November

- **Submit charter petition to Office of Charter Schools for Approval**
- **Submit full proposal to (identified) funding source**
- **Submit copy of application to Local LEA**

December-January 2012

- **Monitor NC State application**
- **Monitor grant applications**
- **On-going development of charter 5 year plan**
- **Transition from steering committee to Board of Directors subject to approval of charter by state Charter School/BOE**
- **Finalize facility selection/negotiation**

- **Begin teacher and student recruitment for august 2012 opening**
- **Assemble core area and technical area teachers to design an integrated core/tech educational curriculum**

January-June 2012

- **Public celebration of charter school approval to include recognition of members of the steering committee and others who have made significant contributions of time, effort and or funding to date.**
- **Dissolve steering committee**
- **CEO Board of Directors update next phase of timeline**
- **Finalize policies**
- **Complete student enrollment**

June-July 2012

- **Professional development/team building for charter school faculty**

August

- **Charter school opens!**