

# NORTH CAROLINA CHARTER APPLICATIONS



## NC Public Charters

### Organization Information

Organization Name \*

Great Opportunity Boarding Institute for Girls - GO BIG

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Email \*

crystal.s.pemberton@gmail.com

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Telephone \*

704-835-8698

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Fax

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Address \*

7001 Grand Summit Blvd.

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Unit/Suite

Apt. 7331

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Zip Code \*

28027

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City \*

Concord

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State \*

North Carolina

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Application Type \*

Standard

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Proposal Type \*

Standard

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Operator Type \*

Independent

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Primary Contact Name

Crystal Pemberton

Has the School Leader Been Identified?

Yes  No

Do you have any Corporate Partnerships?

Yes  No

Proposed Leader Name \*

Proposed School Leader Current Job/Position \*

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

Opening Year \*

2022

### Enrollment Projections

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year at capacity
5				100	100	100
4			100	100	100	100
3		100	100	100	100	100
2	100	100	100	100	100	100
1	100	100	100	100	100	100
K	100	100	100	100	100	100

### Team Members Roster

Name	Title	Position	Email Address
Erin Howe	Co-Founder	Chair	erin.howe2019@gmail.com



Name	Title	Position	Email Address
Crystal Pemberton	Co-Founder	Vice-Chair	crystal.s.pemberton@gmail.com

### Board Members Roaster

Name	Street Address	Zip Code	Email	Expertise
Geraldine Taylor-Brown	119-27 192 St. Albans, NY	11412	education53@aol.com	Superintendency, Educational Administration
Dr. Jeff Rhodes	332 Francis Drive, Havertown, PA	19083	06scholar@gmail.com	Superintendency, Educational Leadership, Admissions & Recruitment
Charmaine Steele	8108 Marett Court, Charlotte, NC	28269	charmainesteele.hr@gmail.com	Business Administration, Human Resource Management, Real Estate
LaDeidre Matthews	1315 Lorna Street, Apt. 104, Charlotte, NC	28205	ladeidrematthews@parkerpoe.com	Law, Education Policy
Erin Howe	7001 Grand Summit Blvd., Apt. 7331, Concord, NC	28027	erin.howe2019@gmail.com	Operations, Child Advocacy, U.S. Army Veteran
Crystal Pemberton	7001 Grand Summit Blvd., Apt. 7331, Concord, NC	28027	crystal.s.pemberton@gmail.com	Educational Leadership, Elementary Education

**NORTH CAROLINA CHARTER APPLICATIONS**  
NC Public Charters



Name	Street Address	Zip Code	Email	Expertise
Diamond Howell- Shields	2007 Monroe Place, Wilmington, DE	19802	diamondhowell12@gmail.com	Curriculum and Instruction, Multicultural Education



## 1. Application Contact Information

### Q1. Organization Type

- Municipality  
 Nonprofit Corporation

### Q2. Name of the nonprofit organization

Great Opportunity, Inc.

### Q3. Has the organization applied for 501C3 nonprofit status?

- Yes  
 No

Q4. **The next few questions will** inquire about the person who will serve as the primary contact for this Application. The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application.

Please provide the Primary Contact's Title/Relationship to Non-Profit

Crystal Pemberton/Vice-Chair

### Q5. Primary Contact's

#### Mailing AddressCity, State, Zip

7001 Grand Summit Blvd., Apt. 7331

Concord, NC 28027

### Q6. Primary Contact's Primary Telephone Number

(704) 835-8698

### Q7. Primary Contact's Alternate Telephone Number

N/A

### Q8. Geographic County in which charter school will reside

Charlotte-Mecklenburg County

### Q9. LEA/District Name

600/Charlotte-Mecklenburg County Schools

### Q10. Projected School Opening Month

July

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

- Yes



No

**Q12. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.**

The mission of Great Opportunity Boarding Institute for Girls (G.O. B.I.G.) is to provide immersive STEM education for girls, fostering their academic achievement, entrepreneurial mindset, character development, and social responsibility, and, ultimately, empowering them to excel in college and the world beyond. In order to accomplish our mission, G.O. B.I.G. is committed to cultivating a strong staff and student culture through explicit instruction and the development of intentional relationships. We believe that such instruction and relationship-building can be meaningfully accomplished with an initial cohort of three hundred students. Students and their families will have the opportunity to grow in their knowledge and understanding of our school's mission and cultural climate, and our school will be able to provide them with the instructional and administrative support needed for a strong start. Furthermore, by growing our school one grade at a time thereafter, we will have the opportunity to dedicate special care to our initial boarding cohort. We will make meaningful adjustments each year until we are fully grown, ultimately providing a carefully executed, well-rounded immersive experience for our scholars in alignment with our mission.

**Q13. Projected Enrollment Demographics**

**Q14. Certification of Originality**



## 8. General-Mission Purposes, and Goals

### 8.1. Mission and Vision

**Q15. The mission statement of the proposed charter school is as follows (35 words or less)**

G.O. B.I.G. will provide an immersive STEM education for girls, fostering their academic achievement, entrepreneurial mindset, character development, social responsibility, and, ultimately, preparing them to excel in college and the world beyond.

**Q16. What is the vision of the proposed school? What will the school look like when it is achieving the mission?**

At the Great Opportunity Boarding Institute for Girls (G.O. B.I.G.) we believe that one day, every girl will have equitable access to great opportunities in education. Through our unique model, G.O. B.I.G. will work toward fulfilling this vision by providing girls in the greater Charlotte region with more equitable access to an educational opportunity that has traditionally been limited to families of social and economic privilege. At G.O. B.I.G. all scholars will have extended learning time, increased socialization opportunities, STEM-based learning support, and courses in entrepreneurial advancement. Our fully immersive program will set girls up for competitive success in college and in their life-long entrepreneurial endeavors.

**Q17. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and ELL population of the district? See G.S. 115C-218.45(e).**

Great Opportunity Boarding Institute for Girls (G.O. B.I.G.) desires to serve elementary-aged female scholars in the Charlotte and Greater Charlotte regions. Particularly, we endeavor to target those families that have been systemically socially and/or educationally disadvantaged and/or that have been traditionally underserved with limited access to high-quality educational and entrepreneurial opportunities.

After the dissolution of the integration mandate in the late 1990s, public schools in Charlotte have consistently reflected the racial and economic segregation evident in the makeup of our neighborhoods (Leading on Opportunity.) Thus, we anticipate that our school will also consist mainly of educationally disadvantaged students (EDS), students with disabilities, English Language Learners, and students with low SES – many of whom are members of the LatinX and African American community.



Studies show that not only does Charlotte rank among the last in the nation in upward mobility, but also, Charlotte regions with larger black populations have lower upward mobility rates (Charlotte Observer, 2013). Economists have found, furthermore, that a smaller percentage of people overcome childhood poverty in the United States than in other wealthy countries (Charlotte Observer, 2013). These statistics are disheartening, but change is possible. When either relocated to a high-mobility community or given access to improved educational opportunities at an early age (i.e. prior to their teenage years), children are more likely to escape generational poverty (Charlotte Observer, 2013).

Therefore, G.O. B.I.G. is committed to answering the city's call to action both by serving as the high-mobility community to which students can relocate and by providing an improved educational opportunity for traditionally underserved scholars at an early age. We believe that it is imperative that we break the cycle of poverty that currently exists as an obstacle for students within this demographic and provide them instead with the excellence of education that is needed for them to not only be academically successful but also radically positioned to change their financial trajectory and that of their family as well.

As the first STEM-based, all-girls, tuition-free, public charter boarding elementary school in Charlotte (and in the U.S.), G.O. B.I.G. will not only address the urgent need for better schooling options, but we will also assist EDS' families by providing them with an excellent alternative housing option for their third- to fifth-grade scholars. Thus, we will help to alleviate some of the financial challenges many of these families face in providing food and comfortable shelter for the younger members of their family. By allowing their children to board for three years of their elementary schooling, G.O B.I.G. will enable and empower families of EDS to allocate more of their funds to invest in their own educational opportunities and/or otherwise improve their family's socioeconomic status.

**Q18. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?**

The mission of Charlotte-Mecklenburg Schools is "to maximize academic achievement by every student in every school" (Charlotte-Mecklenburg Schools). However, the data show that the LEA has yet to fully realize its mission. In 2018 only 31% of Black or African American students and less than 31% of LatinX students achieved college and career readiness scores in reading, trending downward over the last three years. Furthermore, less than 28% of EDS demonstrated college and career readiness in reading, also on a downward turn over the last three years. In math, the reports are only slightly better, with 36% of Black or African American students, 45% of LatinX students, and 36% of EDS demonstrating college and career readiness on their state end-of-year exam. In science, 52% of Black or African American students, 55% of



LatinX students, and 50% of EDS students demonstrated college and career-ready proficiency. These statistics are disheartening not solely because of the lifelong challenges that such achievement limitations predict but also because of the stark differences between these data and the data of these students' white and Asian peers who performed at an average rate of 30-50% higher in these subject areas. What this shows is that, while the LEA intends to ensure the success of all students, only students that fall within certain groups, particularly groups of racial or economic privilege, are significantly reaping the benefits of the LEA's current academic models. Furthermore, not only do girls falling within these marginalized groups face these same challenges, but they also face the added strain of the biases that women and girls typically face when deepening their knowledge and skills in STEM-based fields (Harvard Business Review).

Our school's mission is to provide immersive STEM programming for girls, fostering their academic achievement, entrepreneurial mindset, character development, and social competency and, ultimately, empowering them to excel in college and the world beyond. Our all-girls educational program will provide our scholars, particularly those girls that have been underserved by the LEAs, with a cohort-based, collaborative educational model that research has shown to be effective for girls' success in the field of STEM. Our residential program will, furthermore, endow our scholars with the social capital and competency that is critical for their success in college and the world beyond.

**Q19. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).**

In the first year of operation, the projected enrollment for G.O. B.I.G. is 300 students. This reflects less than 1% of the ADM of the LEA. G.O. B.I.G. will then add a grade each year to ultimately serve girls in grades K-5 in year six at a total projected enrollment of 600 students. This number is, once again, less than 1% of the ADM of the LEA.

**Q20. Summarize what the proposed school will do differently than the schools that are now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?**

G.O. B.I.G. will differ from schools in the LEAs because we will target girls – especially those that have been socially, economically, and academically disadvantaged because of their race, ethnicity, gender, and/or socioeconomic status – for success in STEM-related subjects. By providing girls across the Charlotte-Mecklenburg region with a fully immersive, high-quality, STEM-based, boarding education that includes extended school hours during the day, academic support, and study hall hours in the evenings, G.O. B.I.G. will provide girls with the social, interpersonal, and intellectual skills that will set them up for competitive success in their academic careers, entrepreneurial endeavors, and life at large.



**Q21. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results**

G.O. B.I.G.'s Board of Directors has engaged members of the community through a variety of effective methods. We have spoken at the Mecklenburg BOCC, and as a result, we have received numerous follow-up inquiries about our school as well as offers of support through volunteer commitments and resource provisions. Additionally, through in-person canvassing and online platforms, the board has garnered 400 signatures of support for the school's opening, and support is continuously growing.

**Q22. Attach Appendix A: Evidence of Community/Parent Support.**

**Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school. You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).**

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

**Evidence :**



## 8.2. Purposes of the Proposed Charter School

**Q23. In one page or less, describe how the proposed charter school will achieve one or more of the six legislative purposes, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations..**

**The Six Legislative Purposes of a Charter School are:**1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.2. Hold schools accountable for meeting measurable student achievement results.3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.4. Improving student learning.5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.6. Encourage the use of different and innovative teaching methods.

The mission of G.O. B.I.G. is to provide immersive STEM education for girls, fostering their academic achievement, entrepreneurial mindset, character development, and social responsibility. G.O. B.I.G. will achieve its mission by creating new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site. All educators will participate in mandatory professional development, facilitated by various members of the school's leadership team throughout the year, to foster cross-curricular collaboration. Educators will be fortified in their creativity through collaborative planning blocks where they will share knowledge and develop hands-on, experiential



programming for scholars. With their colleagues' and administrators' support, teachers will collaborate to achieve measurable results, thus ensuring that G.O. B.I.G. functions within a performance-based system of accountability.

G.O. B.I.G. will also achieve its mission by holding educators and instructional leaders accountable for meeting measurable student achievement results. G.O. B.I.G.'s instructional leadership will collaborate to ensure that students' instruction aligns with the North Carolina Standard Courses of Study. G.O. B.I.G. will also implement the North Carolina Accountability Model, including frequent schoolwide reviews of preliminary, formative, interim, and summative assessment data. Data meetings will be facilitated throughout each quarter by members of the school leadership team, empowering all stakeholders to maintain a thorough knowledge of schoolwide educational trends. Educators will, moreover, receive immediate and frequent feedback to adjust their instruction as needed, and achieve excellent results. G.O. B.I.G. will further achieve its mission by improving student learning for girls. In our all-girls environment, students will thrive as STEM enthusiasts. In fact, research from the National Coalition for Girls Schools shows that 1) nearly 100% of girls' school grads go on to college, and 2) three times as many alumnae of single-sex schools plan to become engineers in comparison with their co-ed peers (Source: <https://www.ncgs.org/advocacy/why-girls-schools/>).

Finally, G.O. B.I.G. will achieve its mission by increasing learning opportunities for all students, with a special emphasis on at-risk students. Respecting that many of our students will derive from low-income backgrounds, we will follow the recommendations within "A Framework for Understanding Poverty." School leadership will intentionally facilitate productive communication with staff concerning the specific social, emotional, and intellectual needs of economically disadvantaged students. With our year-round calendar, extended school day, and residential component (3rd-5th-grades), we will provide families, particularly those of students that have been deemed at-risk because of social or economic disadvantages, with extended learning opportunities to better ensure their child's chances of social, emotional, academic, and long-term professional success.

### 8.3. Goals for the Proposed Charter School

**Q24. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.**



The mission of the Great Opportunity Boarding Institute for Girls (G.O. B.I.G.) is to provide immersive STEM programming for girls to foster their academic achievement, entrepreneurial mindset, character development, and social responsibility. G.O. B.I.G. has determined strategic and measurable performance goals and metrics for the first five years of operation that outline expectations for operations, academics, finance, and governance in accordance with the school's mission. The school's instructional leaders will collaborate to monitor progress toward these goals. The school leader will report to the governing board and other crucial stakeholders, including all teachers, administrators, and operational staff, on a regular basis as indicated in further detail below.

Academics:

NC EOGs

The first year of NC state testing for G.O. B.I.G. will be year two. Following are the academic goals related to NC EOG testing:

Year 2: 70% of third-grade scholars will exceed by 10-20% the proficiency averages of their third-grade peers in schools with similar residential programs serving similar ethnic and socioeconomic demographics.

Year 3: 75% of third-grade scholars and 70% of fourth-grade scholars will exceed by 10-20% the proficiency averages of their third- and fourth-grade peers in schools with similar residential programs serving similar ethnic and socioeconomic demographics.

Year 4: 80% of third-grade scholars, 75% of fourth-grade scholars, and 70% of fifth-grade scholars will exceed by 10-20% the proficiency averages of their third- and fourth-grade peers in schools with similar residential programs serving similar ethnic and socioeconomic demographics.

Year 5: 85% of third-grade scholars, 80% of fourth-grade scholars, and 75% of fifth-grade scholars will exceed by 10-20% the proficiency averages of their third- and fourth-grade peers in schools with similar residential programs serving similar ethnic and socioeconomic demographics.



G.O. B.I.G.'s ultimate goal will be for 90% of students in grades 3-5 to exceed by 10-20% the state proficiency averages in math, reading, and science for schools with similar residential programs serving similar ethnic and socioeconomic demographics. Academic data will be frequently disseminated to teachers, and analyses of the data will be facilitated by the administrative and grade-level leaders regularly throughout the year for the purpose of using the data to guide instructional decisions. The school leader will also facilitate a quarterly board-level analysis of school-wide data trends to help the board assess progress toward meeting year-long academic goals.

## STEM

One of G.O. B.I.G.'s central principles is that girls deserve equal access to high-quality science, technology, engineering, arts, and mathematics programming, and opportunities. However, we understand, and research confirms, that access is not the only factor that influences the likelihood that girls and women will pursue STEM-related degrees and careers. Two additional important and influential factors are the environmental mindset in which girls are educated and the training that girls receive, particularly in typically male-dominated STEM skills such as spatial awareness and ability (AAUW ([https://www.aauw.org/aauw\\_check/pdf\\_download/show\\_pdf.php?file=why-so-few-research](https://www.aauw.org/aauw_check/pdf_download/show_pdf.php?file=why-so-few-research))).

At G.O. B.I.G. we believe and research supports that these influential factors can be positively adjusted and addressed to improve the likelihood of the long-term success and commitment of girls in STEM-related fields. Furthermore, we understand that it is important to strengthen girls' interest, confidence, and abilities in STEM subjects *before* their secondary schooling when their academic choices will play a substantial role in their pursuit, or lack thereof, of STEM-related studies and careers. The following goals align both with our mission, our mindset, and the NCDPI STEM Attribute Implementation Rubric for Elementary Schools in this regard:

Year 1: By the end of year one, G.O. B.I.G. will earn a minimum score of "Prepared" for at least five of the nine elementary-related standards in the NCDPI STEM Attribute Implementation Rubric.



Year 2: By the end of year two, G.O. B.I.G. will earn a minimum score of “Prepared” for at least seven of the nine elementary-related standards in the NCDPI STEM Attribute Implementation Rubric.

Year 3: By the end of year three, G.O. B.I.G. will earn a minimum score of “Prepared” for all the nine elementary-related standards in the NCDPI STEM Attribute Implementation Rubric.

Year 4: By the end of year four, G.O. B.I.G. will earn a score of “Model” for five of the nine elementary-related standards in the NCDPI STEM Attribute Implementation Rubric.

Year 5: By the end of year five, G.O. B.I.G. will earn a score of “Model” for seven of the nine elementary-related standards in the NCDPI STEM Attribute Implementation Rubric.

G.O. B.I.G.’s ultimate yearly goal will be to earn a “Model” score in all nine of the elementary-related standards in the NCDPI STEM Attribute Implementation Rubric. The school’s instructional leadership team (ILT) – consisting of the school leader, assistant school leader, Director of Services for EC, Director of Services for Els, Curriculum Facilitators, instructional coaches, and grade-level leaders – will conduct a quarterly review of the rubric, and the school leader will report scores and findings to the school board also on a quarterly basis. The rubric analyses will be used to determine the next steps/interventions that can be implemented, if needed, to improve the school’s progress toward the yearly goals.

Operations:



In each of its first five years of operation and beyond, G.O. B.I.G. will strive to achieve and maintain operational excellence as measured by a minimum of 85% average satisfaction on tri-annual parent and staff survey ratings regarding a clean, efficient, and secure school facility; and Health Department “A” ratings regarding a clean, efficient, healthful, and compliant nutritional program. (On years when the Teacher Working Conditions survey is not available, as it is administered once every other year, the school will administer a similar but independent staff satisfaction survey.) Once the data has been received, the school leader will report all results to the governing board for the board’s review and approval as evidenced by board meeting minutes.

Finance:

In each of its first five years of operation and beyond, G.O. B.I.G. will strive to maintain a 3-5% surplus in the budget once it is determined at the onset of each fiscal year. At monthly board meetings, monthly expenditures will be approved by the board, as evidenced in the board meeting minutes, once they have reviewed and compared the expenditures to the monthly budget. The annual budget will also be reviewed and approved by the board prior to the start of the fiscal year as evidenced by the board meeting minutes. Clean audits will, furthermore, be conducted and approved by the board as evidenced by the board meeting minutes.

**Q25. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?**

The mission of G.O. B.I.G. is to provide immersive STEM education for girls, fostering their academic achievement, entrepreneurial mindset, character development, and social responsibility, and ultimately, preparing them to excel in college and beyond. To fulfill our mission, it is essential that the G.O. B.I.G. Board of Directors meet regularly to assess the school’s progress toward its educational promises and organizational goals through the following primary board responsibilities:

1. Discussing and approving the operating budget, ensuring that the budget and expenditures continuously align with the school’s mission and set the school up for success with its year-long financial goals



2. Reviewing and discussing trends in the available assessment data in the mission-aligned curricular areas as specified above to ensure that students are on track to meeting year-long academic goals
  
3. Reviewing the NCDPI STEM rubric to ensure that the school is operating as an entirely cohesive STEM-focused school and is on track to achieving its year-long STEM goals
  
4. Reviewing volunteer business partnerships to provide value and sustainability; evaluating/reevaluating those partnerships as needed to ensure success with meeting the school's yearly entrepreneurial leadership goals.

By consistently engaging in these activities, the board will be able to assess and confirm the school's efficacy and progress toward keeping its mission-based promises to students, families, and community stakeholders.



## 9. Educational Plan

### 9.1. Instructional Program

Q26. Provide a detailed description of the overall instructional program of the proposed charter school, including:

- major instructional methods
- assessment strategies, and
- explain how this instructional program and model meet the needs of the targeted student population

GO. BIG's overall instructional model and programs have been intentionally designed and will be further developed to meet the needs of our targeted student population. Particularly, our STEM-based curricular models are crafted to set girls at GO. BIG apart from their co-ed peers by enhancing GO. BIG scholars' future success in STEM-related fields.

According to the National Coalition of Girls' Schools (NCGS),

*Girls' schools are leading the way in STEM education for women in the world. Graduates of girls' schools are six times more likely to consider majoring in math, science, and technology and three times more likely to consider engineering compared to girls who attended co-ed schools.*

One of the primary reasons that NCGS gives for the STEM-related success that girls experience once privy to an all-girls education is that all-girls schools provide girls with the peer role models and visual affirmations that they, more so than boys, need to see and believe that they are capable of excelling in these fields.

Additionally, according to NCGS, research shows that girls that graduate from an all-girls' school are six times more likely to consider majoring in math, science, and technology, and three times more likely to consider engineering compared to girls that attend co-ed schools. Consequently, essential to the heart of GO. BIG's instructional design is a focus on the meaningful, cross-curricular integration of STEM. Essential to our focus is a transition from teacher-centered learning to student-valued inquiry and peer investigation. Our use of the Next Generation Science Storylines is designed to ensure that students are exposed to a STEM curriculum that values their independence of thought and affirms their scientific voices.



Further building on research in support of girls' need for peer support and affirmation in STEM fields, GO. BIG's instructional model will develop girls as academic and social learning cohorts whose solidarity will extend beyond the classroom into their intramural and extracurricular activities as well as their residential lives. Each GO BIG scholar will be placed into a learning cohort based on their teacher and by grade level, and each learning cohort will have a distinct name based on our school's core values. Cohorts will support each other's academic, entrepreneurial, and social development. This overall instructional model will meet the needs of our girls by ensuring that they have peer role models and the support that studies have shown to be invaluable in ensuring girls' academic success in STEM.

### Major Instructional Methods

As thought-leaders, our teachers will be encouraged to be creative in their use of instructional techniques. However, the following instructional methods will be central to GO. BIG's instructional program and standard across all subjects and grades: Kagan's Cooperative Learning structures (Numbered Heads Together, Rally Coach); data-driven instruction (aggressive monitoring; baseline, formative, interim, and summative assessments); student-centered learning (Next Generation Storylines); blended learning (the use of technology, digital media); evidence-based instructional techniques (Teach Like a Champion, Get Better Faster, the Science of Reading); and STEM field lessons (STEM-based field lessons, STEM-based projects and presentations, and STEM-based community service projects).

### Assessment Strategies

GO. BIG will use a variety of assessment strategies to ensure that teachers, guardians, and students can not only celebrate students' immediate academic successes but also fully understand and adjust their instruction to accommodate students' proximity to achieving college and career readiness in alignment with the CCSS, the NGSS, and the North Carolina Standard Course of Study. Such assessment strategies include the following: formative classroom assessments such as guided reading running records, small-group discussions, group and individual presentations, writing assignments, class discussions, teacher- and peer-guided questioning, Socratic seminars, and aggressive monitoring; unit assessments and weekly assessments in alignment with the CCSS, NGSS, and the NC Standard Course of Study to determine



students progression toward unit goals and college and career readiness; interim assessments in the form of CASE Assessments for K-5 and Istation reading assessments; summative assessments in the form of the NC Beginning of Grade Assessment, End of Grade Assessment, and Read to Achieve portfolios for 3<sup>rd</sup> grade; the NC End of Grade Assessments for 4<sup>th</sup> (math and ELA) and 5<sup>th</sup> (math, ELA, and science) grades; and STEM-based learning cohort project presentations.

**Q27. Curriculum and Instructional Design** Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

The learning environment at G.O. B.I.G. will be unique and dynamic because students will be challenged and supported not only by their teachers but also by their peers within their respective learning cohorts. Students will learn collective and independent resilience – a quality of character that is crucial for their enduring entrepreneurial success and longevity in the fields of STEM. They will, furthermore, learn that throughout their educational and life-long journey they do not have to fear their independent or collective failures because, ultimately, with their teachers, family members’ and learning cohort’s continuing support, learning from and through their failures can and will lead them to higher and more profound levels of success.

In our first year of operation, G.O. B.I.G. will welcome four classes or learning cohorts in grades K-2. Each year thereafter will see the continuation of the structure of four classes, or learning cohorts, in each grade level through grade five. The ratio of students to teachers in grades three through five will be 25:1. This ratio will allow teachers to effectively analyze student performance, differentiate instruction to meet students’ individual needs, and facilitate camaraderie among the students in their cohort. Kindergarten and 1<sup>st</sup>-grade cohorts will have a lead teacher and a floating instructional assistant in every classroom, for a ratio of 25:1:1. This structure will help to facilitate the aforementioned goals and also to better assist with the specific social and emotional needs of students in those grade levels.

**Q28. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps**

G.O. B.I.G.’s curriculum has been thoughtfully designed to align with its overall mission: to provide immersive STEM educational programming for girls, fostering their *academic achievement, entrepreneurial mindset, character development, and social responsibility.*

Academic Achievement:



Academic courses at G.O. B.I.G. will prepare and empower girls to become proficient thought-leaders in the areas of STEM. In alignment with the recommended North Carolina Mathematics Standard Course of Study, G.O. B.I.G.'s math courses will empower students to become skillful mathematical problem-solvers. Teachers will view themselves as passionate mathematicians and will enthusiastically facilitate students' mathematical development and guide their students toward mathematical proficiency based on the Common Core's Eight Standards for Mathematical Practice. With Kagan's Cooperative Learning strategies as a guide for cooperative learning practices, cohorts of all grade levels will engage in productive independent and collective struggles, as they support one another through the gratifying cycle of inquiry, risk-taking, failure, perseverance, knowledge development, and personal and collective growth.

G.O. B.I.G.'s implementation of the Next Generation Science Standards and Storylines will support the development of students' proficiency in the scientific method and will empower them to trust their scientific voice. By presenting students with real-world problems to be addressed with and through science, and by allowing students to co-construct the guiding questions of each unit's storylines, the curriculum will help to facilitate culturally relevant pedagogy among teachers by empowering them to see their students not just as receptive vessels but as valuable contributors to their own learning process. The Next Generation Science Standards and the North Carolina Essential Standards for Science will form the basis for the curriculum and will help to ensure that G.O. B.I.G. girls are adequately prepared for not just the End-of-Grade Science assessment but also to pursue college STEM majors and long-lasting careers in the field of STEM.

G.O. B.I.G. scholars will receive rigorous ELA instruction in alignment with the North Carolina Standard Course of Study and the Science of Reading. Through the empirically researched strategies espoused within the Science of Reading, teachers will help students develop as prolific scientific readers, speakers, and writers. Ultimately, students' literary competency will be developed while their scientific curiosities will continue to be piqued.

Entrepreneurial Mindset



Daily BOUNCE sessions (and Junior Achievement® after-school sessions for grades 3-5) will allow students to meaningfully integrate the knowledge gained from their core classes as they develop their entrepreneurial creativity. Students will learn to identify their own entrepreneurial characteristics; to “think outside of the box;” to communicate their ideas, even dissenting ones, effectively; to encounter and effectively understand a problem - fiscal, managerial, or otherwise - through the process of design thinking; to develop a business startup from its ideation, innovation, and design a prototype (grade 4-5); and, ultimately, to present their ideas to potential partners and stakeholders (grade 5).

### Social Responsibility

Integral to G.O. B.I.G.’s mission is the commitment to developing students’ sense of social responsibility. Through participation in the Junior Achievement® program, students will become more civically invested as they begin to see themselves as productive citizens in the world, understanding how they can use their growing intelligence to generate wealth and effectively manage that wealth to create jobs and economic opportunities for themselves and their communities.

### Character Development

The cohort model and the integration of Kagan’s Cooperative Learning® strategies into all classes will help to facilitate students’ social and emotional development by endowing them with the requisite skills for working productively across learning styles and across racial, religious, and ethnic lines - a skillset that will, ultimately, become more and more critical with the continued globalization of the STEM industry. Furthermore, research shows that one’s level of emotional intelligence, that is, one’s emotional quotient (EQ), is a greater predictor of life-long relational and professional success than one’s intellectual quotient is. Thus, by developing students’ EQ (i.e. their self-awareness, self-control, self-motivation, empathy, and relationship skills) through their heterogeneous cooperative learning cohorts, G.O. B.I.G. will set scholars up not just for end-of-grade achievement and proficiency but also life-long happiness and lasting professional success.

**Q29. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for**



**each grade span (i.e. elementary, middle, high) the school would ultimately serve**

The research and writing of Uncommon Schools, specifically “Teach Like a Champion” and “Get Better Faster” have been landmarks in concretizing the key instructional strategies that have served to make their schools among the top-performing in the nation. More powerful yet is that their schools have been able to make such tremendous educational strides while serving in traditionally underserved communities (like the communities from which our target student population will come) with track records of low student achievement results.

G.O. B.I.G. will expect teachers to master the key strategies recommended in “Teach Like a Champion” in alignment with the “Get Better Faster Scope and Sequence.” Teachers will also receive BOY training in the research-based cooperative learning techniques of Kagan’s Cooperative Learning® to facilitate students’ social-emotional development throughout their elementary careers and well beyond. Furthermore, teachers will receive instruction in the research-based tactics and strategies supported by the Science of Reading. GO BIG will cultivate teachers toward mastery by providing them with ongoing professional development, deliberate practice, weekly classroom observations, and actionable feedback, all of which will be facilitated by members of our Instructional Leadership Team (i.e. the school leader, assistant school leader, academic officers, instructional coaches, content team leaders, and department leads.

**Q30. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion**

G.O. B.I.G.’s proposed instructional plan has been intentionally crafted and will be continuously developed to ensure students’ readiness to transition from grade to grade and, ultimately, to the next grade span upon the completion of their 5<sup>th</sup>-grade year.

Kindergarten students will be administered the Kindergarten Entry Assessment (KEA), a formative assessment designed to capture the development of each kindergarten student at entry-level to inform instructional decisions and educational planning. The results of the KEA will be used to generate a “Child Profile” within the first 60 days of school in accordance with the North Carolina legislation. The assessment will be administered by classroom teachers, with the support of the ILT, and will address the five identified domains of school readiness: language and literacy, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social/emotional development. The ILT will offer targeted summer professional development for kindergarten teachers to support their understanding and implementation of the KEA. Two kindergarten teachers, one being the grade-level lead, will receive further training to become “Master Assessment Trainers” for the school. All teachers will, furthermore, be



supported by the ILT in using the results of the KEA to adjust their ongoing instruction to help their students achieve the intended year-long instructional outcomes and experience academic and social success in the next grade level.

Kindergarten through 2<sup>nd</sup>-grade scholars will, furthermore, receive rigorous, interdisciplinary instruction in STEM and ELA in alignment with the North Carolina Mathematics and ELA Standard Courses of Study, the North Carolina Essential Science Standards, and in correlation with the Next Generation Science Standards. Students in these grade levels will be assessed both formally and informally throughout the year to ensure that they have mastered the competencies required for progression toward and, ultimately, success within the next grade level. Such assessments include the use of questioning, classroom discussions, group work and presentations, writing assignments, running records, unit assessments, benchmark assessments, and CASE 21 assessments in math, reading, and science.

In addition to being held to high academic standards and receiving rigorous classroom instruction, as well as the previously mentioned formal and informal assessments, 3<sup>rd</sup>-5<sup>th</sup>-grade scholars will be further assessed in alignment with the North Carolina Accountability model. Third-grade students will participate in the NC Beginning-of-Grade assessment, create Read-to-Achieve portfolios as needed, and complete the NC End-of-Grade assessment. Fourth-grade scholars will complete the End-of-Grade assessments in reading and math while fifth-grade scholars will complete the End-of-Grade assessments in reading, math, and science.

Through G.O. B.I.G.'s literacy program, all scholars will receive targeted instructional supports, in alignment with the Science of Reading, to ensure their proficiency in the five components of literacy as identified by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary development, and comprehension. (Source: <https://www.readnaturally.com/research/5-components-of-reading> (<https://www.readnaturally.com/research/5-components-of-reading>))

Through G.O. B.I.G.'s STEM program, scholars will receive rigorous instruction that will prepare them to meet the grade-level expectations of each competency and standard outlined in the NC Essential Science Standards (in conjunction with the Next Generation Science Standards), the North Carolina Mathematics Standard Course of Study, and the NC Information & Technology Essential Standards.



The G.O. B.I.G. instructional plan as outlined will not only set students up not only for success in the next grade level; it will also set them up for continued, competitive success as women in the field of STEM.

**Q31. Describe in a brief narrative below on how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.**

G.O. B.I.G. has intentionally aligned the format of its school calendar with the tenets of its mission and education plan. As a year-round school, G.O. B.I.G. provides its students with more instructional hours than do schools with traditional academic calendars. This extended learning schedule supports scholars in receiving strong instructional support year-round, thus helping to mitigate the learning loss that studies show typically occurs in students at schools with longer summer breaks.

As a year-round school with an extended-day learning schedule, G.O. B.I.G. also provides its students with a rigorous education that reaches beyond the classroom walls into scholars' out-of-school time as well as their residential lives. Many scholars from within our target demographic, that is, traditionally underserved communities, face the challenge of not receiving adequate at-home support from working family members during the week. Moreover, the parents of many ELL students within this demographic have difficulty supporting their children with English language-based assignments (particularly those assignments with content-specific vocabulary such as those that pertain to STEM). Consequently, many G.O. B.I.G. scholars will benefit from the structured after-school teacher support, as well as the supervised study hall hours that G.O. B.I.G. scholars receive once they begin their boarding term at the beginning of their third-grade year. Our immersive residential component will help ensure that our scholars receive adequate academic and social support throughout the week, an opportunity that is otherwise not offered to them through their LEA.

**Q32. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.**

Monday through Thursday, students will begin the day by participating in 45-minute grade-level BOUNCE (Building Our Unity through INnovation, Creativity, and Entrepreneurship) Sessions. In their BOUNCE sessions, students will come together as a grade-level team and will participate in cohort-building activities and cooperative competitions intended to develop their unity as a cohort. Activities and competitions will be sourced from Kagan's Cooperative Learning® strategies and the Responsive Classroom® curriculum (with special attention given to sourcing activities from the "Doing Science/Doing Math in Morning Meeting texts



to align with our school's STEM focus.) Weekday BOUNCE sessions will be led by teachers with guidance from their grade-level leaders who will receive training on, guidelines for, and support with creating effective BOUNCE sessions during summer PD.

On Friday mornings, students in all grade levels will come together for "GO BIG BOUNCE," the ultimate BOUNCE session during which there will be school-wide cohort activities, presentations, and cooperative competitions. During G.O. B.I.G. BOUNCE sessions, students will also receive motivational, interactive presentations from female STEM entrepreneurs. These presentations will unequivocally serve to motivate G.O. B.I.G. scholars to pursue STEM-related opportunities by providing them with the tangible role models that research shows girls need for success in STEM and by exposing them to the plethora of entrepreneurial possibilities that exist for women in the world of STEM. Friday GO BIG BOUNCE sessions will be facilitated by the school leader and/or the assistant school leader.

For K-2 cohorts, the daily schedule will be modeled after the following:

7<sup>15</sup>-7<sup>55</sup>: Arrival & Breakfast (Grade-Level Planning Time)

8<sup>00</sup>-8<sup>45</sup>: BOUNCE

8<sup>50</sup>-10<sup>20</sup>: ELA (CCSS core reading instruction w/ STEM integration)

10<sup>25</sup>-11<sup>25</sup>: Guided Reading/Blended Learning Groups

11<sup>25</sup>-12<sup>10</sup>: Tech & Engineering (Individual Teacher Planning Time)

12<sup>15</sup>-12<sup>40</sup>: Lunch

12<sup>45</sup>-1<sup>10</sup>: Recess

1<sup>15</sup>-2<sup>45</sup>: Math

2<sup>50</sup>-3<sup>50</sup>: Next Gen Storylines (NGSS Science Curriculum)/Amplify Science

3<sup>55</sup>-4<sup>15</sup>: Pack-up/Closing Circle

4<sup>15</sup>-4<sup>30</sup>: Dismissal



For 3<sup>rd</sup>-5<sup>th</sup>-grade scholars (who will all board weekly), the daily schedule\*\* will resemble the above but with the following deviations:

#### 6<sup>30</sup>-7<sup>25</sup> G.O. B.I.G. Morning Marathon

During the G.O. B.I.G. Morning Marathon, dorm parents will visit all students' dorm rooms to ensure that students are awake and are preparing for the day. (All dorm parents will be required to undergo a thorough background check, which will include fingerprinting, as well as complete summer training sessions facilitated by G.O. B.I.G.'s Residential Support Team (RST), which will consist of the school's leader and assistant school leader, the school's social worker, the school's head of operations, and the school's director of student safety.) Dorm parents will be trained to supervise the Morning Marathon process to ensure that each student makes safe and adequate preparations each morning (e.g. showering and brushing their teeth.) The RST will also be responsible for providing training for the parents and guardians of incoming 3<sup>rd</sup>-5<sup>th</sup>-grade students to help them best prepare their students for the requirements for success in G.O. B.I.G.'s residential life.

#### 7<sup>30</sup>-7<sup>55</sup>: Breakfast

Following the completion of the Morning Marathon, Dorm Parents will escort students on their hall to the dining room for breakfast. There, students will join their respective cohorts, and breakfast will be monitored by each cohort's teacher.

#### 4<sup>00</sup>-4<sup>30</sup>: Cohort Conferences

3<sup>rd</sup> through 5<sup>th</sup>-grade scholars will have the opportunity, once more, to conference as a cohort. However, this conference time will be student-led and will be used for cohort bonding activities. During this time, teachers will hold individual student-teacher conferences to build their rapport with their students and check in on students' social, emotional, and academic well-being.

\*\* On Fridays, Cohort Conferences will be replaced by an all-school Closing Circle, after which all students will dismiss at 4:15.

#### 4<sup>30</sup>-5<sup>30</sup>: Teacher-led Junior Achievement® After-School Sessions (M and W\*)



JA More Than Money® (3<sup>rd</sup>-4<sup>th</sup>) introduces students to financial literacy and entrepreneurship, and to social studies learning objectives that include money-management skills, goods and services, and global markets. Through hands-on activities and a JA cast of characters serving as symbols for financial literacy and entrepreneurship concepts, students will learn a practical approach to starting a business and making smart decisions about managing money.

JA It's My Business® (5<sup>th</sup>) will encourage students to use critical thinking to learn entrepreneurial skills. Those skills include knowing customers' wants and needs, launching effective marketing, and creating detailed business plans. By examining the characteristics of successful entrepreneurs, students learn that a belief in one's self can make positive things happen in life. Although this program is designed for 6<sup>th</sup>-8<sup>th</sup>-grade students, 5<sup>th</sup>-grade teachers will have the freedom to adapt and modify the curriculum together, as needed, to better serve the needs of their 5<sup>th</sup>-grade scholars.

\*On Tuesdays and Thursdays, 3<sup>rd</sup>-5<sup>th</sup>-grade scholars will participate in Girls on the Run® (GOTR), a program designed to inspire girls to be joyful, healthy, and confident using a fun, experience-based curriculum which creatively integrates running, as well as social service through a group social service project, and which, ultimately, culminates in a 5K run. The GOTR program will be led by parent volunteers who will undergo a thorough background check and be trained by the RST, as well as the GOTR organization.

(Source: <https://www.girlsontherun.org/> (<https://www.girlsontherun.org/>))

The GOTR parent-volunteer program will not only allow parents a specific opportunity to meaningfully contribute to scholars' campus lives, it will also allow G.O. B.I.G. teachers to receive twice-weekly professional development sessions that will facilitate cross-curricular collaboration, professional learning community meetings and development, and teachers' overall continued growth as educators.

(Source: <https://www.juniorachievement.org/web/ja-usa/ja-programs>  
(<https://www.juniorachievement.org/web/ja-usa/ja-programs>))

5<sup>30</sup>-6<sup>00</sup>: Dinner

Students will eat dinner together in the dining hall with their Dorm Parents, the adult residential supervisors responsible for all aspects of students' residential life.



#### 6<sup>15</sup>-8<sup>00</sup>: Study Hall

Students will have the opportunity to complete their homework and/or group assignments in a centralized location\* under their dorm parents' supervision. Students will have access to a library and computer lab to accommodate their work assignments as needed. "Dorm parents" will monitor study hall sessions throughout the week. (\*Students may ultimately work toward and earn the opportunity to have in-room study hall in the final semester of their fifth-grade year, provided that their grades and behavior are in alignment with school expectations as outlined in the student conduct section below.)

#### 8<sup>00</sup>-8<sup>30</sup>: Check-in & Home Checks

Students will return to their dormitories at 8 PM. (Corridors will be under lockdown once all students have returned to the dorm and have been accounted for.) Students may then hang out in their own dorm room and/or with their peers in the family room of their Dorm Parent's apartment until 8<sup>30</sup>. During this time, students will also have the opportunity (and be encouraged to) access their cell phones (or the Dorm Parent's apartment phone if they do not have a personal cell phone) to call home and report on how their day went and their overall well-being. By 8<sup>30</sup> all students must have "checked-in" with their Dorm Parent and be in their own dorm room to prepare for lights-out.

#### 8<sup>45</sup>: Lights-out

The Dorm Parent will walk the halls to ensure that all students have their lights out by 8<sup>45</sup> PM. This will ensure that all students are set up for success to receive the recommended 9-11 hours of sleep that children between the ages of six and thirteen so desperately need to ensure their full social, emotional, and academic success.

*Source: <https://www.sleep.org/articles/how-much-sleep-children/> (<https://www.sleep.org/articles/how-much-sleep-children/>)*

#### **Q33. Describe a typical day for a teacher and a student in the school's first year of operation**

Joy, a third-grade boarding student, awakens to the sound of her alarm clock's buzzing. "It's time for Morning Marathon!" one of her roommates says. Joy quickly gathers her shower caddy, which she prepared, as usual, the night before, and walks down the hallway toward the showers. Waiting and smiling in the hallway, her dorm parent greets her and directs her toward a shower stall that is not in use. After showering and brushing her teeth, Joy quickly returns to her room, puts on her uniform, and gathers her backpack.



She soon hears her dorm parent's vibrant voice calling, "Transition time!" Joy joins the quickly forming line of students in the hallway, all eager to see who has won the Morning Marathon. To Joy's delight, her dorm parent announces that she has won the "The Brightest Morning Smile" and will get to help pass out the dorm snacks later that night. The students all cheer. After ensuring that all students on her corridor are present, Joy's dorm parent transitions the students to the cafeteria where they sit and eat breakfast with their cohort under the supervision of the school administrators.

When the bell sounds, Joy's teacher meets his class in the cafeteria with a smile and transitions them safely to their classroom for their morning BOUNCE session. He leads the class in cooperative games and learning activities to help them learn how to work together. This is one of Joy's favorite times of the day.

After the BOUNCE session, it is time for ELA. During the next two hours, Joy's teacher helps Joy and her classmates reach challenging texts, practice reading strategies, and work collaboratively as well as independently to improve their learning outcomes. Joy is excited to receive affirming and adjusting feedback from her teacher throughout the class so that she knows whether she is progressing toward mastery of the day's objective. Joy also appreciates that the teacher incorporates a lot of science texts and vocabulary to help her connect what she has learned in her science classes.

Next, Joy's teacher signals that it is Guided Reading time. Joy is excited to join her group and complete today's stations. Today she will spend the first thirty minutes doing reading activities on 1 station and the next thirty minutes reading in a small group with her teacher. She appreciates that the teacher sets a timer to make their transitions easy and quick!

After Guided Reading, the Technology and Engineering (T&E) teacher arrives, and Joy's teacher leaves to plan. However, because classroom expectations are high for all teachers, Joy and her cohort continue to work hard to be and do their best. The T&E teacher allows Joy and her classmates to design cool things like knee braces and lighting systems that can be used to help people – just like real scientists do! Joy cannot wait to become a scientist, too, when she grows up!



After T&E, Joy's teacher returns and transitions Joy's class to lunch. After lunch, Joy's teacher takes Joy and her class outside for recess. Joy enjoys playing on the playground with her teacher and her friends. She appreciates that her teacher helps them practice the cooperative strategies that they learned in today's BOUNCE session.

After recess, Joy's teacher transitions the class to the restroom and then to the water fountain to have a drink of water. When they return to the classroom, Joy begins the math Do Now that the teacher has displayed. Math is one of Joy's most challenging classes, but she knows that she can succeed because she can always get help from her friends, her teacher, and her study hall coach. In math class, Joy's teacher pushes her not just to provide the correct answer but also to explain why the right answer is right and why the wrong answer is wrong. Joy never knew that math involved so much talking!

After her math class, Joy's teacher begins to tell them a story. Joy giggles because she is not tricked. She knows that this is not just any story. Her teacher is telling them a science story, and Joy listens carefully because she knows that she will have to work hard to identify the problem in the story and how it can be solved by science. Joy's teacher reminds the class that the thinking load is on them because they are the present and future world-changers. Joy's group works together to find a way to solve the problem, but they are stuck. Joy's teacher gives them guiding questions and encourages them. His questioning and encouragement help her group push forward. Finally, they come up with an approach that they can try! They eagerly plan an experiment for the next class.

Joy's teacher informs the class that it is time for their Closing Circle. It is Joy's turn to lead. The students form a circle, all except Jasmin, whose turn it is to conference with their teacher. While her teacher and Jasmin talk, Joy asks for shout-outs from the class. As she calls on each raised hand, Joy grins. She is proud to go to a school where everyone supports and loves one another. During the Closing Circle, Joy and her classmates talk about what they did well as a class and what they would like to improve tomorrow. Joy's teacher and Jasmin join them in singing their Closing Circle song.

Just on time, Joy's mom enters the classroom. She and some other parents are here for Girls on the Run (GOTR). However, before Joy's teacher leaves to meet with the other teachers for professional development, he makes sure to give each of his students a silly "hug-shake" and a high-five. Joy's mom helps Joy and her



friends change for GOTR practice. In GOTR, Joy learns about self-esteem. As she and her class run in opposite directions around the gym, they stop and exchange positive words as they pass one another. At the end of GOTR, Joy feels energized, appreciated, and ready to eat!

Joy's mom walks Joy and her classmates to dinner where their dorm parent is waiting for them. Joy gives her mom a big hug and waves goodbye. Then she gets her dinner, sits down, and excitedly tells her dorm parent and her roommates about her day. She loves that she gets to spend extra time at school with her friends.

After dinner, Joy's dorm parent takes Joy and her friends back to the dormitory for the evening study hall. There, all the dorm parents check to make sure that all third graders are on the corridor. Joy and her classmates all know that the corridor is now on lockdown. Only the dorm parents and the security or administrative staff can enter or exit the corridor without sounding the alarm. This level of security makes Joy and her friends feel safe.

Joy finds a comfy bean bag chair in the study hall lounge and works quietly on her homework. Other students use collaborative workspaces to work on their group projects. After asking her dorm parent and a friend for help with a few problems, Joy completes her homework. She reads her favorite chapter book quietly until the study hall is over.

Joy's dorm parent reminds them that they have thirty minutes left until check-in. Joy and her friends decide to hang out in the dorm parent's apartment and watch TV. During that time, Joy also helps her dorm parent pass out snacks as students check-in. Some students also come by to make quick calls home.

At 8:30, Joy's dorm parent yells "In-room!" Joy and her friends say good night and rush to brush their teeth. Then they return to their dorm rooms and chat about their day.



At 8:45, however, Joy and her roommates turn their lights out along with the other students in their hall. A few minutes later, Joy's dorm parent knocks and enters the room. "Good night everyone," she says softly. Joy can still tell she's smiling. "Good night!" they whisper-reply. Thinking about her day, Joy quickly drifts asleep, dreaming of the next storyline she will solve and how her solution might someday change the world.

Q34. Will this proposed school include a high school?

- Yes
- No

Q35. High School Graduation and Post Secondary Readiness Describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered

Q36. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

Q37. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements

Q38. Attachments Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve).

One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 28 Total Files Count: 5

Evidence :



Q39. If applicable, attach Appendix C: 9-12 Core Content Electives

Provide a visual description of what courses (both core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.

Q40. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

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

Evidence :



GO BIG Charter Appendix D.pdf

**Q41. Attach Appendix E: Daily and Weekly Schedule**

Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.



Evidence :



GO BIG Charter Appendix E.pdf

## 9.2. Special Populations and "At-Risk" Students

**Q42. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students**

G.O. B.I.G. is committed to supporting all scholars with making strategic and continual progress in their social and academic development. In accordance with the MTSS mission statement of the North Carolina Department of Public Instruction, G.O. B.I.G. believes that "MTSS is the most effective and efficient approach to improving school outcomes and student performance, thereby ensuring equitable access to a sound basic education." (Source: MTSS LiveBinder, NC Department of Public Instruction) To provide assistance to students that are not performing at the expected social or academic levels, G.O. B.I.G. will use a multi-tiered system of support (MTSS) framework that will include Response to Intervention (RTI) for academic support and Positive Behavioral Interventions and Supports (PBIS) for social, emotional, and behavioral support.

The foundation of G.O. B.I.G.'s RTI approach will be to provide all students with baseline and ongoing screenings as well as progress monitoring. As a part of the beginning-of-year (BOY) initial screening process, all G.O. B.I.G. scholars will be assessed using the Istation reading assessments, the Amplify Science assessments, and the formatively framed Kindergarten Entry Assessment (kindergarten students only). The school's leaders in conjunction with grade-level chairs will compile and analyze the data from these assessments and will disseminate a breakdown of the data – students' current strengths, what new



information students are ready to learn, and focal areas for students' collective and individual growth - to the scholars' teachers and families. (Both families and teachers will be provided with Istation, and KEA student progress reports using each assessment system's/framework's integrated data reporting medium or format.)

Grade level teams will then work in tandem with families, using the baseline data to set 6-week goals for scholars in math, science, and reading. During this 6-week instructional interim, all teachers will use G.O. B.I.G.'s previously-described, evidence-based instructional strategies to guide all students toward grade-level proficiency based on the competencies within the NC standards and in alignment with their recommended collective and independent academic goals (Tier 1). The ILT will also support teachers with progress monitoring their students to determine if there is an ongoing progression toward proficiency, stagnancy, or a trending decline in meeting the established proficiency goals.

At the end of the 6-week cycle, students will be given the math, reading, and science CASE 21 benchmark assessments to determine whether they are on track toward meeting their grade-level standards. The ILT will once again support grade-level teams in reviewing this benchmark assessment data (as well as blended learning data (e.g. Istation, Zearn)), unit assessment data, and running record data gathered during students' guided reading groups during this 6-week time.) Both the ILT and grade level teams will work together on designated teacher workdays to identify those students that are performing below grade-level. (If the ILT determines that less than 80% of students are making expected progress toward grade-level proficiency, then the ILT will reevaluate the core curricula and the methods of implementation to determine the need for any intensifications to the core in order to increase its overall effectiveness.) The ILT and grade level teams will also collaborate to identify potential causes - instructional, environmental, social - that may have contributed to the identified students' lack of progress in the assessed academic domains. The ILT will then support grade-level teams with determining which additional evidence-based practices and/or programs (Tier 2) should be incorporated into those identified students' learning environments to help them make progress toward grade-level proficiency. Such Tier 2-type interventions may include a change in guided reading groups, adjusted blended learning plans, and in-class guided math and science groups supported by instructional assistants, instructional coaches, and academic interventionists. As the supplemental instructional strategies and/or programs are implemented, students' progress will be monitored using each program's integrated tracking method. (For guided reading groups, teachers will use conferencing notes as well as running record data to track students' progress.)



At the end of the next 6-week cycle, students will once again be assessed using the previously outlined assessments. The cycle of data-based analysis will occur as previously described. The ILT and grade level teams will know that the Tier 2 interventions have been successful if 70-80% of targeted students have made progress toward grade-level proficiency in the targeted domains. In fact, students whose data show that they are performing at or above grade level in the targeted domains will no longer receive the Tier 2 supplemental programming and instruction, and teachers will focus on progressing their achievement with the core instructional methods. On the other hand, students that are making progress but have not yet reached grade-level proficiency will continue to receive supplemental programming and instruction. For those students whose data show a lack of progress toward (or further regression from) grade-level proficiency, Tier 3 interventions will be recommended. Tier 3 interventions may include, but not be limited to, a change in intervention setting (i.e. pull-out vs. push-in), a change in the composition of the intervention group (e.g. a smaller-sized or more heterogeneous group), an increase in the frequency of intervention days and/or times, or the use of 1:1 instruction. For students whose data show a lack of progress despite the implementation of Tier 3 interventions, the ILT will use the data, in combination with the grade level team's insight and parental recommendation and approval, to determine whether the student may be in need of additional evaluations to receive a more individualized education plan.

As an integral part of its MTSS, G.O. B.I.G. is committed to using positive behavioral interventions and systems (PBIS). As a foundation for a strong school-wide PBIS implementation, G.O. B.I.G. scholars and staff will uphold the following core values: "Stay focused," "Hold yourself and others to high standards," "Invest in yourself and your community," "Never give up," and "Embrace excellence." These core values will be taught and embraced schoolwide. They will form the basis of the communal behavioral expectations for all G.O. B.I.G.'s students and staff members and in all G.O. B.I.G.'s educational, social, and residential spaces. Furthermore, G.O. B.I.G. will provide opportunities for positive behavior, in alignment with the school values, to be celebrated frequently throughout the year. An award ceremony will be held quarterly to celebrate not just academic achievement and progress but social contributions and behavioral improvement as well. Students will also be recognized by their cohorts daily as "Student of the Day" based on their academic, social, and civic contributions. Teachers will model behavioral expectations and school-wide routines for their cohorts, and positive compliance by all will be consistently expected, affirmed, and praised.

Teachers will use a positive behavior tracking system to track student behavior. A daily report on students' behavior will be communicated to parents via students' agendas. (For boarding students, behavioral reports will be communicated to parents daily via an online medium. Led by the Dean of Culture & Residential Life,



the ILT and grade level teams will review school-wide behavior data every six weeks to identify and celebrate those students that are meeting behavioral expectations by upholding the G.O. B.I.G. school values. The ILT and grade level teams will also identify those students that are not meeting expectations. Teams will review student data and discuss any probable causes for students' lack of progress (e.g. low attendance, change in the home environment, social conflict, etc.)

For students that are not meeting behavioral expectations, Tier 2 interventions will be implemented by teachers in the classroom. Such interventions may include the use of a frequent check-in/check-out (CICO), structured breaks, sensory tools, and the explicit teaching of conflict resolution skills, coping skills, relationship-building skills, and/or relaxation techniques.

Teachers will continue to use the available progress-monitoring tools (i.e. Class Dojo) to monitor students' progress toward meeting grade-level expectations. For students that continue to fall short of grade-level and school-wide expectations, Tier 3 interventions will be implemented both in and out of the classroom with the support of the members of the behavior management team led by the Dean of Culture & Residential Life. Such Tier 3 interventions may include the development and use of a behavior intervention plan, more frequent use of CICO, structured time-outs, peer mediation/social skills development groups, and/or the use of social stories to reinforce and build students' proficiency toward success with routines, procedures, and expectations. After the next 6-week term of progress monitoring, for any students that continue to fall short of meeting expectations despite the use of Tier 2 and Tier 3 interventions, the ILT will use the behavior progress monitoring data, in combination with the grade level team's insight and parental recommendation and approval, to determine whether the student may be in need of further evaluations to receive a more individualized behavioral plan.

By implementing the above MTSS cyclically throughout the year, G.O. B.I.G. will ensure that every student has a strong pathway to academic and socio-behavioral success. Furthermore, to holistically assess the effectiveness of G.O. B.I.G.'s MTSS, the ILT will complete an annual self-assessment of MTSS implementation (SAM). The ILT will collaborate with the district MTSS team to discuss the results of the SAM and their indications and to devise the next steps accordingly. Results will be shared with the board for their insight, accountability, and approval.



**Q43. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.**

As a New York State certified special education teacher, the founding vice-chair taught exceptional children in second through fifth grade in both self-contained and integrated settings. She has amassed extensive experience writing and evaluating IEP goals and has also supported ELLs students and students with 504 plans.

**Q44. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:**a. Methods for identifying EL students (and avoiding misidentification).b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students.c. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.d. Means for providing qualified staffing for EL students.

G.O. B.I.G. is committed to providing equitable access to a high-quality educational experience for all scholars. This includes those scholars that are identified as English language learners (ELL). G.O. B.I.G. believes, in conjunction with the US Department of Education and the Office of Civil Rights, that it is not enough to give students in need of English language support access to a high-quality education. Rather, equitable access is imperative, and such support requires the provision of strategic systems of ELL identification, English language instruction, ongoing progress monitoring, a clear method of program evaluation, and exit criteria for graduating students from the ELL program.

To ensure adequate support for all ELL students, the G.O. B.I.G. leadership team will administer a home language survey to all new incoming scholars prior to the start of the school year. The survey will be provided in both English and in Spanish. The leadership team will also conduct interviews with families of incoming students in the form of home visits prior to the students' arrival. Families will be provided with translators, if needed, through the school district and/or other available community resources. Family members, and possibly students when appropriate, may also serve as collaborative ELL team participants.

Students identified through the home language surveys and/or home visit interviews as being ELL students, students with LEP, or students that speak another language in addition to English at home will be administered the WIDA ACCESS test (Kindergarten) or the WIDA Screener (grades 1-5) at the onset of the school year. This assessment will help leaders and teachers identify and more fully determine which students will benefit from English language support services. Results of the placement test will be reported to students' families in English and in the home language that they have identified.



For ELL students that transfer to G.O. B.I.G. from another school, the ESL Coordinator, with the support of the ILT, will request the student's language proficiency scores within 30 days of the beginning of the school year or within 14 days after the onset of the school year. Transferred proficiency scores will be used to determine the student's ELL status. If language proficiency scores cannot be obtained within that time frame, then the ESL Coordinator, with the support of the ILT, will administer the WIDA Screener or WIDA ACCESS for ELLs 2.0 assessment to the student and use those results to determine or confirm a student's ELL status.

For students that are identified as ELL students or students with LEP, the ILT and grade-level teams, guided by the ELL support team, will use the proficiency level data from the WIDA screening test to plan differentiated levels of support for each scholar. The specific instructional practices and strategies that G.O. B.I.G. will employ to ensure academic success and equitable access to the core academic program for ELL students include, but are not limited to, the following:

- 1) The general education and ELL teachers' collaborative development of language objectives based on the WIDA Language Standards to facilitate ELL students' understanding of and success with their grade-level standards and objectives
- 2) The student's usage of online translators in the classroom to support reading and writing tasks
- 3) The use of peer partnerships to facilitate the ELL student's comprehension of classroom activities, and small-group instruction to provide ELL students with targeted academic and language support
- 4) The use of other evidence-based strategies within the Sheltered Instruction Observation Protocol model, such as providing ELLs (and all students) with sufficient wait time when asking them to answer a question, grouping students according to their academic language abilities, breaking the content into manageable components to allow ELL students a better opportunity to process, and empowering ELL students to use their home language to clarify unfamiliar concepts with a teacher or a peer if s/he can speak and/or understand



To monitor and evaluate the ongoing progress and success of ELL students, the WIDA MODEL test will be administered every quarter. Results from these tests will be shared with families, students, and across grade-level teams, and will be used, furthermore, to support the continuation or adjustment of instructional planning and strategies.

To determine students' readiness to exit the ELL program, ELL identified students will be administered the WIDA ACCESS for ELLs 2.0 annually until they are shown to have reached a proficient score, at which point they will no longer require or receive ELL support.

Ultimately, G.O. B.I.G. is and will be committed to ensuring the academic and social success of all its students, including ELLs and students with LEP. Most important for G.O. B.I.G.' success in this regard will be its dedication to continuing to uphold the following commitment: to embrace and promote the school-wide philosophy that our school environment (and, truly, the world at large) is made richer because of the inclusion, respect, equitable treatment, and appreciation of individuals with diverse languages, cultures, backgrounds, and beliefs.

**Q45. Explain how the school will identify and meet the needs of gifted students, including the following:**  
**a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.**  
**b. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.**

G.O. B.I.G. is committed to ensuring that all scholars have equitable access to a high-quality education. This includes G.O. B.I.G.'s academically and intellectually gifted (AIG) student population. To identify G.O. B.I.G.'s AIG students, the ILT, in concert with grade-level teams, will review baseline and interim assessments (as well as data from students' previous school if available), and data will be reported to the identified AIG students' classroom teachers, the AIG students themselves, and the AIG students' families to ensure complete accountability and support. Because research also shows that giftedness may manifest in creative ways, particularly among marginalized populations, G.O. B.I.G.'s instructional and support staff will also look for additional evidence of giftedness, such as social-emotional indicators that may present themselves diversely.



AIG students will be intentionally supported with enrichment opportunities in and outside of the classroom. Within the classroom, grade-level teams will use the North Carolina Academically or Intellectually Gifted Standards to create and implement enrichment opportunities and differentiated instructional strategies for their AIG students. Such opportunities and strategies include the formulation of personalized learning pathways through blended learning media; participation in flexible guided math, reading, and science groups that are ability-based rather than age-determined; and the use of differentiated instructional materials that raise the cognitive demand for AIG students according to the hierarchy of Bloom's taxonomy. G.O. B.I.G. AIG scholars will, furthermore, receive an enrichment plan to differentiate instruction and monitor progress toward academic goals. Outside of the classroom, G.O. B.I.G. AIG students will have the opportunity to participate in monthly STEM field lessons to push their intellectual processes as well as extracurricular enrichment programs, such as Junior Achievement.

The progress of AIG students will be formally and informally monitored through CASE 21 and other benchmark assessments; interim unit assessments; and in-class formative assessments. The ILT and grade-level teams will use the assessment data to inform the continuous adjustment of opportunities and strategies for G.O. B.I.G.'s AIG students to ensure that all students are purposefully challenged and strategically supported toward their academic and intellectual success.

### 9.3. Exceptional Children

**Q46. Identification and Records** Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.

To ensure that all scholars receive an equitable education, G.O. B.I.G. is committed to remaining fully compliant with the Individuals with Disabilities Act (IDEA) and the Child Find mandate, Section 504 of the Rehabilitation Act, and, general statutes. To help ensure compliance G.O. B.I.G. will hire a Director of Services for Exceptional Children (DSEC), for whom EC compliance will be a primary responsibility. G.O. B.I.G. will, additionally, hire EC teachers, as indicated in the budget, and contract vendors as needed (also allocated within the budget) based on the needs of our scholars. The DSEC with the support of G.O. B.I.G.'s leadership team will employ the following mechanisms to identify students that may enter with eligibility:

- The Every Child Accountability and Tracking System (ECATS), or a comparable state system which tracks student information across school and district boundaries within North Carolina



- Requesting complete academic records from prior school to review for indicators of EC/504 designation
- Enrollment packet documentation requesting copies of Individualized Education Program (IEP)/504's and asking families to self-identify.

When students are identified as having a 504 plan or IEP, the EC Specialist(s), classroom teacher(s), and school administrators will be responsible for reviewing and implementing the existing plan.

**Q47. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.**

In order to identify enrolled students that may be eligible for EC Services, G.O. B.I.G will implement the following mechanisms:

- An MTSS team will be formed within the ILT and will be facilitated by the Director of Services for Exceptional Children to collaboratively address the needs of students who display learning and/or behavioral challenges.
- All students will participate in high-quality core instruction and will receive evidence-based instruction and differentiation according to students' demonstrated needs. A multi-tiered support system will be used to help struggling students make progress.
- A student may be referred to the ILT 's MTSS team by a teacher or at the request of the parent/guardian. This serves to ensure that all students suspected of having a disability and need instructional accommodations and/or EC/and or related services are identified, located and evaluated. All requests will need to be submitted in writing.
- Ongoing assessments will be conducted during each 6-week intervention period to evaluate whether the student is responding to the interventions and to determine if the strategies have been successful. Only if the results of the informal and formal ongoing assessments show that the student is not positively responding to the interventions, and evidence exists that shows a disability may be the primary cause of the student's difficulties, the student's family will be notified so that a discussion may occur with the MTSS team



to discuss further support that can be provided, including an evaluation should the parent determine or agree that such an option is warranted in accordance with state policy NC 1503.

- After obtaining parental consent (or a written and dated request) for an evaluation, a comprehensive evaluation will be conducted within 90 days of the parent(s)/guardian(s)' written request. The evaluation will be performed by certified/licensed professionals that G.O. B.I.G. may contract for such services.
- Testing will include all areas related to the suspected disability, such as cognitive functioning, academic achievement, psychological processing, speech/language skills, medical information, social/emotional functioning, and results from vision and hearing screenings. Once testing is complete, an eligibility meeting will be held.
- If EC/related services are necessary, an IEP will be written.
- If the child needs accommodations, but not EC services, a 504 Plan will be written instead.
- It will be the responsibility of the IEP Team (the parent(s)/guardian(s), Director of Services for Exceptional Children, general education teacher(s), special education provider(s), evaluation specialist(s), and LEA representative) to jointly make placement decisions and ensure that the student's individual instructional needs are reflected in the IEP based on Free Appropriate Public Education (FAPE) and provisions of the least restrictive environment.

**Q48. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:**  
**a. Requesting Records from previous schools**  
**b. Record Confidentiality (on site)**  
**c. Record Compliance (on site)**

G.O.B.I.G. will use the following protocol to ensure detailed and accurate EC records and confidentiality:

- Record Request Forms will be used to request records from previous schools. Once the enrollment manager, the Executive Administrative Secretary, receives this signed form from the parent, it will be faxed to the student's previous school.



- If the records are not received in a timely manner, a follow-up attempt will be made with documentation of contact attempts.
- Student records will be maintained in locked cabinets in the office of the Director of Services for Exceptional Children. We will comply with the Family Educational Rights and Privacy Act (FERPA) and state policies related to reading, inspecting, and copying a student's educational records.
- In addition to cumulative files, separate files will be maintained for EC records and 504 Plans. These files will be accessible only by authorized individuals in accordance with state and federal policy, and authorized individuals will need to sign a confidentiality agreement and acknowledgment of student and family rights under FERPA prior to being granted access.
- EC files will be organized with the most current IEP forms on top. The previous years' forms will be arranged chronologically, in descending order, with initial placement documentation at the bottom of the file.
- All school employees will receive training from the Director of Services for Exceptional Children, at least annually, related to FERPA and the confidential nature of student records. Furthermore, all EC specialists and interventionists will receive compliance training from the DSEC in accordance with the Compliance Checklist published by DPI. This checklist will be used throughout the year as a self-evaluation tool, and should any areas of non-compliance be noted, the DSEC, with the support of the ILT, will take necessary steps to correct them.

**Q49. Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.**

G.O. B.I.G. is committed to ensuring that all scholars receive equitable access to a high-caliber education. In alignment with the mission of the Exceptional Children Division of NCDPI, we are further committed to ensuring the following: that "students with disabilities develop intellectually, physically, emotionally, and vocationally through the provision of an appropriate individualized education program in the least restrictive environment" (Source: <https://ec.ncpublicschools.gov/> (<https://ec.ncpublicschools.gov/>)). This means that G.O. B.I.G. will ensure that students with disabilities receive a Free and Appropriate Public Education (FAPE) and that students with Individualized Education Plans (IEPs) have access to a full



continuum of services – with special consideration given to providing such services in the context of a general education setting, to the maximum extent appropriate - in alignment with the guidelines of the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act.

**Q50. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?**

G.O. B.I.G. will use a variety of supports and services to facilitate meaningful participation and advancement toward grade-level proficiency for students with disabilities in the least restrictive environment. Such supports and services include (but are not limited to) specifically designed instruction (SDI), related services, pull-out services, accommodations, assistive technology, and modifications, all designed to help scholars with disabilities access, learn, participate in, and thrive with respect to the general education curricula.

**Q51. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).**

To help ensure that students with IEPs and 504 Plans receive a free and appropriate education (FAPE), within 30 days of the start of the school year, G.O. B.I.G.'s Director of Services for Exceptional Children (DSEC) will provide an "IEP/504 at a Glance" documents for the teachers of each incoming student and returning students with an IEP or a 504 Plan. These "At a Glance" documents will be one-page reference sheets that teachers must reference daily to inform how they will design their instruction to meet the identified instructional needs and learning requirements of their students with disabilities. To uphold G.O. B.I.G.'s school value of holding each other to high standards, instructional coaches will hold teachers accountable by including and asking teachers to complete an SDI component on their weekly lesson internalization plans. This way G.O. B.I.G. can ensure that all teachers, including general education teachers, are intentional in providing their students with disabilities with specifically designed instruction and free and appropriate education on a continual basis.

**Q52. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.**

G.O. B.I.G. also understands the importance of the role of an IEP team. The team will consist of a student's parents/guardians, general education teacher(s), an educator licensed to teach exception children, a representative of the LEA who is knowledgeable about the LEA's resources and is qualified to supervise the provision of specifically designed instruction for students with disabilities, a member of the ILT, any other related service personnel that may have instructional knowledge of or special expertise/insight regarding the student, and a translator, if necessary. The IEP team's formation and collaboration will help to ensure that a student's IEP contains a holistic and viable pathway toward the student's social and academic success.



G.O. B.I.G.'s Director of Services for Exceptional Children (DSEC) will ensure that all IEP meetings are held with annual consistency. Furthermore, the DSEC will oversee the quarterly completion of IEP Progress Reports. These reports will be completed by the student's teacher and related service providers with support, as needed, from the DSEC – and will be provided to parents/guardians (and translated into their native language when feasible if needed). This way all stakeholders – students included - can be assured that students are being provided with a fair, inclusive, and specifically designed instructional plan to meet their exceptional learning needs. Parents/guardians will have the right, and be encouraged, at any time to request an IEP review meeting or initial evaluation to discuss, adjust, and/or initiate the process toward developing their student's IEP.

G.O. B.I.G.'s DSEC will also facilitate the holding of annual 504 review meetings for families of students with a 504 Plan so that all stakeholders can revisit the student's 504 plan and be aligned in their understanding of how the student can best be serviced in alignment with her 504 plan requirements. Parents/guardians will also be encouraged by the DSEC to request a 504-plan re-evaluation at a minimum of every three years in order to adjust as needed based on their child's most current medical needs and curricular/extracurricular experiences.

**Q53. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.**

G.O. B.I.G. believes that all students deserve to have equitable access to great educational opportunities. As such, G.O. B.I.G. will not discriminate against or refuse lottery participation or subsequent admission to any students on account of their disabilities. G.O. B.I.G. is committed to hiring highly-qualified EC personnel and will revisit the budget as needed to develop its EC Services Team and accommodate the needs of G.O. B.I.G.'s exceptional children.

#### **9.4. Student Performance Standards**

**Q54. Describe the student performance standards for the school as a whole.**

G.O. B.I.G.'s mission is to provide immersive STEM educational programming for girls, fostering their academic achievement, entrepreneurial mindset, character development, and social responsibility, ultimately preparing them for college and the world beyond. As such, G.O. B.I.G. is committed to holding staff, teachers, and students to high standards of rigor in academic and instructional excellence.

**Q55. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction**



**and improve the curriculum over time for the benefit of students.**

G.O. B.I.G. will use a variety of assessment and strategies to ensure that teachers, guardians, and students can celebrate students' learning successes and adjust their instruction to accommodate students' progress toward college and career readiness in alignment with the CCSS, the NGSS, and the North Carolina Standard Course of Study. Such assessments and strategies include, but are not limited to, the following: Istation reading assessments to determine students' reading profile as well as to measure students' reading growth; formative classroom assessments such as guided reading running records, small-group discussions, group and individual presentations, writing assignments, class discussions, teacher- and peer-guided questioning, Socratic seminars, and aggressive monitoring; weekly assessments in alignment with the CCSS, the NGSS, and the NC Standard Course of Study to determine students progression toward unit goals and college and career readiness; interim assessments in the form of CASE Assessments for K-5; summative assessments in the form of the NC Beginning of Grade Assessment, End of Grade Assessment, and Read to Achieve portfolios for 3<sup>rd</sup> grade; the NC End of Grade Assessments for 4<sup>th</sup> (math and ELA) and 5<sup>th</sup> (math, ELA, and science) grades; and STEM-based learning cohort project presentations.

Every 6 weeks, the school leaders will meet, in conjunction with EC specialists and grade-level teams, to compile and analyze the data from these assessments and will communicate a breakdown of the data – students' current strengths, what new information students are ready to learn, and focal areas for students' collective and individual growth - to the scholars' families. Grade level teams will then collaborate with families, using the data to set 6-week learning plans with goals for scholars in math, science, and reading. During this 6-week instructional interim, all teachers will use evidence-based practices and instructional strategies to guide all students toward mastery.

**Q56. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.**

At the start of the school year, as part of the enrollment and onboarding process, a Parent/Guardian Handbook will be provided to scholars' families. Included in the handbook will be an outline of the promotion criteria for each grade. Parents/guardians will be required to sign and return within two weeks of their enrollment a formal acknowledgment of their receipt and understanding of, as well as their agreement with, the handbook content, including the criteria for promotion to each grade. The handbook will be made available in Spanish to accommodate the numerous Spanish-speaking families that we anticipate will be represented among G.O. B.I.G.'s target areas. (G.O. B.I.G.'s leadership team will also commit to facilitating the translation of the handbook (and all other parent/guardian communication) into another language as feasible if needed.)



Furthermore, at the end of each benchmark period (6-weeks), grade-level teams, in concert with the ILT, will provide parents/guardians with written notification of their student's progress, including assessment results; student's level of progress (unsatisfactory, on-target, accelerated) towards EOY grade-level

proficiency; and instructional support activities to use at home.

### Promotional Criteria

For promotion to the next grade, kindergarten scholars will need to demonstrate grade-level proficiency in reading and math.

In reading kindergarten students will need to do one or both of the following: 1) achieve a level D or higher as demonstrated by guided reading running records and 2) demonstrate grade-level proficiency on average through other used benchmark assessments.

In math, kindergarten students will need to demonstrate grade-level proficiency, on average, through the previously outlined diagnostic, formative, interim, and summative assessments.

For promotion to the next grade, 1<sup>st</sup>-grade scholars will need to demonstrate grade-level proficiency in reading and math. In reading 1<sup>st</sup>-grade scholars will need to do one or both of the following: 1) achieve a level I or higher as demonstrated by guided reading running records and 2) demonstrate grade-level proficiency on average through other used benchmark assessments.

In math, 1<sup>st</sup>-grade students will need to do demonstrate grade-level proficiency, on average, through the previously outlined diagnostic, formative, interim, and summative assessments.

1<sup>st</sup>-grade students that are not on-track toward demonstrating grade-level proficiency in reading - as indicated by the previously outlined diagnostic, formative, interim, and summative assessments - will be considered "at-risk," and parents/guardians will be encouraged to enroll these scholars in the summer reading camp provided by the LEA. A reading camp letter of recommendation will be provided to



parents/guardians in a timely manner (no later than the end of the second quarter of the year) in English and Spanish (or another language if needed when feasible) to ensure that they have adequate time to respond and to receive school and/or district support with reading camp enrollment and planning.

For promotion to the next grade, 2<sup>nd</sup>-grade scholars will need to demonstrate grade-level proficiency in reading and math. In reading 2<sup>nd</sup>-grade scholars will need to do one or both of the following: 1) achieve a level L or higher as demonstrated by guided reading running records and 2) demonstrate grade-level proficiency on average through other used benchmark assessments.

In math, 2<sup>nd</sup>-grade students will need to demonstrate grade-level proficiency, on average, through the previously outlined diagnostic, formative, interim, and summative assessments.

2<sup>nd</sup>-grade students that are not on-track toward demonstrating grade-level proficiency in reading - as indicated by the previously outlined diagnostic, formative, interim, and summative assessments - will be considered "at-risk," and parents/guardians will be encouraged to enroll these scholars in the summer reading camp provided by the LEA. A reading camp letter of recommendation will be provided to parents/guardians in a timely manner (no later than the end of the second quarter of the year) in English and Spanish (or another language if needed when feasible) to ensure that they have adequate time to respond and to receive school and/or district support with reading camp enrollment and planning.

For students in grades 3-5, G.O. B.I.G. will use the NC Accountability Standards to help determine promotion to the next grade. For promotion to the next grade, 3<sup>rd</sup>-grade students will be required to pass the NC Reading EOG; demonstrate proficiency on an alternate assessment, such as the Read-to-Achieve exam; demonstrate proficiency through the Read-to-Achieve portfolio process; have good cause exemptions, such as the special consideration that is given to ELL students, students with LEP, and students with an IEP; or have been retained more than once in grades K-3.

Students that are not on-track toward demonstrating proficiency will be considered "at-risk" of retention, and parents/guardians will be encouraged, prior to their scholar's retention, to enroll these scholars in the summer (or off-session) reading camp provided by the LEA. A reading camp letter of recommendation will be provided to the parents/guardians of at-risk students in a timely manner (no later than the end of the second quarter of the year) to ensure that they have adequate time to respond and to receive school and/or



district support with reading camp enrollment and planning. (A reading camp recommendation letter will also go out, once again, at the end of the year to parents/guardians of students that demonstrate EOY grade-level proficiency through an alternative evaluation method, such as the Read-to-Achieve test or a cumulative portfolio.)

For at-risk 3<sup>rd</sup>-grade students, the school leader will make the initial determination of promotion, based on the recommendations of the ILT and the grade-level teams, and will submit the promotion determination in writing to the superintendent for final approval. 3<sup>rd</sup>-grade scholars that are retained will receive supplemental and/or intensive reading support from intervention specialists and/or their classroom teacher(s). Furthermore, any retained label students that demonstrate grade-level reading proficiency by November 1<sup>st</sup> will be considered for, with facilitation by the ILT and grade-level teams, a midyear transition from a retained reading label to a 4<sup>th</sup>-grade reading label. The consistent and committed use of the MTSS will help to ensure that transitioned students continue to demonstrate (through the previously outlined assessments) sustainment of grade-level proficiency.

For promotion to the next grade, 4<sup>th</sup>-grade scholars will be expected to pass the NC Reading and NC Math EOGs. If a scholar does not pass either the NC Reading or the NC Math EOG, then her holistic performance, as conveyed by her achievement (or growth) on the previously outlined diagnostic, formative, interim, and summative assessments, will be taken into consideration by the ILT, with recommendations from grade-level teams and parental input, to make a final determination regarding her promotion. If the student has, on average, throughout the year demonstrated grade-level proficiency by meeting or exceeding grade-level proficiency, as demonstrated through the previously outlined assessments, then she will be recommended for promotion. If the student has not, on average, demonstrated grade-level proficiency throughout the year by meeting or exceeding grade-level standards, as demonstrated through the previously outlined assessments, then she will be not recommended for promotion.

For promotion to the next grade, 5<sup>th</sup>-grade scholars will be expected to pass the NC Reading, NC Math, and NC Science EOGs. If a scholar does not pass the NC Reading, NC Math, or NC Science EOG, then her holistic performance, as conveyed by her achievement (or growth) on the previously outlined diagnostic, formative, interim, and summative assessments, will be taken into consideration by the ILT, with recommendations from grade-level teams and parental input, to make a final determination regarding her promotion. If the student has on average throughout the year demonstrated grade-level proficiency by meeting or exceeding grade-level proficiency, as demonstrated through the previously outlined assessments, then she will be



recommended for promotion. If the student has not, on average, demonstrated grade-level proficiency throughout the year by meeting or exceeding grade-level standards, as demonstrated through the previously outlined assessments, then she will be not recommended for promotion.

ELL students and students with LEP in grades K-2 will be recommended for promotion to the next grade level if they have demonstrated growth toward English-language proficiency, as validated by their teachers' observations of students' in-class progress with the WIDA Language Standards as well as students' achievement/growth scores on the quarterly WIDA MODEL tests. Teachers will report WIDA MODEL scores to parents/guardians and will collaborate with the ESL Coordinator to adjust and plan EBPs to facilitate ELL students' progress toward English-language proficiency. Results from these tests will also be used to determine students' eligibility for state-approved testing accommodations on the EOGs. (ELL students and students with LEP that 1) have an IEP that outlines a significant cognitive disability and 2) have ACCESS for ELLs 2.0 scores of N/A across any domain or a composite score of less than 2.0, and/or 3) have WIDA Screener proficiency level results of 1 in all applicable domains will be given the opportunity to take the Alternate Access for ELLs.)

Source: <http://www.ncpublicschools.org/docs/accountability/policyoperations/lep/testing-students-identified.pdf> (<http://www.ncpublicschools.org/docs/accountability/policyoperations/lep/testing-students-identified.pdf>)

ELL students and students with LEP in grades K-5 will also be administered the WIDA ACCESS for ELLs at the end of each year to monitor their progress with learning academic English. This assessment will evaluate students' development in the four language domains of listening, speaking, reading, and writing, and will fulfill the federal requirements of the "Every Student Succeeds Act" (ESSA) for monitoring and reporting students' progress toward English Language proficiency.

G.O. B.I.G. ELLs students and students with LEP in grades K-2 will not be retained due to their limited English proficiency. ELL students and students with LEP in grades 3-5 will 1) participate in statewide testing in alignment with the NC Accountability Standards and 2) will receive appropriate accommodations when needed (e.g. if a student has scored less than 5.0 ("Bridging") on the WIDA Screener/ACCESS for ELLs.) In the first and second years of an ELLs student's arrival to the U.S., state testing results will be included in the school report card but not in the state accountability system.



After participation in state testing, parents/guardians of ELLs and students with LEP will receive an individual student report (ISR) in their home language, when feasible, to better understand their students' scores. G.O. B.I.G. teachers, with support from the ILT and ESL Coordinator, will use ongoing and end-of-year assessment data from ELLs and students with LEP to inform/adjust student's English Language plan. However, regardless of their testing performance, the school leader will not retain students with less than 2 years of ESL instruction due to their limited English proficiency unless there is a compelling rationale for their retention.

Students with IEPs in grades 3-5 will participate in end-of-grade testing according to the North Carolina Accountability Model. However, promotion for exceptional children will be determined by their progress toward achieving their year-long learning goals as outlined within their IEP.

The ILT will collaborate with grade-level teams, IEP teams, and ESL personnel, as well as communicate with students' parents/guardians, to review assessment scores, progress reports, and other evaluative methods mentioned in the above criteria and make recommendations for retention or promotion. Ultimately, however, final decisions regarding promotion and/or retention will be made by the school leader (or district superintendent (as in the case of 3<sup>rd</sup> grade)) as outlined by North Carolina law.

**Q57. Provide the public charter school's exit standards for graduating ALL students. These standards should set forth what students in the last grade served will know and be able to do. Be sure to include plans for students at risk of dropping out.**

G.O. B.I.G.'s mission is to provide immersive STEM educational programming for girls, fostering their academic achievement, entrepreneurial mindset, character development, and social responsibility, ultimately preparing them for success in college and the world beyond. This means that G.O. B.I.G. will work hard to ensure that its graduating scholars are prepared for continual academic, social, civic, and entrepreneurial success. Such success will not only be measured by their achievement on formal and informal academic assessments or their proficiency on the NC EOGs but also by evidence of their holistic intellectual and social development.

For promotion to the next grade, 5th-grade scholars will be expected to pass the NC Reading, NC Math, and NC Science EOGs. If a scholar does not pass the NC Reading, NC Math, or NC Science EOG, then her holistic performance, as conveyed by her achievement (or growth) on the previously outlined diagnostic, formative,



interim, and summative assessments, will be taken into consideration by the ILT, with recommendations from grade-level teams and parental input, to make a final determination regarding her promotion. If the student has on average throughout the year demonstrated grade-level proficiency by meeting or exceeding grade-level proficiency, as demonstrated through the previously outlined assessments, then she will be recommended for promotion. If the student has not, on average, demonstrated grade-level proficiency throughout the year by meeting or exceeding grade-level standards, as demonstrated through the previously outlined assessments, then she will be not recommended for promotion.

All G.O. B.I.G. stakeholders, in collaboration with students and their families, will work hard throughout the course of a G.O. B.I.G. scholar's tenure to ensure that she receives support within her cohort and can fully take ownership of, and be successful with, the exit standards above. For any 5th-grade scholar that is found throughout the year to be "at-risk" of not meeting academic promotional criteria, intensive supports in the form of Tier 2 and/or Tier 3 interventions will be employed and progress-monitored as part of the MTSS to better set the "at-risk" student up for end-of-year success. Parents/guardians will, furthermore, be notified of student's standing at the end of each data cycle so that they can fully be aware of their child's progress with fulfilling the exit criteria and achieving grade-level standards.

## 9.5. School Culture and Discipline

### Q58. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development

The mission of G.O. B.I.G. is to provide immersive STEM education for girls, fostering their academic achievement, entrepreneurial mindset, character development, and social responsibility. This means that we are beholden to uphold our scholars to high expectations in order to aid in their character development and sense of civic responsibility with the ultimate end of empowering our students to live full lives and be leaders in their school and home communities and change agents in the world at large.

### Q59. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.

In conjunction with the PBIS component of the MTSS, G.O. B.I.G. will also use the research-based Responsive Classroom approach to promote effective discipline. All G.O. B.I.G. staff will be intensively trained, during summer professional development sessions led by the school leader, in the Responsive Classroom approach to effective discipline and behavior management. The Responsive Classroom approach is centered on the belief that students need to learn a set of social and emotional competencies, and students' learning environment needs to be developmentally responsive to their strengths and needs.



To aid in students' character development from the onset of the school year, G.O. B.I.G. is committed to modeling for students, and instructing them in, the requisite skills for working productively across learning styles and across racial, religious, and ethnic lines - a skillset that will, ultimately, become more and more critical with the continued globalization of the STEM industry.

**Q60. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:**  
**a. Practices the school will use to promote effective discipline.**  
**b. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.**  
**c. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.**  
**d. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.**

G.O. B.I.G. will use a leveled behavior system to help students more clearly understand the consequences for, and take ownership of, their actions. G.O. B.I.G. will work hard, through the modeled Responsive Classroom lessons presented in student cohorts and school-wide BOUNCE sessions, as well as the continual support that is given to students in their weekly one-on-one student-teacher conferences, to ensure that students understand G.O. B.I.G.'s academic and social expectations. Ultimately, our goal will be to minimize the need for student suspensions and, thus, work in contrast to the current statistics, which show that as the population of non-white students increases in NC so does the rate of short-term suspension.

Source: [www.youthjusticenc.org](http://www.youthjusticenc.org) (<http://www.youthjusticenc.org/>)

Level 3 Behaviors are those behaviors that cause significant disruption to the academic environment or cause harm to self or others. Level 3 behaviors may result in a short-term suspension (less than 10 days) either on-site or off-site:

- Stealing from a teacher or a student: G.O. B.I.G. scholars will be taught that in our community, we respectfully ask for what we want or need. We value each other's property and use each other's resources with permission and gratitude. This way we continue to maintain the trust that we need to keep our community safe and thriving.
- Bullying: G.O. B.I.G. scholars will be taught that everyone in our community is worthy of respect and love. This means that we must speak to each other kindly and use our words and actions to encourage one another and build one another up.



- Defacing school, classroom, or student property: G.O. B.I.G. scholars will be taught that our civic responsibility is to change our community and the world for the better. This means that we always show gratitude by taking care of our communal properties and leaving spaces, places, people, and ideas better than we found them.
- Threatening a student or teacher: G.O. B.I.G. scholars will be taught that everyone in our community is worthy of respect and love. This means that we speak to each kindly, and we use our words and actions to encourage one another and build one another up. Just as we desire for us all to *be* safe, it is equally important that we strive for everyone to *feel* safe.
- Fighting: G.O. B.I.G. scholars will be taught that in our community, we show love by respecting each other's body and keeping each other safe.

Behaviors that can result in long-term suspension (greater than 10 days) include the following:

- Repeated fighting
- Setting off the fire alarm without cause
- Possession of tobacco, drugs/alcohol, and/or weapons
- Sexual activity/assault
- Gang-related activity
- Extreme harm to self or others

G.O. B.I.G. scholars will be taught that level 4 behaviors cause extreme breaches in the security, growth, and development of our community. These breaches are often difficult to repair because they disrupt relationships and break down trust. Level 4 behaviors require that severe steps be taken to restore a sense of safety and trust.

G.O. B.I.G. will not expel any scholars under the age of 14 in accordance with state law.

G.O. B.I.G. will consider the rights of our students with disabilities (SWD) in accordance with Section 1415 of the IDEA regarding actions that may or must lead to suspension and/or expulsion. If an SWD receives a suspension consequence for committing one of the behavioral infractions outlined above, then her parents/guardians will receive written notification no later than the date on which the decision to take



disciplinary action is made. The school's leadership team, with support from the Director of Services for Exceptional Children, will also make parents/guardians aware of their rights and their child's rights, as well as all procedural safeguards, afforded to them under Section 1415 of IDEA.

Additionally, if an SWD receives a suspension term lasting longer than 10 days, then a manifestation determination (MD) meeting will be held within 10 days to determine if the conduct was a manifestation of the child's disability. This will be determined by the IEP team. If the IEP team determines that the student's behavior was a result or manifestation of her disability, then the team will conduct a functional behavioral assessment and implement a behavioral intervention plan or review the existing behavioral intervention plan to make modifications. The scholar will then return to school unless the IEP team and LEA, in collaboration with the scholar's parents/guardians find that a change of placement is in the scholar's best interest.

In such a circumstance (e.g. possession of a weapon; illegal drug usage, sales, or solicitation on school premises or functions; inflicting serious bodily injury on another person on school premises or at school functions), G.O. B.I.G. will work with the district to arrange for the scholar to be placed in an interim alternative educational setting (for no more than 45 school days), but she will continue to receive related services to ensure that she advances in the general education curricula, progresses toward meeting her IEP goals, and receives support to develop her social skills and address her behavioral needs.

As part of the on-boarding and enrollment process, parents/guardians will receive a copy of the Student Handbook, which will include the policies and procedures regarding due process rights for SWD (as outlined above) and the grievance procedure for when a student is suspended\*.

To file a grievance upon receipt of a notice of suspension, all parents/guardians must take the following course of action:

1. The parent(s)/guardian(s) must contact the Dean of Culture and Residential Life (DCRL) within 24 hours of the date of the written notice of the student's suspension to arrange a formal conference to express the grievance. A conference with the DCRL, parent(s)/guardian(s), and student's teacher(s) will be scheduled within 3 school days of the request and will be held no later than 5 school days after the request.



2. If the matter is not resolved, then the parent(s)/guardian(s) will have the right to request a conference with the school leader. This request must be submitted to the school leader in writing no later than 24 hours after the initial grievance conference.
  
3. The school leader will then schedule a conference with the parent(s)/guardian(s) within 5 school days of the receipt of the written request and will be held no later than 10 school days after the receipt of the request. The parent(s)/guardian(s) will be encouraged to bring any supporting representatives (e.g. a parent advocate, translator, LEA personnel, etc.) to the conference. The DCRL and the student's teacher(s) will also be required to attend.
  
4. If the matter is not resolved, then the parent(s)/guardian(s) will have the right to appeal and request a conference with the school board. This request must be submitted to the school leader in writing no later than 24 hours after the second conference.
  
5. A final conference with the school board will be then scheduled within 5 school days of the receipt of the written request and will be held no later than 10 school days after the receipt of the request. Again, the parent(s)/guardian(s) will be encouraged to bring any supporting representatives (e.g. a parent advocate, translator, LEA personnel, etc.) to the conference. The DCRL and the student's teacher(s) will also be required to attend.
  
6. On the matter of the dispute, and after hearing the grievance and reviewing all supporting evidence, the school board will vote, and the decision of the board, requiring a majority consensus, will be considered final unless there is a compelling need for further consideration by the district or the LEA.

(\*During the grievance process, a student's suspension term will be recessed until the end of the grievance procedure. However, all suspended students must serve at least one day of suspension before their suspension term may be paused.)

## 9.6. Certify



Q61. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application

Yes

No

Q62. Explanation (optional):



## 10. Governance and Capacity

### 10.1. School Governing Body

#### Q63. Name of Private Non-profit

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

Great Opportunity, Inc.

#### Q64. Mailing Address

7001 Grand Summit Blvd., Apt. 7331, Concord, NC 28027

#### Q65. Street Address

N/A

#### Q66. City/State/Zip

N/A

#### Q67. Phone (xxx-xxx-xxxx)

(704) 835-8698

#### Q68. Fax: (xxx-xxx-xxxx)

N/A

#### Q69. Name of Registered Agent and Address

North Carolina Registered Agent, 4030 Wake Forest Road, Suite 349, Raleigh, NC 27609

#### Q70. The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status.

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

Yes

No

N/A. The applicant is a tax-exempt municipality

#### Q71. If applicable, attach Appendix F Federal Documentation of Tax-Exempt Status

#### Q72. Federal Tax ID:



84-1733406

## 10.2. Governance

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

**Q73. Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization**

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

Resources :



Evidence :


Initial Members of the Nonprofit...

**Q74. Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator**

The board will operate as the governing structure of G.O. B.I.G. and will work diligently to ensure that G.O. B.I.G. maintains compliance and adheres to all federal, state, and local regulations. The term for each board member will be one year, and the positions are as follows: Chair, Vice-Chair, Treasurer, Secretary, and Member. The board will concentrate on monthly meetings, securing an establishment, utilizing resources and fundraising, committee building, and policy creation and/or revisions. The board will, furthermore, monitor operational and academic goals, evaluate, maintain and/or adjust the annual budget as needed for the overall success of the school and recruit new board members that will enhance the school. The school leaders and the board will have a transparent relationship, notifying either party of any conflicts and/or potential conflicts that may arise and impact either entity. The board is prepared to hire the lead administrator once the charter school has been approved. The board will also hire School Operations Administrator (SOA). The SL and the SOA will constitute the Administrative Leadership Team (ALT), which



will be responsible for hiring additional staff members. The board will monitor the ALT thoroughly and will review each member's performance quarterly to determine the team's effectiveness in progressing the school toward meeting its annual goals.

**Q75. Describe the size, current and desired composition, powers, and duties of the governing board**

The governing board currently consists of seven members. In accordance with the established bylaws, the present and future board may consist of no less than three and no greater than eleven directors. All corporate powers shall be exercised by or under the authority of the board, and the affairs and oversight of G.O. B.I.G. shall be reported to and evaluated by the governance board, except as prohibited by law.

**Q76. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.**

The collective skills and areas of expertise that are currently encompassed on the board secure the education and operations of the school and its success in areas such as but not limited to land and real estate, roofing, legal compliance, campaigning, establishing and maintaining connections with the community, elementary education, higher education, multicultural education, curriculum and instruction, networking, general contracting, food and nutrition, facility operations, curricular design, instructional coaching, tactical military security, business, entrepreneurship, health, and wellness. The board will continue to grow and encompass more individuals, including parents, that will help to ensure the strong and successful operation of the school.

**Q77. Explain how this governance structure and composition will help ensure that a. The school will be an educational and operational success; b. The board will evaluate the success of the school and school leader; and c. There will be active and effective representation of key stakeholders, including parents.**

The board's governance structure and composition will help ensure that the school operates with sound fiscal oversight, abides by ethical and legal practices, and maintains highly effective leadership. The board will evaluate the success of the school's ALT on a quarterly basis as demonstrated by the school's progress toward meeting its annual goals. The ALT will also provide monthly updates to the board. These updates will include reports regarding the concerns, initiatives, and successes of the Parent-Teacher Organization. This way active and effective representation of key stakeholders, including parents, is maintained.

**Q78. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?**

The Board Chair and Vice-Chair have played a critical role in recruiting founding board members. Through their professional and personal connections, the Chair and Vice-Chair recruited individuals that are capable of abiding by the bylaws; encompass a diverse set of managerial skills, expertise, experience in various fields; are passionate about education and social justice; and are willing to contribute financially and professionally to the success of the school.



For vacant positions on the board, within two weeks of that position's vacancy, board members will discuss potential recruits to fill that position and analyze the board itself to identify any other gaps that may need to be addressed at that time. Once all recommendations have been entered, two to four weeks will be allotted to determine and vote on a replacement. A questionnaire will be given to potential candidates to assist the board in identifying any potential conflict(s) of interest. Then, board candidates will experience a full day on the school's campus to understand the importance and impact we make as board members. Once these steps have been followed, a vote will be held, and the candidate will be selected. The selected candidate will be appointed to their role and will make a monetary contribution to the school. Then that person will serve out the rest of the term in the role for which she or he was elected.

**Q79. Describe the group's ties to and/or knowledge of the target community.**

The Board Vice-Chair, Crystal Pemberton, has served as an educator in Charlotte for four years. She is committed to continuing to meet the needs of the families and students in the Charlotte community. Erin Howe, the Board Chair, has been a Charlotte resident for ten years. She has served as a Guardian ad Litem and Parent Voice Advocate for Charlotte families, especially families with children with exceptional needs. LaDeidre Matthews currently practices law in the Greater Charlotte area, and Charmaine Steele is a realtor with substantial knowledge of the Greater Charlotte area.

**Q80. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.**

According to the bylaws established, the board will convene monthly. Additionally, in the month of June, an annual retreat will occur at which the board will meet with the school's ALT to discuss the outcomes of the ending school year and refine plans for the upcoming school year.

**Q81. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.**

All new and current board members will go through repeated training on the bylaws, board meeting protocol, member/director roles and responsibilities, open meetings law, charter laws, and conflicts of interest. On-going professional development for all board members is a requirement. Professional development may include annual governance training, STEM and/or boarding school visits, community outreach, leading for equity, marketing, fundraising, and budget management.

**Q82. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts**



In accordance with the Conflict of Interest Policy, in connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board-delegated powers considering the proposed transaction or arrangement. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, that individual will leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, then the governing board or committee will determine by majority vote whether the transaction or arrangement is in the school's best interest and whether it is fair and reasonable. Currently, there are no existing relationships that could pose actual or perceived conflicts if the application is approved.

**Q83. Explain the decision-making processes the board will use to develop school policies.**

A school survey will be given to all staff, parents/guardians, students each quarter to obtain any requests and/or concerns. The ALT will review recommendations and will present the board members with all requests, data, and/or circumstantial evidence to support that a policy may need revising or a new policy need be implemented. The board will review the information provided. If the board determines that a policy change or revision is indeed in order, the board or board's policy committee will draft the policy with the support of legal counsel. The board will then reconvene, review the drafted policy, and vote to accept or reject the policy and/or policy revision(s). The ALT will meet with all staff of the school, displaying transparency, and present the order(s) given by the board of directors for what is deemed most appropriate for the vision, mission, success, and operations of the school's forward movement.

**Q84. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.**

G.O. B.I.G. strongly believes in having strong ties within the community. One way that this can be achieved is with the development of a School Advisory Council (SAC) comprised of parents, community members, and staff, and will be reflective of our school's demographics. The SAC will be developed in year one of the school's operation and will be responsible for identifying and increasing opportunities for parent engagement, fundraising in support of school initiatives, hosting community events, and other supportive initiatives. The SAC will report to the school leader and assistant school leader monthly.

**Q85. Discuss the school's grievance process for parents and staff members**



Parent/Guardian or staff complaints or concerns should try to be resolved with the relevant individual through discussion within five business days of the matter's occurrence. If the parent/guardian is unable to speak in person with the individual with whom s/he has the dispute, then the parent/guardian should email and/or leave a voice message for that individual and then wait twenty-four hours before attempting to contact that individual once again. Furthermore, if the parent's/guardian's or staff's concerns cannot be resolved satisfactorily at this level, then the parent/guardian or staff member should contact the person that evaluates the individual's performance.

If the complaint or concern still cannot be resolved to satisfaction, then the parent/guardian or staff member should schedule a meeting with the school leader and attempt to resolve the concern. Whenever possible, within five business days, the school leader will attempt to schedule an Administrative Review, during which both parties will have the opportunity to express their concerns. When feasible, within twenty-four hours of the Administrative Review, the school leader will decide how the matter should be resolved and will provide each party with written notice of his/her decision.

If the concern is still not satisfactorily resolved – and, furthermore, the parent/guardian or staff member believes that the decision or antecedent situation constitutes a violation, misappropriation, or misinterpretation of a federal or state law, policy, regulation, and/or procedure – then the parent/guardian or staff member may file a formal written grievance to the Board within five business days of receipt of the school leader's written decision statement. The written grievance to the Board should specify the details of the concern and the basis for the grievance.

Not more than ten business days after receipt of the written grievance, the Board will notify the grieving party of receipt of his/her formal grievance and will schedule a closed meeting (unless otherwise warranted or requested by the grieving party) to review the grievance and discuss the alleged concerns. The Board will notify the grieving party of the date, time, and location of the meeting and of his/her right to appear before the Board and voice his/her concerns. After meeting, the Board president will submit a final written decision to the school leader and grieving party. The Board's decision regarding the matter will be considered final unless the Board deems that further investigation by an outside party is warranted.

#### Q86. [Attach Appendix G Organizational Chart](#)

- A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any



outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils).

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

Evidence :


GO BIG Charter Appendix G.pdf

**Q87. Attach Appendix H Charter School Board Member Information Form and Resume**

- A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form

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

Resources :



Evidence :


Charter School Board Member In...


GO BIG Charter Appendix H.pdf


Charter School Board Member In...


ResumeCharterBoard_La-Deidre ...

**Q88. Attach Appendix I Charter School Board Member Background Certification Statement and Completed Background Check for Each Board Member**

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

Resources :



Evidence :



  
GO BIG Charter Appendix I.pdf

  
Board Member Background Che...

  
GO BIG CI Report\_Diamond How...

  
GO BIG CI Report\_LaDeidre Matt...

  
Board Member Background Che...

Q89. [Attach Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality](#)The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

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

Evidence :

  
GO BIG Charter Appendix J.pdf

Q90. [Attach Appendix K Articles of Incorporation or Municipal Charter](#)If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.If the applicant is a municipality, attach a copy of the municipal charter.

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

Evidence :

  
GO BIG Charter Appendix K.pdf

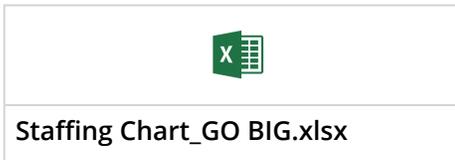
### 10.3. Staffing Plans, Hiring, and Management

Q91. [Projected Staff](#)Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

Resources :



Evidence :



**Q92. Staffing Plans, Hiring, and Management.** Explain the board's strategy for recruiting and retaining high-performing teachers.

The board members of G.O. B.I.G. are committed to recruiting and retaining high-performing teachers. Specifically, the G.O. B.I.G. board will hold the school leader responsible for actively seeking, pursuing, hiring, and ensuring the development of a diverse team of teachers that are college-graduates, dynamic teacher-leaders, collaborative team-players, dedicated learners, mission-driven, and deeply invested in preparing all students for academic, social, and entrepreneurial success.

G.O. B.I.G. is committed to the equal treatment of all individuals. In all hiring endeavors, G.O. B.I.G. and its leadership will not discriminate against any individual based on race, color, gender, sexuality, ability, age, religion, or national or ethnic origin. In addition to posting available positions on G.O. B.I.G.'s website, the board will assist the school leader in making use of online hiring and social networking platforms, including but not limited to the following:

Facebook.com

Twitter.com

Instagram.com

Indeed.com

LinkedIn.com

Monster.com

ZipRecruiter.com



Glassdoor.com

TeachingJobs.com

EducationAmerica.net

Snagajob.com

k12jobspot.com

SimplyHired.com

Teach.com

StemJobs.com

Additionally, the board will assist the school leader in creating and/or maintaining partnerships with helpful teacher sourcing organizations, such as “The National Coalition for Girls’ Schools,” “Teach for America,” and “Troops to Teachers” (an organization whose goals are to assist transitioning service members and veterans in beginning new careers as K-12 teachers in public, charter, and Bureau of Indian Affairs schools; to reduce veteran unemployment; to increase the number of male and minority teachers in the classroom; and to address national teacher shortage concerns in K-12 schools that serve low-income families in the critical subjects of STEM, EC, foreign language, and career-technical education.) The school leader will also seize opportunities to participate in local and online hiring fairs when possible.

In alignment with the recommendations of current research, to ensure that highly-qualified teachers are retained, the board will collaborate with the school leader to ensure that teachers receive fair compensation and benefits, ongoing professional development, instructional/behavioral support, opportunities for leadership development, ongoing and transparent communication and collaboration with administrative leaders, positive and purposeful interactions with and support from administrative staff, formal and informal opportunities to make decisions and provide feedback, opportunities to build deep and meaningful partnerships with their colleagues, and frequent positive school-wide and individual recognition.

**Q93. If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is**



**currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader**

At G.O. B.I.G. the role of the School Leader (SL) will be to operationalize and make contagious, through dynamic leadership and meticulous management, the vision and mission of the school. The responsibilities of the SL will include, but not be limited to, the following: serving as a liaison between school staff and the school board; providing exemplary leadership to all members of the school community to achieve outstanding performance in alignment with the school's mission and values; overseeing the recruitment, selection, evaluation, supervision, retention, and dismissal of school staff; planning, facilitating, and ensuring the professional development of all school staff; overseeing the school's educational programming to ensure student achievement and provision of services in compliance with the school's charter and in alignment with local, state, and federal regulations; overseeing and facilitating the development of all the school's directors; ensuring strong consistency and efficacy in the school's instructional and social programming; researching and sharing effective curricular and instructional practices from and with other schools; overseeing school-wide strategic planning and problem-solving; holding all staff accountable for upholding high standards of achievement; working with administrative leadership and instructional staff on all curricular, instructional, assessment, and professional development to ensure that data drives instructional practices; working with administrative leadership and instructional/student support staff to foster consistency in enforcing school-wide discipline policies; facilitate positive faculty dynamics; maintaining positive communication with G.O. B.I.G. families, ensuring they are esteemed as jointly accountable for their children's academic and social development; communicating regularly with families regarding performance and achievement results and initiatives; responding to family concerns promptly and effectively; collaborating with school staff to maximize the ability of the school to support students' academic and socio-emotional development; and providing dynamic leadership to all staff and students to maintain a positive, structured, achievement-oriented, and enjoyable school culture.

A highly qualified SL will have a master's degree in education and will have obtained (or be willing to pursue) at least a master's degree in educational leadership and/or school administration. A highly qualified SL will also have a minimum of 5 years of classroom experience with evidence of exemplary student growth and/or achievement. It is desired that the SL also has a minimum of three years of prior school leadership experience, with experience at a high-performing school being highly preferred. The SL must be flexible and highly organized with strong analytical and problem-solving skills. She or he must, furthermore, be humble yet dynamic, patient yet relentless. Most importantly, she or he must believe and effectively convey that all children can succeed and that each child deserves to be provided with equitable access to a high-quality education. A school leader will be identified during the RTO process (i.e. year 0).



**Q94. Attach in Appendix O the School Leader's Resumelf school leader has been identified, include the school leader's one-page resume in Appendix O.**

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

**Evidence :**



**Q95. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.**

Although the staff will not have a direct relationship with the board, the board will make attempts to be involved in school events, including Friday's BIG BOUNCE sessions, school award ceremonies, holiday parties, and other class or school celebrations.

**Q96. Outline the school's proposed salary range and employment benefits for all levels of employment.**

School Leader (12 months): \$65-\$90,000

Director of Operations (12 months): \$55,000-\$75,000

Assistant School Leader (12 months): \$55,000-\$75,000

DCRL/EC/EL Department Directors (12 months): \$45,000-\$60,000

Curriculum Facilitator (12 months): \$45,000-\$55,000

Instructional Coach (12 months): \$43,000-\$53,000

Licensed Clinical Social Worker (12 months): \$40,000-\$50,000

Teachers (Core/EC/Elective) (12 months): \$40,000-\$60,000

Teacher Assistants (12 months): \$30,000-\$35,000

Administrative Secretary/Nurse (12 months): \$25,000-\$3,000

Receptionist (12 months): \$25,000-\$35,000

Custodial (Hourly): \$20,000-\$30,000



Dorm Parents (Hourly): \$ 0 (Residence is compensation)

**Q97. Provide the procedures for handling employee grievances and/or termination**

At G.O. B.I.G. the procedure for handling employee grievances will be as follows:

- Employee complaints or concerns should first be brought to the employee's immediate supervisor. If the complaint or concern cannot be resolved satisfactorily at this level, then the employee should contact the person that evaluates his/her supervisor.
- If the complaint or concern still cannot be resolved to satisfaction, then the employee should schedule a meeting with the school leader and attempt to resolve the concern. If the complaint or concern is still not satisfactorily resolved – and, furthermore, the employee believes that the decision or antecedent situation constitutes a violation, misappropriation, or misinterpretation of a federal or state law, policy, regulation, and/or procedure - then the employee may file a formal written grievance to the Board, within 10 business days of the initial act or condition that caused the grievance, specifying the details of and basis for the grievance.
- Not more than 10 business days after receipt of the written grievance, the Board will notify the aggrieved employee of receipt of the written grievance and will schedule a closed meeting (unless otherwise requested by the grieving party) to review the grievance and discuss the alleged concerns. After meeting, the Board will make a decision on the grievance, and the Board president will submit a final written decision to the school leader and grieving party. The Board's decision regarding the matter will be considered final unless the Board deems that further investigation by an outside party is warranted.

**Q98. Identify any positions that will have dual responsibilities and the funding source for each position**

The Administrative Secretary will also serve as the School Nurse until a full-time nurse is able to be hired. The salary range for the Administrative Secretary will be \$25,000-\$35,000. The additional part-time receptionist will also serve as the Director of Culture and Residential Life for a salary compensation within the range of \$40,000-\$45,000. Teachers may also serve as Dorm Parents. All Dorm Parents will be trained in First Aid and CPR/AED and will receive certifications. Teachers that choose to serve as Dorm Parents will receive free dormitory housing in addition to their teaching salary.

**Q99. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students**



G.O. B.I.G. is committed to hiring highly qualified staff, including staff that will serve our exceptional children, our English language learners, and students with limited English proficiency. In year 1, G.O. B.I.G. will pursue and prioritize hiring an experienced and certified EC teacher, as well as an experienced and licensed Director of Services for Exceptional Children (DSEC) to work with the school leaders, instructional personnel, and non-instructional student support staff to oversee EC services and ensure full compliance. Furthermore, in year 1, G.O. B.I.G. will hire an experienced and licensed Director of Services for English Learners (DSEL). As part of the instructional leadership team, the DSEL will also collaborate with instructional and non-instructional support staff to ensure that G.O. B.I.G. meets the academic and social needs of our English language learners and students with limited English proficiency. At monthly meetings, the school leaders will work with the Board of Directors to review and amend the budget and adjust hiring plans, if needed, to serve the needs of G.O. B.I.G.'s EL and LEP student populations. To address the instructional needs of G.O. B.I.G.'s academically and intellectually gifted student population, G.O. B.I.G. will prioritize hiring teachers with demonstrated experience and/or expertise in differentiation for accelerated learners, especially in the field of STEM.

**Q100. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).**

The role of the School Operations Administrator (SOA) at G.O. B.I.G. will be to oversee the operations (e.g. facilities, purchasing, budget, human resources, student recruitment, and enrollment) at the school and to act as the primary contact for operational concerns. The SOA will oversee and ensure the creation, implementation, and maintenance of clear systems that empower the SL, ASL, and instructional staff to focus on and support student learning.

The responsibilities of the SOA will include, but not be limited to, supervising the Administrative, Custodial, Child Nutrition, Transportation, and Security Staff. The SOA will also help to address general office and administrative needs and ensure the smooth operation of the administrative office, including mailings, attendance reporting, office machine maintenance, etc. The SOA will manage and oversee the school's facility maintenance, design, and strategic development. The SOA will be a collaborative member of the School Leadership Team.

The SOA must have a Bachelor's Degree and/or a minimum of 5 years of relevant experience, have at least 2 years of experience managing a team, be skilled at managing multiple complex projects, possess strong analytical and problem-solving skills, be detail-oriented; be able to positively influence diverse teams and



individuals to meet deadlines and complete tasks, be skilled in managing a large budget and believe that all children can succeed and deserve equitable access to a high-quality education.

All staff members will be required to undergo and pass a comprehensive background check. Furthermore, the staff will always be expected to demonstrate the highest levels of professionalism and commitment to the school's mission and values. G.O. B.I.G. is an equal opportunity employer and will not discriminate (or condone discrimination against) anyone based on race, color, gender, sexuality, disability, age, religion, marital status, nationality, or ethnic origin.

#### 10.4. Staff Evaluations and Professional Development

##### Q101. Identify the positions responsible for maintaining teacher license requirements and professional development.

In the year one, the School Leaders (SL) will be responsible for maintaining teacher license requirements and professional development. However, once hired, the Assistant School Leader (ASL), with the support and oversight of the School Leader (SL), will be responsible for maintaining teacher licensure requirements. The SL and ASL will work jointly to provide on-site and off-site professional development opportunities and training sessions for staff.

##### Q102. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. Plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.

G.O. B.I.G. is committed to supporting the development of its Beginning Teachers (BTs) through the provision of a strong BT mentoring program that aligns with the state's Beginning Teacher Support Program Standards.

In alignment with Standard 1, at the onset of the school year and throughout, the school leader and assistant school leader will jointly communicate to staff, through the provision of a Mentorship Program outline, that G.O. B.I.G. values the support of beginning teachers and is committed to developing positive and purposeful mentorship relationships.



In alignment with Standard 2, prior to beginning their work with BTs, G.O. B.I.G. mentors will be provided with a mentor orientation and formal mentorship training, led by the school leader and assistant school leader and using the Mentoring New Teachers Training Modules (Source: <https://mentormodules.com/course/mentoring-teachers/> (<https://mentormodules.com/course/mentoring-teachers/>)). The initial training will communicate the various roles and responsibilities of a mentor, including providing logistical, instructional, and emotional support, and will then transition to become an ongoing professional learning community for mentors to collaborate and share their mentoring best practices.

Given that initially, all staff hired will be new to G.O. B.I.G., mentors will be identified as those teachers holding Professional 2 licenses and/or those teachers/instructional staff with four or more years of classroom experience with evidence of exemplary results. Mentors will also demonstrate the following attributes: a passion for teaching, and ability to listen well, an ability to engage in reflective dialogue, a commitment to participating in ongoing professional development, a desire to serve all student populations equitably, an understanding of differentiated methods of instruction, a commitment to collaboration, and an ability to use assessments to drive instruction.

In alignment with Standard 3, mentors will have the opportunity to observe and meet with their BTs on a weekly basis to help develop them in the areas of classroom management, lesson planning, internalization, and instruction, particularly differentiated instruction that meets students' diverse learning needs, is culturally relevant, and supports the mission and values of the school.

In alignment with Standard 4, BTs will receive initial and ongoing professional development that supports and aligns with the North Carolina Professional Teaching Standards (NCPTS) and the North Carolina Teacher Evaluation System (NCTES). All teachers, including BTs, will receive a copy of the Staff Handbook and a detailed explanation of school policies and procedures will be provided by the School Leader and supported by members of the leadership team. BTs that are hired after the initial training has occurred will participate in an alternate onboarding session to be led by the assistant school leader, with the support of additional members of the leadership team as assigned, and will be scheduled to occur no later than two weeks after the BTs hiring.



In alignment with Standard 5, BTs will receive consistent, formative evaluation from their mentors in order to assess the efficacy of G.O. B.I.G. mentoring program efforts and to guide mentors' work with their BTs. The formative assessment will use the language of the NCPTS and the NCTES so that mentorship efforts can be tailored to help BTs succeed with maximizing their practice to support their students' learning. Furthermore, the SL and ASL will use the BT mentorship evaluation data to assess the efficacy of the mentoring program overall and adjust and/or improve as needed to better meet the needs of BTs.

G.O. B.I.G. will provide opportunities and incentives for good teachers to become excellent teachers and to retain them in the teaching profession. According to the Learning Policy Institute, "90% of open teaching positions are created by teachers who leave the profession," and most leave due to "dissatisfactions with teaching," such that "teacher attrition in the United States is about twice as high as in high-achieving jurisdictions." The institute's research further notes that the turnover is particularly high in schools that serve a majority of low-income students and high concentrations of students of color, citing lack of satisfaction with salary, lack of administrative support, lack of opportunities for advancement, and dissatisfaction with working conditions as being among the top reasons for teachers' departure.

(Source: <https://learningpolicyinstitute.org/product/teacher-turnover-report>  
(<https://learningpolicyinstitute.org/product/teacher-turnover-report>))

To combat our national teacher shortage crisis, and to develop and retain excellent teachers, G.O. B.I.G. will offer its teachers a competitive salary with a comprehensive benefits package. G.O. B.I.G. teachers will also benefit from incentives, such as a higher-than-average number of PTO days, annual bonuses, and support with the pursuit of National Board Certification. G.O. B.I.G. teachers will, furthermore, receive consistent administrative support. Through instructional coaching relationships, mentor partnerships, and an "open-door" administrative leadership team policy, G.O. B.I.G. teachers will have access to frequent, supportive interactions with members of the administrative leadership team as often as is needed.

G.O. B.I.G. teachers will be encouraged to pursue leadership advancement opportunities. These opportunities will include, but not be limited to, instructional coaching, mentorship, and leading professional learning communities. G.O. B.I.G. teachers will, ultimately, be encouraged to create school-wide change. In fact, to ensure that teachers' voices are heard and valued in creating a satisfactory working



environment, in addition to the annual staff satisfaction survey, G.O. B.I.G. staff will have the opportunity to give frequent feedback on professional development sessions, programming, curricular initiatives, and grade-level activities.

G.O. B.I.G. will use the North Carolina Educator Evaluation System (NCEES) to evaluate Beginning Teachers (teachers in their first three years of teaching with a Professional 1 license) and Career Teachers (teachers with a Professional 2 license.) Before participating in the evaluation process, all teachers and peer evaluators will receive training, led by the school leader and assistant school leader, on the evaluation process. During this training, teachers will receive the Rubric for Evaluating North Carolina Teachers, the Teacher Evaluation Policy, and a schedule for completing the evaluation process. Using the rubric, teachers will rate their performance and continue to reflect on his or her performance throughout the year.

Additionally, as a part of the evaluation process, teachers will participate in a yearly observation cycle. Teachers with less than three years of employment will participate in a Comprehensive Evaluation Cycle, which will consist of three formal observations and one peer observation. Teachers with more than three years of employment will participate in either a Standard Evaluation Cycle (if they are renewing their license), which consists of three observations, one of which will be formal, or an Abbreviated Evaluation Cycle, which will consist of two formal or informal observations on Standards 1 and 4 of the NCPTS.

Prior to the first formal observation, teachers will participate in a pre-observation conference to discuss the teacher's self-assessment, professional growth plan, and a written description of the lesson to be observed. Then once the teacher has been observed, no later than ten days after each formal observation, the teacher will participate in a post-observation conference to discuss the identified strengths and areas of growth based on the evaluative NCPTS-based rubric.

Before the end of the school year, all teachers will participate in a summary evaluation conference with the school leader to discuss the components of the evaluation cycle used. During the summary evaluation conference, the following will occur: a rating will be given for each element in the rubric, comments will be made on areas "not demonstrated," an overall rating will be given for each standard observed, the teacher will have the opportunity to comment on the summary rating form, the summary rating form will be reviewed with the teacher, and the teacher will sign the summary rating form and the Record of Teacher Evaluation Activities.



Based on the results of the summary rating, a teacher will be deemed “Proficient” and receive an Individual Growth Plan, “Developing” and receive a Monitored Growth Plan, or receive a Directed Growth Plan if she or he receives a “Developing” or “Not Demonstrated” rating two years in a row.

**Q103. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.**

G.O. B.I.G. is committed to offering meaningful and consistent professional development opportunities for staff to support the effective implementation of our educational program and the furtherance of our mission. The core components of all professional development sessions will be “See It,” “Name It,” and “Do It,” as used by Uncommon Schools. In the “See It” or analysis portion of the sessions, teachers will explore the theory behind the need for the pedagogical approach and/or evidence-based practice. Staff will gain a better understanding of the research in support of the strategy or concept being covered. In the “Name It,” or prioritization, component of the session, staff will examine the elements of the EBP or approach being discussed as they begin to internalize how the particular practice, concept, strategy, or approach aligns with our mission and values as a school. In the “Do It” portion of the session, staff will have the opportunity to engage in supportive and reflective practice, receiving immediate feedback and in-the-moment opportunities to improve.

In year one, because all staff will be new to G.O. B.I.G. beginning-of-the-year PD sessions will be uniform. However, as the year progresses, the school leaders will use lead teachers’ and mentors’ input to provide relevant professional development sessions in alignment with the expressed and observed needs of the staff. In subsequent years, returning teachers may receive more individualized professional development opportunities based on their individual growth plans.

The majority of G.O. B.I.G.’s professional development sessions will be conducted internally. However, external resources, such as those provided through the NCDPI and partner organizations, may also be used as a resource or supplement. Furthermore, throughout the course of the year, the SL and ASL will make teachers aware of external PD opportunities in which they can participate to align with their expressed and/or observed professional development goals.

**Q104. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.**

The following schedule outlines what professional development topics will be covered during G.O. B.I.G.’s fifteen-day summer induction period:



Day 1 (Facilitators: SL, ASL, SW, SC, DCRL)

Anchoring Our Work: A Closer Look at Our Mission & Values

Teaching for Equity: *A Framework for Understanding Poverty*

Get Better Faster: Using Strong Voice

Why Go Big at an All-Girls' School? The Research Behind All-Girls Education

Day 2 (Facilitators: SL, ASL, DSEC)

Teaching for Equity: An Exceptional Mindset for Exceptional Children

Get Better Faster: Narrating the Positive

Leading for Equity: The Explicit Impact of Implicit Bias

Day 3 (Facilitators: SL, ASL, SOA)

Get Better Faster: Fine-tuning Your Teacher Radar

An Introduction to the Responsive Classroom Approach

Running a Tight Ship: Staff Policies/ HR

The Consummate Why We Teach: Reflecting on the Purpose Behind Our Educational Pursuit

-

Day 4 (Facilitators: SL, ASL, DCRL)

Get Better Faster: Least Invasive Intervention

Responsive Classroom: Logical Consequences

All the Children Are Ours: Behavior Intervention 101

Cohort Cooperation: Kagan's Cooperative Strategies (Part 1)



-  
Day 5 (Facilitators: SL, ASL, SOA)

Get Better Faster: Least Invasive Intervention

Social-Emotional Learning & PBIS

Cohort Cooperation: Kagan's Cooperative Strategies (Part 2)

BOUNCE with Me: Designing High-Impact BOUNCE Sessions

-  
Day 6 (Facilitators: SL, ASL, CAO)

Get Better Faster: What-to-Do Directions

Breaking Down the Standards 101

Responsive Classroom: Economy of Language

Mentoring 101/Beginning Teacher Orientation (Part 2)

-  
Day 7 (Facilitators: SL, ASL, CAO, DSEC)

Get Better Faster: Do-It-Again

Breaking Down the Standards 201

Teaching for Equity: Differentiated Instruction

Mentoring 201/Beginning Teacher Orientation (Part 2)

-  
Day 8 (Facilitators: SL, ASL, CAO, DSEC)

Get Better Faster: Routines and Procedures 101 (Part 1)

Responsive Classroom: Interactive Modeling

High Expectations: The Key to an Exemplary Exemplar



Teaching for Equity: Meeting the Needs of the Academically & Intellectually Gifted

Day 9 (Facilitators: SL, ASL, DSEL, CAO)

Get Better Faster: Routines and Procedures 101 (Part 2)

Thanks for the Feedback: A Look at The Instructional Coaching Model

Teaching for Equity: Understanding and Applying the Sheltered Instruction Observation Protocol

Great Minds: Intro to A Story of Units (Part 1)

-

Day 10 (Facilitators: SL, ASL, CAO)

Get Better Faster: Routines and Procedures 201 (Part 1)

Leading for Equity: Crucial Conversations (Part 1)

Great Minds: Intro to A Story of Units (Part 2)

Thanks for the Feedback: Growing Your Practice through Observation, Coaching, & Feedback

-

Day 11 (Facilitators: SL, ASL, CAO)

Get Better Faster: Routines and Procedures 201 (Part 2)

Expectations for Classroom Setup: Designing Your Classroom for Student and Teacher Success

Leading for Equity: Crucial Conversations (Part 2)

Intro to NGSS Storylines: Science Lessons for the Next Generation (Part 1)

-

Day 12 (Facilitators: SL, ASL, CAO)

The Power of Yet: How to Foster a Strong Growth Mindset

Teach Like a Champion: Creating a Culture of Error



Teaching for Equity: Positive Behavior Intervention Systems

Intro to NGSS Storylines: Science Lessons for the Next Generation (Part 2)

-

Day 13 (Facilitators: SL, ASL, CAO)

Teach Like a Champion: Affirmative Checking

Teaching for Equity: Stand Up, Speak Up - Educating Girls as Leaders in STEM

Junior Achievement: Growing Girls as Entrepreneurs (Part 1)

Great Minds: Intro to Wit & Wisdom (Part 1)

-

Day 14 (Facilitators: SL, ASL, CAO)

Teach Like a Champion: 100%

Junior Achievement: Growing Girls as Entrepreneurs (Part 2)

Culture Camp: What to Expect (Part 1)

Great Minds: Intro to Wit & Wisdom (Part 2)

-

Day 15 (Facilitators: SL, ASL)

Culture Camp: What to Expect (Part 2)

Culture Camp: Going Live

**Q105. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.**

G.O. B.I.G. is committed to ensuring that all staff members receive adequate opportunities for professional development prior to and over the course of the school year. G.O. B.I.G.'s school calendar intentionally accommodates professional development hours for staff. Specifically, the school calendar includes fifteen workdays/one hundred twenty hours of staff professional development prior to the start of the school year.



The calendar also includes monthly workdays consisting of data dives and professional development for staff over the course of the school year. Last, but not least, the weekly schedule allows for staff to receive additional professional development twice a week at the end of the academic day for one hour throughout the school year.

### 10.5. Marketing, Recruitment, and Enrollment

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

**Q106. Marketing Plan** Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

G.O. B.I.G. will market through its website ([www.gobigcharlotte.org](http://www.gobigcharlotte.org)), as well as through available local media resources, including but not limited to “The Charlotte Post,” a newspaper focused on disseminating news that directly affects the African-American community in Charlotte; “Que Pasa Mi Gente,” an online newspaper that reaches more than 180,000 Hispanic Charlotte residents; and La Noticia Charlotte, a print and online newspaper that circulates 26,000 copies from about 1,000 stores, restaurants, and news racks in Charlotte and Mecklenburg County.

(Source: <https://www.charlotteobserver.com/news/local/article9007229.html>

(<https://www.charlotteobserver.com/news/local/article9007229.html>)) G.O. B.I.G. also has a volunteer liaison who is a journalist that works for BuzzFeed News. She has agreed to use her platforms to also advertise for and support G.O. B.I.G.

**Q107. Describe how parents and other members of the community will be informed about the school.**

G.O. B.I.G. board members will post updates regarding community outreach events, open-enrollment dates and procedures, the application process, and other school updates to popular social media platforms, such as Twitter, Facebook, YouTube, and Instagram to market to potential students and families. The board will make every effort and attempt to ensure that our outreach efforts promote diversity, equity, and inclusion and that our marketing efforts do not hinder or discriminate against any families, regardless of their language, ethnicity, race, gender, sexuality, religion, or socioeconomic status.



Q108. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.

G.O. B.I.G. board members will ensure that successful marketing and recruiting efforts are made during the planning year. Such efforts include, but are not limited to, the following:

#### Social Media Campaigns

- Website Redevelopment, Landing Page Creations & Search Engine Optimization
- Frequent Website Updates with Information About the Enrollment Process and Timelines
- Social Media Profile Branding, Publishing & Advertisement
- YouTube Informative Videos
- Television/Radio News Advertisement
- Online News Advertisement
- Pay-Per-Click Advertisement
- Mailing List Subscriptions
- Online Webinar Informational Sessions

#### Street Campaigns

- Street Signage in Our Target Areas
- Yard Signage in Our Target Areas
- Billboards in Our Target Areas
- Hanging Doorknob Flyers in Our Target Areas
- Free Promotional Material/Swag Giveaways

#### Neighborhood/Business Marketing Collaborations

- House of Worship Advertisements (especially in our target areas)
- Flyer Placements in Target Neighborhood Gyms, Pre-Schools, Businesses, and Residences

#### Community Outreach Events

- Monthly Parent & Community Informational Sessions
- Pre-School Targeted Family Mailings



- Flag Football Fundraising Tournament
- Community Charter School Fair during National Charter Schools Week (May 2020)
- Present at Local School Board and/or County Commissioner Meetings
- Local Library Event Partnerships
- Weekend Block Parties

**Evidence :**



**Q109. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.**

G.O. B.I.G. board members will work to create flyers and postcards for board members and invested supporters to distribute within our targeted areas of West Charlotte and Concord. Flyers and postcards will be printed in Spanish and English and will state that we are “the first tuition-free public charter all-girls boarding school to service elementary-aged students in North Carolina and the United States.” Flyers and postcards will also contain information about our STEM-focus and key points concerning the research that exists in support of educating girls in STEM in an all-girls school environment. Flyers and postcards will be hand-delivered by board members and supporters to residents in neighborhoods and complexes within our target areas. Flyers and postcards will also be made available for distribution at local businesses, restaurants, community centers, places of worship, and childcare facilities.

**Q110. What established community organizations would you target for marketing and recruitment?**

G.O. B.I.G. will partner with local community agencies – churches, childcare facilities, residential and social service offices - to share informative presentations about charter schools in general, about G.O. B.I.G.’s unique programming, and about the open-enrollment periods and overall application process. G.O. B.I.G. will also continue to present at open sessions of the Board of County Commissioners to elicit local media attention.

**10.6. Parent and Community Involvement**

**Q111. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.**



G.O. B.I.G. will engage parents, guardians, and community members from the time that the school is approved through its opening. Parents, guardians, and community members will continue to receive updates on the school's development and enrollment process through the school's website and popular social media platforms. Parents, guardians, and community members will also be invited to participate in open house sessions throughout the planning year and community service events sponsored by the school. The school board will collaborate to make calls to families that have expressed interest in enrolling their scholar(s) in G.O. B.I.G. to ensure that the enrollment process is clear, supported, and fully completed. Board members will also call enrolled and waitlisted families prior to the start of the school year to ensure that there are no transportation hindrances or other such concerns.

**Q112. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.**

G.O. B.I.G. understands that parent engagement is critical for the life of the school. G.O. B.I.G. staff will build strong partnerships with parents through the School Advisory Council (SAC), Parent Teacher Association (PTA), weekly phone calls, classroom sponsorship opportunities, career days, volunteer opportunities, award ceremonies, Girls on the Run program volunteer opportunities, and other meaningful methods and activities.

**Q113. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.**

N/A – the school has currently not identified any programs that we will offer to parents other than the opportunity to participate as a Girls on the Run volunteer and/or as a member of the Parent-Teacher Organization.

## 10.7. Admissions Policy

**Q114. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:**  
**a. Tentative dates for the open enrollment application period, enrollment deadlines and procedures. \*Please be advised schools cannot accept applications until after final approval from the SBE.**  
**b. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.**  
**c. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.**  
**d. Explanation of the purpose of any pre-admission activities (if any) for students or parents.**  
**e. Clear policies and procedures for student withdrawals and transfers.**

The policies and procedures detailing the open enrollment lottery plan, including policies regarding statutorily permitted student enrollment preferences mirroring the 'key dates' noted by CMS, are as follows:



The new student enrollment period for the Round 1 Lottery will commence the 1<sup>st</sup> day of November each year and will end by mid-December. Student assignment notification letters will begin arriving home towards the end of November. The application period for Round 1 Choice Lottery will begin on the 30<sup>th</sup> day of November and will end at the end of the first full week of January at 10 PM. Lottery notification letters will arrive home mid-January.

The new student enrollment period for the Round 2 Lottery will commence the 11<sup>th</sup> day of December and continue until the 28<sup>th</sup> day of January. Student assignment notification letters will begin arriving home in mid-January. The application period for Round 2 Choice Lottery will be the 18<sup>th</sup> day of January and will continue until the 11<sup>th</sup> day of February at 10 PM. Lottery notification letters will arrive home in late-February.

The Request for Reassignment and Transfer Period for Round 1 and Round 2 will be held from the 25<sup>th</sup> day of February through the 8<sup>th</sup> day of March. In accordance with the 'Key Dates' of CMS, new or re-enrolling students to the district after this date will have ten business days after enrolling to submit a request for reassignment. The application will not guarantee the student's approval. In order to receive an answer before the commencement of school, it is important that a Request for Transfer be submitted between the 11<sup>th</sup> day of March through the 20<sup>th</sup> day of June.

G.O. B.I.G. may provide enrollment priority to staff members, board members child(ren), and student siblings where the school will abide by the CMS Sibling Guarantee Policy, ensuring sibling placement into the same school (limiting to no more than fifteen percent of the total school population for all priority enrollments). For the drawing of the lottery, all siblings will be placed on one card and if that card is drawn all siblings on that card will be accepted into the school.

Abiding by Federal and State Laws, G.O. B.I.G. will design our admissions and enrollment policies to allow for fair and equal opportunity for scholars. We will, therefore, commit to the following: embracing student diversity and implementing a nondiscriminatory method that does not result in the exclusion of any student due to race, color, national origin, gender, or disability. Our admissions and policies will be fair to all students and/or parent(s)/guardian(s) in search of enrollment and are created to assist the school in fulfilling its educational mission.



Good faith effort will be made by the Executive Administrative Secretary - with the support of the School Leader, Assistant School Leader, and Director of Operations - to contact families, and update them on their child's progression on the waiting list. Newly accepted families will have ten business days from the receipt of the notice of acceptance to respond in writing. According to the North Carolina Public School Manual's re-enrollment policy, "students are not required to reapply subsequent enrollment periods". Yet to precisely determine the number of vacant seats each year, G.O. B.I.G. can and will ask for parent(s)/guardian(s) to complete an "intent to return form." However, if this form is not turned in by the established deadline, it will not have any adverse consequences for the student. Nevertheless, any parent(s)/guardian(s) that fail to complete the intent to return form and fails to otherwise confirm their child's return by the end of the school year will have to apply and go through the lottery and admissions process as a new applicant and may be placed on the waitlist.

The waitlist will be processed as seats become available. Accepted waitlisted families that receive an acceptance notification after the Round 2 lottery but before the last day of the current school year must submit the enrollment packet within ten days and ensure that their child is present on the first day of school in order to fully secure a seat. Wait-listed families that receive notice of acceptance after the last day of the current school year and before the first day of the new school year must submit the enrollment packet within 48 hours and ensure that their child is present on the first day of school to fully secure a seat. Wait-listed families that receive notice of acceptance after the first day of school will have 24 hours to submit the enrollment packet, and their child must be present on the following school day to fully secure a seat.

G.O. B.I.G. will use PowerSchool Transfer Withdrawal; therefore, the following procedures will be followed to ensure the scholar enrolls at her new school in a feasible amount of time. As stated by North Carolina Public School Manual, "If the transfer is during the school year, should be withdrawn on the appropriate date within forty-eight hours, if the student has been promoted or retained, PowerSchool should be adjusted so that the student is withdrawn during the EOY process; if the EOY has been completed the student should be withdrawn within forty-eight hours, the student's records should be copied, and the copy sent to the requesting school within thirty days".



G.O. B.I.G. will follow the North Carolina Public School PowerSchool Transfer Withdrawal process: "If a scholar transfers from a year-round calendar school (YRS) to a traditional calendar school (TCS) and both schools are within the same LEA, the scholar should not be in Standard Membership (MST1 or MED1) at both schools at the same school calendar day... The scholar will be enrolled as a visiting student (VST1) to Standard Day (MST1), preventing the scholar from being in standard membership in two schools in the same LEA on the same school day."

**Q115. Weighted Lottery** Does your school plan to use a weighted lottery?

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

1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.
2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C- 218.45(c)).
3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically, and legally sound practices, protocol, and research.

Yes

No

**Q116. If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:**

**1) A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery**

The mission of G.O. B.I.G. is to provide immersive STEM educational programming for girls to foster their academic achievement, entrepreneurial mindset, character development, and social responsibility, ultimately preparing them to excel in college and the world beyond. Specifically, we endeavor to provide such an educational opportunity to educationally disadvantaged students within the Charlotte region. North Carolina State law permits and mandates admission preferences for reasons other than Educational Disadvantage and permits schools to limit Admissions to Economically Disadvantaged Students based on the school's focus. Thus, to help in the pursuit and accomplishment of our mission, and to provide a stellar educational opportunity to educationally disadvantaged girls, G.O. B.I.G. will use a weighted lottery admissions process to give preference to families with economic disadvantage.



**Q117. 2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.**

To effectuate the weighted lottery, G.O. B.I.G. will ask families to complete an optional supplementary form, separate from the enrollment application. There they can provide family income information to determine whether they qualify for free and reduced lunch according to the national free and reduced lunch (FRL) criteria. They can also provide their home-language information. The form will also ask parents/guardians to consent to verify their FRL status and/or home-language information with a G.O. B.I.G. staff member. (The application will affirm that no financial information will be retained beyond eligibility status.)

Once the supplemental forms are submitted alongside the enrollment applications, G.O. B.I.G.'s Executive Administrative Secretary, with the support of the School Leader, Assistant School Leader, and Director of Operations, will use an electronic enrollment database (e.g. SchoolMint) to identify the total number of applicants and the number of students within the applicant pool that are educationally disadvantaged. Based on the total applicant pool, educationally disadvantaged students will be given a priority weighting in the lottery (the equivalent of multiple "chances") with the purpose of achieving a total student enrollment that reflects the makeup of our targeted district and population.

**Q118. 3) The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.**

Research exists to support the success of educationally disadvantaged students in charter schools. The News & Observer, for example, states the following:

*The latest Annual Charter School Report shows...charter schools are giving students the personalized education they need and helping students achieve strong academic outcomes — 56.7 percent of students at charters have grade-level proficiency, compared to only 44.3 percent at non-charters. Additionally, more than 40 percent of charter schools earned a School Performance Grade (SPG) of A or B compared to 34 percent of non-charters.*

Additionally, the National Alliance for Public Charter Schools has stated the following:

*...Students in charter schools do better in school than their traditional school peers... Charter schools do a better job teaching low-income students, minority students, and students who are still learning English than traditional schools... Charter school students are more likely to graduate from high school, go on to college,*



*stay in college, and have higher earnings in early adulthood. (Source: <https://www.publiccharters.org/press/national-alliance-releases-state-by-state-analysis-weighted-lotteries-educationally-disadvantaged-students> (<https://www.publiccharters.org/press/national-alliance-releases-state-by-state-analysis-weighted-lotteries-educationally-disadvantaged-students>))*

Given the research supporting the success of educationally disadvantaged students, G.O. B.I.G. is committed to embracing the work of intentionally targeting, serving, and positively impacting the lives of those students that have historically faced systemic oppression, geographic isolation, residential displacement, linguistic bias, and financial inhibitions. These students and families have traditionally lacked equitable access to high-quality schools of choice.

G.O. B.I.G.'s request for a weighted lottery fulfills the legal requirements for charter schools in the state of North Carolina according to the North Carolina General Statutes, which convey that, if a lottery is required - under subsection (h) of Chapter 115C, Article 14A, 115C-218.45 - then a procedure for a weighted lottery reflecting the mission of the school may be approved by the state board as part of the school's charter.

(Source:

[https://www.lawserver.com/law/state/north-carolina/nc-laws/north\\_carolina\\_laws\\_115c-218-45](https://www.lawserver.com/law/state/north-carolina/nc-laws/north_carolina_laws_115c-218-45)  
([https://www.lawserver.com/law/state/north-carolina/nc-laws/north\\_carolina\\_laws\\_115c-218-45](https://www.lawserver.com/law/state/north-carolina/nc-laws/north_carolina_laws_115c-218-45)))

**Q119. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application**

- Yes  
 No

**Q120. Explanation (optional):**



## 11. Operations

Q121. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application

Yes

No

Q122. Explanation (optional):

### 11.1. Transportation Plan

Q123. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal.

If you plan to provide transportation, include the following:

- Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
- Describe how the school will transport students with special transportation needs and how that will impact your budget.
- Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services

In order to achieve our mission, G.O. B.I.G will work diligently to ensure that transportation is not a barrier for any child that would like to attend our school. Because our K-2 scholars will not yet participate in our school's residential program, they will commute to school daily. As weekly boarders, our 3-5 scholars will commute only twice weekly (at the start and end of the school week.) Given that public transportation is prevalent within our target areas of Mecklenburg County, we understand that a significant portion of our families will rely on the Charlotte Area Transportation System (CATS) to commute to school. As such, we will support our families by identifying the most efficient CATS transportation routes, and we will advocate and petition for the placement of a city bus stop in front of the school. Furthermore, to support our school's driving populations, we will use on-site guardian drop-off and pick-up, during which time staff will greet families and students and escort students safely into the school. Additionally, we will encourage and help to coordinate carpooling opportunities among neighboring families.

While the aforementioned transportation models have been successful among extant charter schools serving similar demographics, we recognize that these options may not be feasible for all families, particularly those families whose students have exceptional transportation needs. Therefore, to support our mission, G.O. B.I.G. has allocated \$50,000 yearly within the budget to finance and cover the gas and



maintenance costs of a used school bus and the salary of a part-time bus driver. The bus will make targeted stops throughout the community, specifically to meet the needs of those families whose students have special transportation requirements. Moreover, as we anticipate that most of our student population will qualify for free or reduced lunch, we will apply for a transportation grant to finance the leasing or purchase of additional buses, as needed, to ensure that, in alignment with our mission, no students are denied equitable access to our school.

## 11.2. School Lunch Plan

Q124. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response: a. How the school will comply with applicable local, state, and federal guidelines and regulations; b. Any plans to meet the needs of low-income students; and c. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.

G.O. B.I.G. will serve a tasteful breakfast and lunch through the National School Lunch Program (NSLP). Once the school begins to board scholars, grades 3-5, we will utilize NSLP to provide after-school snacks and secure a qualified vendor to serve dinner. This vendor will provide all children with a nutritional evening meal, satisfying all child nutritional regulations federally and by the state of North Carolina. Students will be advised to not share food to lessen the risk of food allergies and the potential spreading of germs/viruses through cross-contamination.

All food-handlers will participate in a training and certificate program, provided by ServSafe, ensuring all staff is knowledgeable of safe food handling and sanitation procedures. At the end of each day, the Child Nutrition Manager will produce BOD and EOD inventory sheets, requisition logs, itemized nutrition facts (portion per serving/per child), waste control, Safety Data Sheet, completed open/closing duties of all kitchen staff, HACCP logs, distributor invoices, maintenance request, et cetera. In order to establish payment, all families must submit a Free and Reduced Priced Meals Application. Scholars may choose to bring their meals from home or choose to eat the meals the school provides while these forms are being processed.

## 11.3. Civil Liability and Insurance

The Nonprofit shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:



1. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;

2. General Liability: one million dollars (\$1,000,000) per occurrence;

3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;

4. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;

5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and

6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law

**Q125. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.**

Resources :



Evidence :


Insurance Coverage_GO BIG.xlsx

**Q126. Attach Appendix L: Insurance Quotes**

• The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.

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

Evidence :


GO BIG Charter Appendix L.pdf



#### 11.4. Health and Safety Requirements

All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.

Q127.

We, the Board members will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.

**The Board Chair must sign this question.**

Signature

Q128. **Start-Up Plan** Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

The board will form internal committees to ensure that the school's start-up plan meets the criteria and metrics of the RTO process. During Year 0, the following tasks will be prioritized, among others as needed:

-

Winter 2020-Spring 2021

§ Establish a Corporate Bank Account

§ File for Federal Tax-Exempt Status

§ Complete Facility Readiness Assessment and Management

§ Search and Apply for Grants

§ Cultivate and Establish Donor & Community Partnerships



Spring 2021-Summer 2021

- § Continue to Search and Apply for Grants
- § Cultivate and Establish Donor & Community Partnerships
- § Develop and Approve a Strategic Plan for Leadership Team Recruitment and Hiring
- § Develop and Approve a Strategic Plan for Staff Recruitment and Hiring
- § Finalize and Approve Facility Construction Plan (or Facility Acquisition Process if a contingency plan is to be implemented)

Summer 2021-Fall 2021

- § Continue to Search and Apply for Grants/Secure Donor Partnerships
- § Establish and Approve Staff and School Leader(s) Evaluation Policies
- § Establish and Approve Financial Policies and Internal Controls
- § Develop and Approve Student and Employee Handbooks
- § Develop and Approve Formal Policies for Confidential Records Maintenance
- § Develop Beginning Teacher Support Plan for Approval by Regional Education Facilitator
- § Draft and Submit Licensure Renewal Plan for Approval by Licensure Division
- § Develop and Approve Exceptional Children Policies
- § Establish and Approve Lottery and Admissions Policies
- § Establish and Approve Child Nutrition Policies and Vendors
- § Establish and Approve School Safety Plan and Policies that Meet the Requirements of the NC General Statutes
- § Establish and Approve Academic Policies (Grading, Report Cards, Promotion, Retention, etc.)
- § Formalize Student Records Request Form for Sending LEAs
- § Identify and Confirm Source(s) for Related Service Providers



§ Establish and Approve SBE-approved Transportation Plans with Proposed Routes

§ Develop and Approve Job Descriptions

Fall 2021-Winter 2021

§ Continue to Search and Apply for Grants/Secure Donor Partnerships

§ Develop, Approve, and Post All Employee Job Descriptions

§ Finalize and Approve Employee Agreement Form

§ Vote to opt In or Out of State Health and Retirement Plans

§ Develop and Approve a Regular Budget for the 2022-2023 Year Based on Projected ADM

§ Develop and Approve a Break-Even Budget for 2022-2023

Winter 2021-Spring 2022

§ Continue to Search and Apply for Grants

§ Ensure Completion of All Required Facility and Site Inspections

§ Obtain a Valid Education Certificate of Occupancy

§ Obtain Certificate of Liability Insurance

§ Establish or Identify and Approve Protocol for Employee Benefits Administration

§ Apply for a DUNS Number and Register for SAM

§ Identify and Approve Accounting Systems and Services

§ Initiate Curricular, Operational, and Contractual Purchase Orders (incl. EC Materials and Supports)

§ Update School Data in EDDIE

§ Finalize and Approve Yearlong School Calendar

§ Draft Yearlong Assessment Calendar



- § Draft Professional Development Calendar (including specific PD for EC Staff)
- § Draft Daily Class Schedules
- § Establish and Approve Staff Onboarding Protocol
- § Establish and Approve Student Information System Management with PowerSchool Integration

**Q129. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.**

The board anticipates that one of the primary challenges of starting a new school will be having access in Year 0 to funding needed to support the acquisition of the materials for the proposed instructional and operational programs. To address these challenges, the board is committed to actively searching and applying for grants. The board is also committed to developing our fundraising capacity to cultivate and secure donor and community partnerships in the planning year and onward.

## 11.5. Facility

**Q130. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation**

**Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools**

The board has consulted with several design-build companies about constructing or retrofitting a campus to include both academic and residential facilities. The average construction timeline given by all companies investigated was 6-12 months. The construction process would include site acquisition, design, permitting, site work, inspections, and DOT traffic improvements – all of which would be managed by the design-build firm. The design-build firm would also assist the board with obtaining an Educational Certificate of Occupancy and will present a timeline proposal to align with the requirements and recommendations of the RTO process.

**Q131. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.**



Based on G.O. B.I.G.'s educational program and projected enrollment, when we are fully enrolled, the board anticipates the following facility needs: 24 classrooms with "wet areas" to accommodate STEM programming, a cafeteria, administrative offices, administrative meeting spaces, pull-out spaces for EC and ELL intervention, a staff lounge, and at least one playground. To ensure campus safety, the board will also place special emphasis on access control, natural surveillance, formal surveillance, territoriality, target hardening, and program interaction with local law enforcement agencies.

The board has communicated with several design-building firms that specialize in designing, building, and financing a facility to fit the school's educational program needs and budget. One such firm, Haskell, proposed a three-phased facility construction (or renovation) process. In year zero (to meet our program needs for year one), the developmental focus would be placed on constructing or renovating an academic facility to accommodate students in grades K-3. Then in year one, phase two of construction would begin, and the emphasis would be placed on constructing or retrofitting a boarding facility to accommodate students in grade 3. Finally, in year two, phase three of construction would proceed, and the focus would be placed on constructing academic and residential spaces for students in grades 3, 4, and 5. The estimated construction timeline for each phase ranges from six to eight months for a renovation and eight to twelve months for a new-build.

The overall square footage estimated for our facility is 50-60,000 sq. ft. with the boarding component constituting approximately 20% sq. ft. of that estimate. The full square footage estimate allots approximately 50-65 sq. ft. per student and includes residential units for dorm parents.

The board has explored several long-term financing options that will allow G.O. B.I.G. to maintain full control of, and long-term access to, our school under a charter-friendly landlord. Based on an estimated total facility cost of approximately \$10 million, with a long-term financing solution and imminent financial partnerships, the Board believes that the facility allocations shown within our annual budget are attainable.

**Q132. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces**

To support its unique residential program, in addition to standard classroom spaces, G.O. B.I.G. will require dorm parent apartments, student showers, study hall lounges, laundry facilities, and campus housing (for the school leader.) G.O. B.I.G. will also need a multipurpose room in which to host its Friday all-school BOUNCE sessions and schoolwide events.



**Q133. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location**

At full size, the estimated cost per square foot for our facility (if we proceed with a new build) will be \$160. (The design-builders with which we have communicated have noted that renovating a facility would lower our cost.) Due to the inclusion of the boarding facility, the cost per square footage for a new-build for our school is greater than the estimated cost per square footage of schools with similar enrollment numbers as the ones we have projected and of schools with similar square footage as that which we anticipate. As a result, we will strongly consider renovating and/or retrofitting an already existing facility to help mitigate costs.

**Q134. Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open**

To accommodate our proposed academic program in year one, G.O. B.I.G.'s most immediate spatial needs will be learning spaces to accommodate 300 non-boarding students. In the unfortunate event that the construction or renovation of our campus is delayed, G.O. B.I.G. has investigated religious and corporate spaces that can be used to accommodate our year one target enrollment of 300 students. Based on our research, there are several prime commercial spaces available for lease in the Charlotte area. With the support of our board realtor, Charmaine Steele, we will be able to further investigate additional property options for rental.

**Q135. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.**

As former district-level leaders (serving as the superintendent and assistant superintendent, respectively) for New York and Pennsylvania, both Geri Brown and Dr. Jeff Rhodes have had extensive experience supporting and overseeing the acquisition and management of facilities for schools within their respective districts. Mrs. Brown has also successfully previously served on a charter school board and was an integral force in the expansion of the school's campus, as well as in the replication of the school abroad.



## 12. Financial Plan

Q136. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes  
 No

Q137. Explanation (optional):

### 12.1. Charter School Budget

Q138. If applicable, attach Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

Q139. Attach Appendix N: Proposed Budget for Year 1 through Year 5  
Click "Resources" (to the right of this text) to access and download the Budget Template.

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

Resources :



Evidence :



Charter Application Budget\_GO ...

### 12.2. Budget Narrative

Q140. How was the student enrollment number projected?

The student enrollment number was projected based upon the expressed community interest (as demonstrated by the supporting survey signatures); the novelty and uniqueness of the educational program, particularly in our target area; the target demographic area and limited options of high-performing STEM schools; the high waitlist numbers of charter STEM schools offering similar academic programming; and the per pupil funding needed to support the proposed educational program.



**Q141. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection**

According to a 2019 article covering the Civitas Institute's School Choice Poll, approximately 92% of survey participants said that parents should have control of where their students attend school[1] (about:blank). However, nearly 60,000 children were noted as having been denied enrollment into the school of their choice[2] (about:blank). The extent of the waiting list strongly demonstrates a high demand for school choice, particularly charter schools.

According to the results of a SurveyUSA Market Research Study #24579 for North Carolina[3] (about:blank), the data for which was collected in January of 2019, the children of a majority of families in North Carolina who attend traditional public schools do so not for reasons of academics, values, or safe environment but rather because the schools are either the closest option to their homes or because they were assigned to attend that school and have limited alternatives.

On the other hand, that same study shows that a larger percentage of parents of students that attend non-traditional school options, such as charter schools, do so primarily because of the academic offerings, the values, and the safe environment.

The combined data support the presence and persistence of a demand for parent choice in a high-quality educational opportunity that will provide ease of access, affirm strong values, offer an engaging and effective academic program, and offer a safe environment for their scholars. G.O. B.I.G. will provide a unique answer to the demand for each of these educational needs, particularly for families of traditionally socially and economically disadvantaged girls.

[1] (about:blank) [nccivitas.org/2019/school-choice-waiting-list-crisis/](http://nccivitas.org/2019/school-choice-waiting-list-crisis/)

[2] (about:blank) [nccivitas.org/2019/school-choice-waiting-list-crisis/](http://nccivitas.org/2019/school-choice-waiting-list-crisis/)

[3] (about:blank) [1ttd918ylv17775r1u6ng1adc-wpengine.netdna-ssl.com/wp-content/uploads/2019/01/SCWPoll2019.pdf](http://1ttd918ylv17775r1u6ng1adc-wpengine.netdna-ssl.com/wp-content/uploads/2019/01/SCWPoll2019.pdf)

**Q142. Provide the break-even point of student enrollment**

- In year one, the break-even point of student enrollment is 279 students.
- In year two, the break-even point of student enrollment is 388 students.
- In year one, the break-even point of student enrollment is 479 students.



- In year one, the break-even point of student enrollment is 574 students.
- In year one, the break-even point of student enrollment is 586 students.

**Q143. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated**

In the case that anticipated revenues are not received or are lower than estimated, the school could implement some of or all the following strategies to increase revenue and/or offset operating costs:

- Grade-level, schoolwide, and community fundraisers could be used to support with the cost and contribution of school and office supplies
- Creative staffing/Reduced staffing – Curriculum Facilitators could serve as Instructional Coaches; kindergarten classes could operate without teacher's assistants
- Increased enrollment and class sizes – the teacher ratio in grades 2-5 could be raised from 25:1 to 28:1

**Q144. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.**

The budget, as proposed, does not rely on any funding other than the state, local, and federal revenues. However, a financial and otherwise supportive partnership with Westover School is underway.

**Evidence :**



**Q145. Provide the student to teacher ratio that the budget is built on**

K<sup>dr</sup> is based on a ratio of 25:1.5. 1<sup>st</sup>-5<sup>th</sup> grades are based on a ratio of 25:1.

**Q146. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully**



As former district level leaders, Dr. Jeff Rhodes and Geri Brown have a wealth of experience successfully and responsibly overseeing large educational budgets. Furthermore, all board members are committed to identifying and participating in both individual and joint professional development opportunities to develop our capacity as collective fundraisers.

**Q147. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated**

G.O. B.I.G. is committed to meeting the needs of all our students regardless of their (dis)abilities. We are, furthermore, committed to non-discrimination and will, as such, not discriminate against any students because of her (dis)ability. We will welcome students of all abilities and will work to support the School Leader and Director of Services for Exceptional Children to ensure that the needs of all our students are met. We, moreover, have intentionally included in the budget a contingency for EC Services should additional resources be required to ensure that every student receives a free and appropriate education in the least restrictive environment.

**Q148. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.**

To fulfill our school's mission and to help ensure the school's financial success, the board intends to outsource all financial management services. Vendors for such services may be identified through word-of-mouth (particularly through other charter schools) or through online searches. Once identified, each potential vendor and contractor will be carefully investigated and thoughtfully interviewed by the full board (and school leader(s), once hired) to ensure that their company is reputable, capable, fiscally responsible, and economically viable. To help ensure fidelity and compliance, all contracted vendors will be required to submit and present monthly reports to the board for review and approval.

**Q149. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases**

To help fulfill our school's mission and ensure the school's fiscal and operational success, the board intends to contract for student accounting and financial services. Vendors for such services will be identified through word-of-mouth from other charter schools or through online searches. Contractors may be asked to submit bids for services, and cost competitiveness will be heavily considered. To further narrow the selection, the board will carefully investigate and thoughtfully interview each potential vendor and contractor to ensure that the company or individual is reputable, capable, and fiscally responsible and that all contractual propositions are economically viable.

**Q150. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs**



The budget aligns with G.O. B.I.G.'s mission because it serves to support the provision of an immersive educational experience for girls, encompassing our desired curricular offerings, particularly as they relate to STEM. The budget also allows for us to meet our students' transportation needs so that no student in our target areas is denied access to our school because of transportation limitations.

**Q151. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.**

The school's goal for a general fund balance will be 3-5% annually. The school will maintain a conservative budget as demonstrated in the budget proposal. The board will work to further develop the fund balance through fundraising efforts.

**Q152. Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases**

Because of the uniqueness of our boarding component, G.O. B.I.G. will require a distinctive facility that can meet both our academic and residential needs. As such, the board is committed to constructing rather than leasing a facility to support the school's exceptional programming. The board's proposed plan is to dedicate 20-25% of the school's annual revenue to facility financing costs annually. We have investigated several "design-build" firms that will design, finance, and construct a facility to both support our proposed educational program and fit our anticipated budget. Additionally, the board will continue to work to solicit and secure donor contributions (both financial and material) to supplement the school's annual per-pupil allocations as well as offset operational costs.

**Q153. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.**

While we do hope to receive assets from future donor partnerships, no assets have yet been secured. The board is working diligently to build sponsorship relationships and secure fiscal and material contributions from individual donors and larger organizations. We have several organizations in the pipeline, including Westover School, an all-girls private boarding school in Middlebury, CT.

**Evidence :**



**12.3. Financial Compliance**



**Q154. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?**

To accomplish its mission, G.O. B.I.G. is committed to effectively and ethically supporting school operations. This includes ensuring adequate internal controls – segregation of duties, safeguarding of assets, and accurate and adequate record keeping - using the following protocols:

- Bank statements, returned checks, and bank reconciliations will be reviewed by someone that is independent of accounts receivable, accounts payable, cash receipts, and the preparation of bank reconciliations. Two signatures will be required for each check.
- A log will be kept of incoming checks and other payments and will be reconciled to the bank statement. Incoming receipts will be deposited intact daily.
- All expense reimbursements and credit card statements will be reviewed along with receipts supporting the purchases.
- Receipts will be pre-numbered.
- Petty cash and checks will be stored in a safe, and cameras will be used to monitor safeguarded areas. Funds will be deposited daily, if possible, but no later than three (3) days after receipt.
- The final payroll report will be reviewed after the payroll information is uploaded to ensure the final payment information is accurate.
- Administrators with the authority to sign checks, make wire transfers, or initiate ACH payments will not have access to the accounting system.
- Reconciliations of contributions will occur between the accounting records and the development records.



- Financial statements will be prepared and submitted monthly to the board, and the monthly budget will be reviewed against the actual budget. Discrepancies must be accounted for and verified.
- School financial and administrative data will be password protected with complex passwords that will change regularly. The ability to add and/or remove programs will be exclusive to administrators.
- A code of ethics section will be included in the Employee Handbook to ensure that staff is aware of the school's ethical expectations for all employees.

**Q155. Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)**

N/A – there are no known or possible related party transactions.

**Q156. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number and fax number. If a firm has yet to be identified, please list the firms the board has investigated**

Phyllis Pearson, CPA

c/o Petway, Mills, & Pearson, PA

806 North Arendell Ave

Zebulon, NC 27597

(919) 269-7405

ppearson@pmpcpa.com (mailto:ppearson@pmpcpa.com)

Keefe McCullough & Co CPA

6550 N Federal Hwy #410

Fort Lauderdale, FL 33308

(954) 771-0896

www.kmccpa.com (http://www.kmccpa.com/)



M.N.D. Accounting

3472 North Davis St.

Charlotte, NC 28205

(866) 774-9447



### 13. Other Forms

Q157. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources :



Evidence :


Charter School Required Signatu...

Q158. Sign the attached Contracting Certification Form document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Comments :

N/A

Resources :



Evidence :


Contracting Certification Form_G...



## 14. Third-party Application Preparation

Q159. Was this application prepared with the assistance of a third-party person or group?

Yes

No

Q160. Give the name of the third-party person or group:

Q161. Fees provided to the third-party person or group:



## 15. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **July 24, 2020 at 5:00 pm EST** for Fast Track and Accelerated applications, and **July 24, 2020 at 5:00 pm EST** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

**Q162. \*Application Note: The applicant must mail the certified check along with the Application Fee Payment Form before or on the due date of July 24, 2020 at 5:00 pm EST for Fast Track and Accelerated applicants, and July 24, 2020 at 5:00 pm EST for traditional timeline applicants. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete. Payments should be made payable to North Carolina Department of Public Instruction:**  
North Carolina Department of Public Instruction

Office of Charter Schools

6307 Mail Service Center

Raleigh, NC 27699-6307

I understand



## 16. Signature page

Q163. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources :



Evidence :


Signature Page_GO BIG.pdf

Q164. Complete

I have finished the application

\* Q165. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

G.O. B.I.G. is committed to recruiting and retaining high-performing teachers. Specifically, G.O. B.I.G. board will actively seek, pursue, hire, and ensure the development of a diverse team of teachers that are college-graduates, dynamic teacher-leaders, collaborative team-players, dedicated learners, mission-driven, and deeply invested in preparing all students for academic, social, and entrepreneurial success. G.O. B.I.G. is, furthermore, committed to the equal treatment of all individuals and will not discriminate against any individual based on race, color, gender, sexuality, ability, age, religion, or national or ethnic origin.

G.O. B.I.G.'s hiring process will consist of the following steps:

§ Interested candidates will submit an online application. The application will consist of background and eligibility information, work history, certification status, résumé attachment, and 3 short response questions.



§ The application will be reviewed by the school leadership team, and candidates will be identified as strong matches based on their qualifications and the current needs of the school. Applicants that are identified as strong matches will be contacted by a member of the leadership team and invited to participate in a phone or video interview.

§ For teaching and instructional support positions, upon successful completion of the interview, candidates will be invited to take a tour of the school, speak with existing teaching staff, and then implement a model lesson in a G.O. B.I.G. classroom. (In year 1, selected candidates will implement their model lesson among the available members of the school leadership team, or candidates may submit a video of a high-quality lesson that they have previously taught.)

§ Upon a candidate's successful completion of the model lesson, members of the school leadership team will check the candidate's references. Once references are checked, the candidate will be offered a conditional letter of employment, pending their completion and passing of a comprehensive background check and teaching license verification if applicable.

§ If the candidate passes all background checks, references, and verifications, then s/he will be offered a contract to sign and return. The contract will outline the duties of the role and the yearly salary. However, it will not bind the candidate to an employment term. Hired employees may terminate their employment "at-will" by giving a minimum of two weeks' notice. G.O. B.I.G. may terminate employees "at-will," at any time, with or without notice, provided that such a termination is not in violation of any labor laws.

The school leader, with the insight of the board, as needed, will be responsible for the hiring, evaluation, and termination of all staff. Any staff member that does not satisfactorily fulfill the expectations of his or her role will be placed on a performance improvement plan. If the staff member fails to show improvement, then the school leader will not renew the employee's contract. In the case of any illegal activity, the board will conduct an impartial investigation and, based on the findings, determine the best course of action.

## Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school receives. Please indicate any plans to increase the grade levels offered by the school over time and be sure these figures are accurate.

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

<b>LEA #1:</b> 600 Charlotte-Mecklenburg County School	What percentage of
<b>LEA #2:</b> <input style="width: 90%;" type="text"/>	What percentage of
<b>LEA #3:</b> <input style="width: 90%;" type="text"/>	What percentage of

Grade	Year 1			Year 2		
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
	600			600		
Kindergarten	100			100		
Grade 1	100			100		
Grade 2	100			100		
Grade 3				100		
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
<b>LEA Totals:</b>	<b>300</b>	<b>0</b>	<b>0</b>	<b>400</b>	<b>0</b>	<b>0</b>

For the first two years the State will fund the school up to the maximum projected enrollment for each of the subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).





**Budget: Revenue Projections from each LEA Year 1**

**State Funds:** Charter schools receive an equivalent amount per student as the local education agency from the State. Funding is based on the 1st month average daily membership.

**In year 1:** Base state allotments are determined by the LEA in which the student resides.

**In year 2 and Beyond:** Base State allotments are determined by the LEA in which the student resides.

**Local Funds:** Charter schools receive a per pupil share of the local current expense of the LEA.

**State EC Funds:** Charter schools receive a per pupil share of state funds per student with disabilities are limited to 12.75% of the local education agency's average daily membership (ADM).

**Federal EC Funds:** Charter schools must qualify and apply for the individual federal grants based on the LEA's average daily membership (ADM).

**REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCES**

LEA #1:		600 Charlotte-Mecklenburg County Schools	
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds	\$5,390.66	300	
Local Funds	\$2,728.73	300	
State EC Funds	\$4,509.25	36	
Federal EC Funds	\$1,514.35	36	
			<b>Total:</b>

LEA #2:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds		0	
Local Funds		0	
State EC Funds		0	
Federal EC Funds		0	
			<b>Total:</b>

LEA #3:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds			
Local Funds			
State EC Funds			
Federal EC Funds			
			<b>Total:</b>



y (LEA) receives per student receives

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EA in which the student resides.

s (school-aged 5 through 21). Funds

their population of students.

**RCE DOCUMENTS**

<b>ools</b>
<b>Approximate funding for Year 1</b>
\$1,617,198.00
\$818,619.00
\$162,333.00
\$54,516.60
\$2,652,666.60

<b>Approximate funding for Year 1</b>
\$0.00

<b>Approximate funding for Year 1</b>
\$0.00

## Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 1,617,198	\$ 2,156,264	\$ 2,695,330	\$ 3,234,396
Local Per Pupil Funds	\$ 818,619	\$ 1,091,492	\$ 1,364,365	\$ 1,637,238
State EC Funds	\$ 162,333	\$ 216,444	\$ 270,555	\$ 324,666
Federal EC Funds	-	\$ 54,517	\$ 90,861	\$ 109,033
Other Funds*				
Working Capital*				
<b>TOTAL REVENUE:</b>	<b>\$ 2,598,150</b>	<b>\$ 3,518,717</b>	<b>\$ 4,421,111</b>	<b>\$ 5,305,333</b>

\*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate add those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the oper provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of th figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix



*federal funding in year*

Year 5	
\$	3,234,396
\$	1,637,238
\$	324,666
\$	109,033
<b>\$</b>	<b>5,305,333</b>

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**Personnel Budget: Expenditure Projections**

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
<b>Administrative &amp; Support Personnel</b>															
Lead Administrator	1	\$ 70,000	\$ 70,000	1	\$ 72,000	\$ 72,000	1	\$ 74,000	\$ 74,000	1	\$ 76,000	\$ 76,000	1	\$ 78,000	\$ 78,000
Assistant Administrator	2	\$ 55,000	\$ 110,000	3	\$ 57,000	\$ 171,000	3	\$ 59,000	\$ 177,000	3	\$ 61,000	\$ 183,000	3	\$ 63,000	\$ 189,000
Finance Officer		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Clerical	1	\$ 25,000	\$ 25,000	1.5	\$ 27,000	\$ 40,500	1.5	\$ 29,000	\$ 43,500	1.5	\$ 31,000	\$ 46,500	1.5	\$ 33,000	\$ 49,500
Food Service Staff		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Custodians	1	\$ 20,000	\$ 20,000	2	\$ 22,000	\$ 44,000	2	\$ 24,000	\$ 48,000	2	\$ 26,000	\$ 52,000	2	\$ 28,000	\$ 56,000
Transportation Staff	1	\$ 20,000	\$ 20,000	1	\$ 22,000	\$ 22,000	1	\$ 24,000	\$ 24,000	1	\$ 26,000	\$ 26,000	1	\$ 28,000	\$ 28,000
Director(s) of Services for Exceptional Children	1	\$ 45,000	\$ 45,000	1	\$ 47,000	\$ 47,000	1	\$ 49,000	\$ 49,000	1	\$ 51,000	\$ 51,000	1	\$ 53,000	\$ 53,000
Director(s) of Culture and Residential Life		\$ -	\$ -	0.5	\$ 40,000	\$ 20,000	0.5	\$ 42,000	\$ 21,000	0.5	\$ 44,000	\$ 22,000	0.5	\$ 46,000	\$ 23,000
Director(s) of Services for English Learners	1	\$ 45,000	\$ 45,000	1	\$ 47,000	\$ 47,000	1	\$ 49,000	\$ 49,000	1	\$ 51,000	\$ 51,000	1	\$ 53,000	\$ 53,000
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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<b>Total Admin and Support:</b>	<b>8</b>		<b>\$ 335,000</b>	<b>11</b>		<b>\$ 463,500</b>	<b>11</b>		<b>\$ 485,500</b>	<b>11</b>		<b>\$ 507,500</b>	<b>11</b>		<b>\$ 529,500</b>
<b>Instructional Personnel</b>															
Core Content Teacher(s)	12	\$ 40,000	\$ 480,000	16	\$ 42,000	\$ 672,000	20	\$ 44,000	\$ 880,000	24	\$ 46,000	\$ 1,104,000	24	\$ 48,000	\$ 1,152,000
Electives/Specialty Teacher(s)	2	\$ 40,000	\$ 80,000	2	\$ 42,000	\$ 84,000	3	\$ 44,000	\$ 132,000	3	\$ 46,000	\$ 138,000	3	\$ 48,000	\$ 144,000
Exceptional Children Teacher(s)		\$ -	\$ -	1	\$ 40,000	\$ 40,000	2	\$ 42,000	\$ 84,000	2	\$ 44,000	\$ 88,000	2	\$ 46,000	\$ 92,000
Instructional Support		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Teacher Assistants		\$ -	\$ -	2	\$ 30,000	\$ 60,000	2	\$ 32,000	\$ 64,000	2	\$ 34,000	\$ 68,000	2	\$ 36,000	\$ 72,000
Curriculum Facilitator(s)		\$ -	\$ -		\$ -	\$ -	2	\$ 45,000	\$ 90,000	2	\$ 47,000	\$ 94,000	2	\$ 49,000	\$ 98,000
Instructional Coach(es)		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -	2	\$ 43,000	\$ 86,000	2	\$ 45,000	\$ 90,000
Social Worker/Counselor	1	\$ 40,000	\$ 40,000	1	\$ 42,000	\$ 42,000	1	\$ 44,000	\$ 44,000	1	\$ 46,000	\$ 46,000	1	\$ 48,000	\$ 48,000
Dorm Parent(s)		\$ -	\$ -	4	\$ -	\$ -	8	\$ -	\$ -	12	\$ -	\$ -	12	\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
<b>Total Instructional Personnel:</b>	<b>15</b>		<b>\$ 600,000</b>	<b>26</b>		<b>\$ 898,000</b>	<b>38</b>		<b>\$ 1,294,000</b>	<b>48</b>		<b>\$ 1,622,000</b>	<b>48</b>		<b>\$ 1,692,000</b>
<b>Total Admin, Support and Instructional Personnel:</b>	<b>23</b>		<b>\$ 935,000</b>	<b>37</b>		<b>\$ 1,361,500</b>	<b>49</b>		<b>\$ 1,779,500</b>	<b>59</b>		<b>\$ 2,129,500.00</b>	<b>59</b>		<b>\$ 2,221,500</b>

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
<b>Administrative &amp; Support Benefits</b>															
Health Insurance	5	\$ 6,500	\$ 32,500	7	\$ 6,500	\$ 45,500	7	\$ 6,500	\$ 45,500	7	\$ 6,500	\$ 45,500	7	\$ 6,500	\$ 45,500
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	5	\$ 3,483	\$ 17,415	7	\$ 33,300	\$ 233,100	7	\$ 3,900	\$ 27,300	7	\$ 4,100	\$ 28,700	7	\$ 4,300	\$ 30,100
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	5	\$ 2,514	\$ 12,570	7	\$ 2,622	\$ 18,354	7	\$ 2,689	\$ 18,823	7	\$ 2,760	\$ 19,320	7	\$ 2,879	\$ 20,153
Social Security	5	\$ 588	\$ 2,940	7	\$ 613	\$ 4,291	7	\$ 629	\$ 4,403	7	\$ 645	\$ 4,515	7	\$ 673	\$ 4,711
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*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
<b>Total Admin and Support Benefits:</b>			\$ 65,425			\$ 301,245			\$ 96,026			\$ 98,035			\$ 100,464
<b>Instructional Personnel Benefits</b>															
Health Insurance	15	\$ 6,500	\$ 97,500	26	\$ 6,500	\$ 169,000	38	\$ 6,500	\$ 247,000	48	\$ 6,500	\$ 312,000	48	\$ 6,500	\$ 312,000
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	15	\$ 3,500	\$ 52,500	26	\$ 3,700	\$ 96,200	38	\$ 3,900	\$ 148,200	48	\$ 4,100	\$ 196,800	48	\$ 4,300	\$ 206,400
Social Security	15	\$ 673	\$ 10,095	26	\$ 647	\$ 16,822	38	\$ 647	\$ 24,586	48	\$ 663	\$ 31,824	48	\$ 684	\$ 32,832
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	15	\$ 2,706	\$ 40,590	26	\$ 2,720	\$ 70,720	38	\$ 2,793	\$ 106,134	48	\$ 2,832	\$ 135,936	48	\$ 2,941	\$ 141,168
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
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*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
<b>Total Instructional Personnel Benefits:</b>			\$ 200,685			\$ 352,742			\$ 525,920			\$ 676,560			\$ 692,400
<b>Total Personnel Benefits:</b>			\$ 266,110			\$ 653,987			\$ 621,946			\$ 774,595			\$ 792,864
<b>Total Admin &amp; Support Personnel (Salary &amp; Benefits):</b>	8		\$ 400,425	11		\$ 764,745	11		\$ 581,526	11		\$ 605,535.00	11		\$ 629,964
<b>Total Instructional Personnel (Salary &amp; Benefits):</b>	15		\$ 800,685	26		\$ 1,250,742	38		\$ 1,819,920	48		\$ 2,298,560	48		\$ 2,384,400
<b>TOTAL PERSONNEL:</b>	23		\$ 1,201,110	37		\$ 2,015,487	49		\$ 2,401,446	59		\$ 2,904,095	59		\$ 3,014,364

\*The personnel list below may be amended to meet the staffing of individual charter schools. This list should align with the projected staff located in the Operations Plan.

## Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support			
	Year 1	Year 2	Year 3
<b>Office</b>			
Office Supplies	\$ 5,000.00	\$ 3,000.00	\$ 3,000.00
Paper	\$ 3,000.00	\$ 3,500.00	\$ 4,000.00
Computers & Software	\$ 500.00	\$ 500.00	\$ 500.00
Communications & Telephone	\$ 2,500.00	\$ 500.00	\$ 500.00
Copier leases	\$ 2,000.00	\$ 1,200.00	\$ 1,200.00
Office Furniture	\$ 3,500.00	\$ 1,500.00	\$ 1,500.00
*** Insert rows and edit text as needed. ***			
<b>Management Company</b>			
Contract Fees			
Other			
*** Insert rows and edit text as needed. ***			
<b>Professional Contract</b>			
Legal Counsel	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Student Accounting	\$ 36,000.00	\$ 48,000.00	\$ 60,000.00
Financial	\$ 3,375.00	\$ 6,750.00	\$ 10,125.00
EC Services	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
*** Insert rows and edit text as needed. ***			
<b>Facilities</b>			
Facility Lease/Mortgage	\$ 600,000.00	\$ 700,000.00	\$ 1,000,000.00
Maintenance	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Custodial Supplies	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00
Custodial Contract			
Insurance (pg19)	\$ 18,738.00	\$ 28,000.00	\$ 38,000.00
Classroom Furniture	\$ 40,000.00	\$ 12,000.00	\$ 12,000.00
*** Insert rows and edit text as needed. ***			
<b>Utilities</b>			
Electric	\$ 10,000.00	\$ 16,000.00	\$ 16,000.00
Gas			
Water/Sewer	\$ 9,780.00	\$ 13,000.00	\$ 15,000.00
Trash	\$ 1,755.00	\$ 1,755.00	\$ 1,755.00
Other			
*** Insert rows and edit text as needed. ***			
<b>Transportation</b>			
Buses	\$ 10,000.00		
Gas	\$ 10,000.00		
Oil/Tires & Maintenance	\$ 10,000.00		
Other			
*** Insert rows and edit text as needed. ***			

Other			
Marketing	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Child Nutrition	\$ 278,970.00	\$ 371,960.00	\$ 464,950.00
Kitchen Equipment/Supplies	\$ 35,300.00	\$ 5,000.00	\$ 5,000.00
Travel			
Student Dorm Supplies		\$ 500.00	\$ 500.00
Laundry Machines/Supplies		\$ 1,000.00	\$ 1,000.00
<b>Total Administrative &amp; Support Operations:</b>	<b>\$ 1,122,418.00</b>	<b>\$ 1,256,165.00</b>	<b>\$ 1,677,030.00</b>

<b>OPERATIONS BUDGET:</b>			
<b>Instructional</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Classroom Technology</b>			
Software	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Hardware	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00
*** Insert rows and edit text as needed. ***			
<b>Instructional Contract</b>			
Staff Development	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Other			
*** Insert rows and edit text as needed. ***			
<b>Books and Supplies</b>			
Instructional Materials	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
Curriculum/Texts	\$ 30,000.00	\$ 35,000.00	\$ 40,000.00
Copy Paper			
Testing Supplies	\$ 2,000.00	\$ 9,000.00	\$ 10,000.00
Other			
*** Insert rows and edit text as needed. ***			
<b>Total Instructional Operations:</b>	<b>\$ 106,000.00</b>	<b>\$ 118,000.00</b>	<b>\$ 124,000.00</b>
<b>TOTAL OPERATIONS:</b>	<b>\$ 1,228,418.00</b>	<b>\$ 1,374,165.00</b>	<b>\$ 1,801,030.00</b>

*\*Applicants may amend this table and the position titles to fit their Education and Operations Plans.*



\$ 5,000.00	\$ 5,000.00
\$ 557,940.00	\$ 557,940.00
\$ 5,000.00	\$ 5,000.00
\$ 500.00	\$ 500.00
\$ 1,000.00	\$ 1,000.00
<b>\$ 1,897,895.00</b>	<b>\$ 1,947,895.00</b>

Year 4		Year 5	
\$	10,000.00	\$	10,000.00
\$	50,000.00	\$	50,000.00
\$	10,000.00	\$	10,000.00
\$	4,000.00	\$	4,000.00
\$	45,000.00	\$	45,000.00
\$	11,000.00	\$	11,000.00
\$	130,000.00	\$	130,000.00
<b>\$ 2,027,895.00      \$ 2,077,895.00</b>			

## Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4
Total Personnel	J	\$ 1,201,110.00	\$ 2,015,487.00	\$ 2,401,446.00	\$ 2,904,095.00
Total Operations	M	\$ 1,228,418.00	\$ 1,374,165.00	\$ 1,801,030.00	\$ 2,027,895.00
Total Expenditures	N = J + M	\$ 2,429,528.00	\$ 3,389,652.00	\$ 4,202,476.00	\$ 4,931,990.00
Total Revenue	Z	\$ 2,598,150.00	\$ 3,518,716.60	\$ 4,421,111.00	\$ 5,305,333.20
Surplus / (Deficit)	= Z - N	\$ 168,622.00	\$ 129,064.60	\$ 218,635.00	\$ 373,343.20



Year 5	
\$	3,014,364.00
\$	2,077,895.00
\$	5,092,259.00
\$	5,305,333.20
\$	213,074.20

## Charter School Board Member Information Form

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

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

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

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

### **Background**

**1. Name of charter school on whose Board of Directors you intend to serve:**

Great Opportunity Boarding Institute for Girls (G.O. B.I.G)

**2. Full Name:** Diamond Howell-Shields

**Home Address:** 2007 Monroe Place  
Wilmington, DE 19802

**Business Name and Address:** Great Opportunity, Inc.  
4030 Wake Forest Road Ste 349  
Raleigh, NC 27609

**Telephone No.:** (704) 835-8698

**E-mail address:** [diamonhowell12@gmail.com](mailto:diamonhowell12@gmail.com)

**3. Brief educational and employment history.**

From 2004-2008, I attended Westover School, a secondary, boarding, all-girls school located in Middlebury, CT. I then attended Connecticut College, where I majored in Human Development and completed certificate programs in Public Policy and Community Action as well as Elementary Education. After graduating from Connecticut College, I was selected as an Institute for Recruitment of Teachers Fellow and I embarked on graduate studies at the

University of Wisconsin-Madison. I am currently a doctoral candidate in the department of Curriculum & Instruction with a concentration in Multicultural Education. Over the course of my doctoral career, have been an assistant teacher at Eagle's Wing Childcare & Educational Program (Madison, WI); I have served as an Edward Alexander Bouchet Graduate Scholars Fellow (Madison, WI); and most recently an assistant professor at the Kutztown University of Pennsylvania while I was a Frederick Douglass Scholar Fellow (Kutztown, PA).

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

No:  Yes:

**5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?**

I was recruited through networking at a Westover School Alumna event. While Crystal Pemberton, one of the co-founders, and I were not schoolmates, I was very inquisitive about how I could offer my expertise as GO BIG is prepping to open next fall. As a scholar and researcher, I have spent my educational career analyzing, examining, and theorizing ways to provide educational access for marginalized students. As a member of GO BIG's board, I hope to lend my innovative eye, insight on curriculum, and classroom structure to provide robust academic and educational opportunities for all students that attend GO BIG.

**6. What is your understanding of the appropriate role of a public charter school board member?**

The appropriate role of a public charter school board member is to assure that all academic, fiscal, operational decisions center the mission and vision of the institution. Furthermore, they will be responsible for conducting checks and balances to evaluate that GO BIG is continuing to progress towards its institutional goals. In doing so, students, families, the community, staff and school leadership will have transparency and trust that the institution is functioning ethically while providing the best holistic educational experience for its girls.

**7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.**

I have not had previous experience serving on a board, however I bring the following skills and characteristics that will help me be an effective board member:

- Researcher of educational best practice and envisioning them in practical, culturally appropriate ways
- Executing High Scope, anti-bias curriculum in a class setting
- A career commitment to the goals and mission of GO BIG
- The ability to be a team player
- Work autonomously on projects

- Critically examine the social, emotional, and academic impact of school policies and curriculum on institutional climate
- Commitment to evaluating and learning about best educational practice through attending and presenting at in large educational conferences

**8. Describe the specific knowledge and experience that you would bring to the board.**

I have specific experience with developing teacher candidates and explaining how to operationalize curriculum, pedagogy, and theory as well as construct classroom environments that promote growth. Furthermore, I have extensive experience with conducting institutional climate evaluations to determine best practices to improve educational experiences as well as possibilities for academic success for students.

**School Mission and Program**

**1. What is your understanding of the school’s mission and guiding beliefs?**

GO BIG’s mission is to afford an immersive education for girls, fostering their academic achievement, entrepreneurial mindset, character development, and social responsibility, thus empowering them to excel in college and the world beyond. Historically speaking, quality educational opportunities have only been provided for students from specific racial, ethnic, socio-economic, and geographical backgrounds. GO BIG seeks to remedy this historical trend by providing access to a robust educational experience to all its students. GO BIG seeks to foster the holistic development of students, not just their academic identities. In doing so, students will have the potential to GO BIG throughout the rest of their educational trajectory, overcome barriers that they may face, provide for themselves and future families as well as envision themselves as integral components of STEM-related fields.

**2. What is your understanding of the school’s proposed educational program?**

GO BIG will be a K-5, all-girls, STEM institution that provides a boarding experience for students in older grades. We will use a slow growth model to assure that it is adjusting to the needs of the students, teachers, staff, and leadership positions as the school starts to build and maintain a strong program.

**3. What do you believe to be the characteristics of a successful school?**

A successful school has a clear mission that is continually centered and worked towards through selecting school leaders, and staff, that execute best practices as well as including the school community and following student (and their families) feedback on how to improve the school’s operational program each year. A successful school also has a commitment to consistently improving, thus members of the school board, school leadership, teachers, and staff will consistently seek new opportunities for professional development.

**4. How will you know that the school is succeeding (or not) in its mission?**

As a board member, I will know that the school is succeeding (or not) if students are progress towards and reaching the Annually Yearly Progress outlined in the charter agreement. Furthermore, if students are continuing their academic, intellectual, social, and emotional responsibilities after they graduate from GO BIG.

## **Governance**

### **1. Describe the role that the board will play in the school's operation.**

The board will play an integral part in the school's operation. The board will be responsible to selecting strong school leaders, tracking if the school is making timely progression towards goals and evaluating how they can offer support in that process, makes sure that the school is making fiscally responsible decisions as well as assuring that GO BIG is following the protocols, expectations, safety measures, and guidelines outlined in the school's charter agreement.

### **2. How will you know if the school is successful at the end of the first year of operation?**

At the end of the first year of operation, I will know the school is successful if it meets or exceeds its first-year goals outlined in the charter agreement: I have listed a few notable goals here:

- 70% of Kindergarten students in each classroom will meet or exceed their expected yearly growth by the EOY MAP Assessment in math and reading
- 80% of kindergarteners will read at a level D or higher; 60 will read at a level E or higher
- 75% of first graders will read at a level K or higher; 55% will read at a level J or higher
- 70% of second grade will read at a level M or higher; 50% will read at level N of higher
- A minimum score of "Prepared: for at least five of the nine elementary-related standards in the NCDPI STEM Attribute Implementation Rubric
- A minimum of 85% average satisfaction on tri-annual parent and staff survey ratings regarding a clean, efficient, and secure school facility; and Health Department "A" ratings regarding a clean, efficient, healthful, and complaint nutritional program
- A 3-5 % surplus in the budget by the end of the year

### **3. How will you know at the end of five years of the schools is successful?**

At the end of five years, I will know if the school is successful if the school has met its agreed upon goals as listed in the charter agreement, one of which is to earn a score of "model" for seven is nine elementary-related standards in the NCDPI STEM Attribute Implementation Rubric.

**4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?**

To ensure that school is successful, the school board will need to create effective, comprehensible policies in the areas of, governance, grievances, conflict of interest, enrollment, hiring and termination, student record, and evaluation, for example. The board will need to meet at a minimum monthly to review fiscal, academic, and operational reports and ensure progress towards agreed-upon goals. Additionally, the board will need to create and implement a strong school leader evaluation process to hold the school leaders accountable for meeting agreed upon goals. Last, but not least, the board will need to commit to participating in ongoing professional development to ensure that it is functioning at its highest and most efficient capacity.

**5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?**

If one or more members of the school board are acting unethically or not in the best interest of the school, I will file a written complaint and submit it to the board's president. This action will be in accordance to our current bylaws and allow the president to investigate the situation and person-in-question due process as the circumstance that is being evaluated.

**Certification**

I, Diamond Howell-Shields, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for \_\_\_\_\_ G.O. B.I.G. \_\_\_\_\_ Charter School is true and correct in every respect.



Signature

\_\_\_\_\_ July 21, 2020 \_\_\_\_\_  
Date

Appendix I Board Member Background Certification Statement and Completed Background Check\*

## **EXPERIENCE**

- Spring 2020 **Assistant Professor**, Kutztown University of Pennsylvania  
Culture and Diversity of English Language Learners  
Principles of Teaching  
Principles of Teaching Lab
- Fall 2019 **Assistant Professor**, Kutztown University of Pennsylvania  
Special Topics: Critical Theory and Theorizing the Dissertation,  
Perspectives on American Education  
Student Diversity & Critical Pedagogy
- 2019-Present **Instructor of Record**, Political and Cultural Perspectives in Dance Studies,  
University of Wisconsin-Madison
- 2017-2018 **Teaching Assistant**, Political and Cultural Perspectives in Dance Studies,  
University of Wisconsin-Madison
- 2013-2016 **Teaching Assistant**, Critical Aspects of Teaching, Schooling and Education,  
Department of Curriculum & Instruction, University of Wisconsin-Madison
- Fall 2016 **Teaching Assistant**, Elementary Teaching Practicum and Seminar III,  
Department of Curriculum & Instruction, University of Wisconsin-Madison
- Fall 2013 **Teaching Assistant**, Foundations of Education, Department of Curriculum &  
Instruction, University of Wisconsin-Madison
- 2013-2017 **Assistant Teacher**, Eagle's Wing Child Care and Education Programs,  
University of Wisconsin-Madison

## **EDUCATION**

- Ph.D., Curriculum & Instruction, University of Wisconsin-Madison – expected 2020  
Concentration: Multicultural Education      Minor: Educational Policy Studies
- B.A., Human Development, Connecticut College, New London, CT – 2012

## **ACHIEVEMENTS & CERTIFICATIONS**

- 2019-2020 Frederick Douglass Institute Fellow, Kutztown University of Pennsylvania
- 2018-2019 John and Tashia F. Morgridge Wisconsin Distinguished Graduate Fellowship,  
School of Education, University of Wisconsin-Madison
- 2017-2018 Edward Alexander Bouchet Graduate Honor Society, University of Wisconsin-  
Madison

## Charter School Board Member Information Form

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

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

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

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

### Background

1. Name of charter school on whose Board of Directors you intend to serve:

**Great Opportunity, Inc.**

2. Full name:

**La-Deidre Matthews**

Home Address:

**1315 Lorna Street, Apt. 104, Charlotte, NC 28205**

Business Name and Address:

**Parke Poe Adams and Bernstein LLP**

**401 S. Tryon Street, Suite 3000, Charlotte, NC 28202**

Telephone No.:

**(910)224-6411**

E-mail address:

**ladeidrematthews@parkerpoe.com**

3. Brief educational and employment history.

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

No:  Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

**I was contacted via LinkedIn by Co-Founder and Board Chair Erin Rowe, based on my demonstrated interest and experience in education law. As a first-generation college graduate and black woman from a low-income home, I know firsthand the positive impact a quality education can**

make in the lives of some of the most vulnerable members of our population. I would consider it a privilege to serve on the board of Great Opportunity, Inc. because this position would afford me the opportunity to assist the school in serving underrepresented and underserved students in the local community, specifically female students who remind me of my younger self.

6. What is your understanding of the appropriate role of a public charter school board member?

It is my understanding that the board of directors essentially serve as the legal governing body for the organization. With regard to public charter schools specifically, the board of directors would be tasked with making sure that the school adheres to all relevant state and federal laws along with policies set forth by the North Carolina State Board of Education and other applicable bodies of law and/or governance. In addition to matters of compliance, I believe the board members of a public charter school are tasked with acting on behalf of, and in the best interests of the school, and most importantly its students. Such conduct would include but is not limited to making reasonable and informed decisions regarding the school's personnel, finances, and curriculum.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

While I do not have prior board experience, I am confident that past experiences render me capable to be an effective board member. Such experiences include but are not limited to the following:

- In my capacity as the Parliamentarian for UNC Law School's Student Body Association, I led the Association's effort to amend its constitution and bylaws. During my tenure, I gained an immense appreciation for the role that governing documents can play in the success of an organization. I will rely on this experience if and when Great Opportunity, Inc. drafts and or amends its governing documents and school policies.
- During my summer associate position with Tharrington Smith LLP, I attended several school board meetings for public school districts around the state and often assisted supervising attorneys in advising said boards on a broad range of matters. This experience observing, and occasionally guiding school boards will serve as a foundation to my participation on the board of directors for Great Opportunity, Inc.

8. Describe the specific knowledge and experience that you would bring to the board.

I am a licensed attorney in North Carolina with a passion for education law and policy. As such, I have participated in several organizations and educational opportunities that have allowed me to learn about the legal issues unique to the State's public schools, including public charter schools. These experiences are enumerated with detail in my resume. Prior to my legal career, I also served as a college advisor for two NC high schools, thereby becoming familiar with the operations of public schools in the state.

#### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Great Opportunity, Inc. will operate under the guiding belief that all students deserve a high-quality, world-class education irrespective of their background. With this in mind, the school's mission is to provide an immersive STEM education for girls in the Charlotte region.

2. What is your understanding of the school's proposed educational program?

**The school will offer a curriculum with a focus on science, technology, engineering, and mathematics ("STEM"). STEM-based curricula are known to foster ingenuity and creativity, and encourage teamwork, problem-solving skills, and adaptation. Additionally, as the only public charter elementary boarding school in North Carolina, Great Opportunity, Inc. will provide to its students the unique opportunity to be fully immersed in an academic program specifically tailored to promote entrepreneurship, character development, social responsibility and scholarship.**

3. What do you believe to be the characteristics of a successful school?

**I believe some of the characteristics of a successful school include diversity among students and staff; transparency and accountability among its leadership; collaboration, both within the school and throughout the local community; parent involvement; a student-centered mission; and a strong academic profile with the understanding that the strength of a school's academics are not necessarily measured by its standardized testing results, but by the demonstrated mastery and understanding of the curriculum by its students.**

4. How will you know that the school is succeeding (or not) in its mission?

**The school's success, or lack thereof can be assessed by periodic curriculum-based monitoring; student, parent, and staff evaluations; and observations. Additionally, the school will have the ability to set its own specific short-term and long-term goals.**

### Governance

1. Describe the role that the board will play in the school's operation.

**The board will make informed decisions regarding school personal, finances, business agreements, student curriculum and policies. The board will also closely monitor the operation of the school to ensure compliance with decisions made by the board along with its legal and ethical obligations.**

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

**The board will work together to set specific short-term goals for the school and evaluate its success through methods listed under Question 4 of this document's School Mission and Program section.**

3. How will you know at the end of five years of the schools is successful?

**I will propose to the board that a five year strategic plan be made that will identify issues or goals for the school and develop a strategy to resolve the identified issues or meet the stated goals. I will utilize my past experience devising similar five year plans for other organizations to ensure that Great Opportunity's strategic plan and goals therein are specific enough to allow for assessment of the school's success.**

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

5.

**In order to ensure that Great Opportunity, Inc. is successful, the board must recruit talented and dedicated staff members; maintain financial security through fundraising and grant-writing efforts; understand the specific needs of the student population through relevant training to include implicit bias training; and study best practices from successful public charter schools in the state and implementing them within its own organization.**

6. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

**With the understanding that board members owe several fiduciary duties to the organization, I would disclose the unethical or otherwise wrongful conduct to the board's leadership, and if the matter is not resolved, report it to the State Board of Education's Office of Public Charter Schools and/or any other applicable governing agencies. If the matter is still left unresolved, I'd have no choice but to resign from the board, giving my reasons for the same.**

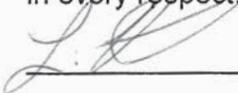
\*Please include the following with your Information Form

- a one-page resume

\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, LaDeide Matthews, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Great Opportunity, Inc Charter School is true and correct in every respect.

  
\_\_\_\_\_

Signature

8/21/19  
\_\_\_\_\_

Date



❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

- Name of the Contact for Selected EMO/CMO:  
\_\_\_\_\_
- Date of Review:  
\_\_\_\_\_
- Signature of Board Members Present (Add Signature Lines as Needed):
  - \_\_\_\_\_
  - \_\_\_\_\_
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❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

- Name of the Contact:  
\_\_\_\_\_
- Name of the Selected Financial Service Provider:  
\_\_\_\_\_
- Date of Review:  
\_\_\_\_\_
- Signature of Board Members Present (Add Signature Lines as Needed):
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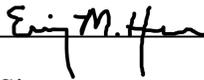
❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.

- Name of the Contact:  
\_\_\_\_\_
- Name of the Selected PowerSchool Service Provider:  
\_\_\_\_\_
- Date of Review:  
\_\_\_\_\_
- Signature of Board Members Present (Add Signature Lines as Needed):
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**Certification**

I, Erin M. Howe, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as Great Opportunity Boarding Institute for Girls (G.O. B.I.G.) Charter School is true and correct in every respect.



Signature  
Date

07-16-2020

**APPENDIX A:  
EVIDENCE OF PARENT/COMMUNITY SUPPORT**



**GREAT OPPORTUNITY BOARDING INSTITUTE FOR GIRLS  
(G.O. B.I.G.)**

## Great Opportunity Boarding Institute for Girls

### STATEMENT OF NEED

---

#### INTRODUCTION

The poorest children in Charlotte, NC, live amidst a troubling paradox: in a city hailed as an economic hub – home to the Bank of America headquarters, a multitude of Fortune 500 companies, the Carolina Panthers, the NBA Hornets, and NASCAR – and ranking among the fastest growing regions of the country, those born into poverty are still likely to remain there. In a study completed by the Equal Opportunity Project, a team of researchers from Harvard, Stanford and Berkeley ranked Charlotte last in an analysis of upward mobility in America’s 50 largest cities. This is because children born into the bottom 20 percent of the income distribution in Charlotte have a mere 4.4 percent chance of rising to the top 20 percent. A twisted and persistent convergence of poverty, racial disparity, neighborhood disadvantage, wage segmentation, and segregation in housing and education has been seeded by the accumulation of income inequality, a shortage of affordable housing, and inequitable educational opportunities. Ultimately, as *The Atlantic* writer, Alana Semuels, states, “Rather than making it into the middle class in Charlotte, poor children, who are majority black and Latino, are very likely to stay poor<sup>1</sup>.”

#### A HIGH-QUALITY EDUCATION MAKES A DIFFERENCE

While experts agree that no single measure can or will easily resolve the severe disparity of life between Charlotte’s rich and Charlotte’s poor, there is one thing that can and will universally and unequivocally aid in bridging the gap: a high-quality education. In 2015, world leaders reached a consensus on seventeen essential goals to create a better world by 2030. According to the leaders, a world commitment to these goals would empower humanity to ensure a more stable and sustainable climate, globally fight injustice and inequity, and end poverty. Goal number four of the seventeen critical goals outlined is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This goal is especially critical because, as noted within the Global Goals,

Education liberates the intellect, unlocks the imagination and is fundamental for self-respect. **[Education] is the key to prosperity and opens a world of opportunities**, making it possible for each of us to contribute to a progressive, healthy society. Learning benefits every human being and should be available to all<sup>2</sup>.

For Charlotte’s marginalized children, access to a high-quality educational opportunity is the keystone in the archway of lifelong, transformational success. According to the Global Partnership for Education (GPE), ensuring that all children have access to a high-quality education will yield vital benefits, such as a reduction in poverty, a boost in economic growth, and an increase in income<sup>3</sup>.

However, the GPE further argues that, for the greatest change to occur, it is not enough to aim to provide a quality education for all. Rather, a special emphasis must be placed on our country’s most vulnerable and marginalized children, including children of color, children growing up in high-needs communities, children with disabilities, English language learners and students with limited English proficiency, and girls.

Charlotte is home to a bevy of strong colleges and universities. However, Charlotte’s economically and racially marginalized children have been disproportionately underserved when it comes to their education. A review of North Carolina’s recent school report cards shows that the highest test scores are still earned by students attending low-poverty, mostly white schools. Furthermore, students in low-poverty, mostly white schools are almost twice as likely to have access to master teachers and advanced classes<sup>4</sup>. These statistics are particularly disturbing given the leverage that a strong education can provide to children most in need of escaping generational poverty and the crippling effects of systemic oppression.

Further crucial to immediate and holistic social improvement is providing marginalized girls with increased access to strong educational opportunities. According to the GPE, “educating girls has a multiplier effect” on human, social, and economic development. This is because educated girls tend to be healthier, earn more income, have greater familial stability, and are more apt to provide excellent care for themselves and their children. Furthermore, the effects of educating girls are communal and generational, making investing in high-quality girls’ education one of the most crucial investments that humanity can make<sup>5</sup>.

## A GREAT OPPORTUNITY

**The need for access to a high-quality educational opportunity for Charlotte’s underserved and marginalized girls has never been greater.** As the nation’s first all-girls, public charter, tuition-free, boarding school to service elementary-aged scholars, Great Opportunity Boarding Institute for Girls (G.O. B.I.G.), will meet the critical need of providing Charlotte’s most vulnerable population of elementary-aged girls with unprecedented access to a high-quality boarding educational experience, such as would not normally be accessible except by those families in positions of economic privilege.

The mission of Great Opportunity Boarding Institute for Girls (G.O. B.I.G.) is to offer underserved girls in the Charlotte-Mecklenburg region unprecedented access to a tuition-free, high-quality, world-class education that will set them up for competitive success in their primary and secondary academic careers, college education, and life-long entrepreneurial endeavors. Kindergarten through second grade students will attend as day students while third- through fifth-grade scholars will have the opportunity to board. With the upper elementary students’ as boarding role models, eager younger scholars will be more fully prepared to ultimately partake in this unique and exceptional residential experience.

Through an exceptional blend of academic rigor, civic engagement, and innovative teaching methods, and a high-caliber boarding experience for our 3rd-5th grade scholars, as well as a collaborative, culturally relevant, STEM-based, and data-driven pedagogical approach, our school will provide parents with the security of knowing that their scholars are receiving top-notch, innovative instruction, and a secure high-quality residential experience from teachers and staff that are welcoming, affirming, and highly-qualified.

Great Opportunity Boarding Institute for Girls (G.O. B.I.G.), will receive educationally and economically disadvantaged girls from the Charlotte metropolitan region and the greater Charlotte area. Specific challenges facing girls growing up in low-income areas include hunger, engaging in criminal or risky social behaviors, lack of exposure to high-quality educational opportunities, and limited access to entrepreneurial development. A high-quality education, such as that which will be provided by G.O. B.I.G., would enhance their ability to escape poverty, enrich their quality of living, improve their communal well-being, and dramatically improve their ability to succeed in life.

## HOW CAN THEY LEARN IF THEY ARE WORRIED ABOUT THEIR SAFETY?

Studies show that there is a direct correlation between children’s health and their ability to receive an education<sup>6</sup>. Children living in poverty face an overabundance of academic challenges, such as extreme fatigue from unsafe, unsanitary, or unsatisfactory living conditions; chronic lack of concentration from extreme and debilitating hunger; and higher levels of anxiety due to embarrassment about their health and fear for their family’s safety as well as their own.

While traditional public schools have resources available to support students living in poverty, they are limited in their scope. For example, although traditional public schools provide economically disadvantaged children with breakfast and lunch for free or at a reduced cost, these same children face the uncertainty of knowing what, or even *if*, they will eat for dinner. The combination of the stress with which they subsequently suffer due to concerns about their food supply, and the fear that comes from living in the dangerous environmental conditions often experienced in impoverished communities, often leads to sleeplessness and, in turn, affects their ability to be and do their best.

G.O. B.I.G. will stand tall as an innovative and transformational solution for children and families like those described above. At G.O. B.I.G., the campus will be highly secured with advanced security measures, including but not limited to cameras around the campus and in all classrooms and residential spaces (excluding restrooms and dorm rooms.) Parents and students will be able to rest easy knowing that students will receive breakfast, lunch, *and* dinner and will be well-educated and cared for in a safe and secure environment at no cost.

Grassroots support for G.O. B.I.G. has grown rapidly. With just two days of campaigning, our board chair and vice-chair alone gathered over three hundred signatures of support from members of the West Charlotte community. Furthermore, residents have been calling out for restoration and reparation to be considered in the drive to “redevelop” our urban communities<sup>7</sup>. Well, now more than ever, we must place our children at the center of our calls.

The burden is upon us to elevate opportunities for Charlotte’s girls because the future depends on girls’ education, and girls deserve the promise of a great future.

## REFERENCES

- <sup>1</sup> <https://www.theatlantic.com/business/archive/2017/04/south-mobility-charlotte/521763/>
- <sup>2</sup> <https://www.globalgoals.org/4-quality-education>
- <sup>3</sup> <https://www.globalpartnership.org/education>
- <sup>4</sup> <https://www.charlotteobserver.com/news/local/education/article201742304.html>
- <sup>5</sup> <https://www.globalpartnership.org/education>
- <sup>6</sup> <https://childrenincorporated.org/poverty-threatens-not-only-childrens-health-but-also-their-education/>
- <sup>7</sup> <https://www.charlotteobserver.com/news/local/article224643350.html>

# Girls Deserve to GO BIG in STEM!



Crystal Pemberton ( ) (34) (Comments)

emp  
126  
127 Signatures

Goal: 1,000



While experts agree that no single measure can or will easily resolve the severe disparity of life between Charlotte's rich and Charlotte's poor, there is one thing that

[SIGN PETITION](#)

the nation's first all-girls, public charter, tuition-free, boarding school to service elementary-aged scholars, Great Opportunity Boarding Institute for Girls (G.O. B.I.G.), will meet the critical need of providing Charlotte's most vulnerable population of elementary-aged girls with unprecedented access to a high-quality boarding educational experience, such as would not normally be accessible except by those families in positions of economic privilege.

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(Help Charlotte's girls G.O. B.I.G. in STEM! Make a quick, tax-deductible donation at <https://donorbox.org/advancingscienceworldwide-gobig>)

Thank you!

Share on Facebook

34 COMMENTS

Kenesia Wells  
Aug 06, 2019

← Aug 06, 2019

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Regina Clarke  
Jul 30, 2019  
upvote reply show Jul 30, 2019

I support Girls STEAM

Anonymous  
Jul 22, 2019  
upvote reply show Jul 22, 2019

A truly important cause. You have my absolute support.

Victoria H  
Jul 18, 2019  
upvote reply show Jul 18, 2019

I wish you Much success

Caitlin Montes de Oca  
Jul 18, 2019  
upvote reply show Jul 18, 2019

Great work, Crystal! Love it!

JAMES LEROY WATSON TRUST  
Jul 16, 2019  
upvote reply show Jul 16, 2019

Keep up the great work!

ELECTRONIC SIGNATURE  
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Helenita Barry  
Jul 16, 2019  
upvote reply show Jul 16, 2019

Crystal I know that you have a heart and a great desire to see the future generation excel. So, I pray that God will give you the desire of your heart I see great things happening. Much success!!!

Rachel Katzmann  
Jul 14, 2019  
upvote reply show Jul 14, 2019

Keep dreaming big! <3

Anonymous  
Jul 12, 2019

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Who run the world? Girls!

Ashley Goodman  
Jul 12, 2019

upvote reply show  
Jul 12, 2019

girls rule the world!

Anonymous  
Jul 12, 2019

upvote reply show  
Jul 12, 2019

This would be wonderful!

Magdalena Nunez  
Jul 12, 2019

upvote reply show  
Jul 12, 2019

Anonymous  
Jul 11, 2019

upvote reply show  
Jul 11, 2019

That's a great idea

Maura Brown  
Jul 11, 2019

upvote reply show  
Jul 11, 2019

I am a whole "yes" for this idea!

Amy B Tiong  
Jul 10, 2019

upvote reply show  
Jul 10, 2019

needed now more than ever! Let's get more girls running the world

Lucinda Doran  
Jul 10, 2019

upvote reply show  
Jul 10, 2019

STEM is so important for these girls and for our future. Go girls!

Elise Drew León  
Jul 09, 2019

upvote reply show  
Jul 09, 2019

SIGN PETITION

Verna Greer  
Jul 09, 2019

← Jul 09, 2019  
upvote reply show

This is long overdue. Looking forward to the successful outcome of this endeavor.

Rachel Bashevkin  
Jul 09, 2019

← Jul 09, 2019  
upvote reply show

Crystal, Wishing you much success with improving the education of girls in Charlotte.

Sharice Rascoe  
Jul 08, 2019

← Jul 08, 2019  
upvote reply show

I love this idea!

Erica Pabon  
Jul 08, 2019

← Jul 08, 2019  
upvote reply show

This will be a wonderful opportunity!

Anonymous  
Jul 08, 2019

← Jul 08, 2019  
upvote reply show

Amazing!

Alfonso Perez  
Jul 08, 2019

← Jul 08, 2019  
upvote reply show

This is amazing, Crystal!!

Titi Ngwenya  
Jul 08, 2019

← Jul 08, 2019  
upvote reply show

This is revolutionary. Thank you for building this school for our girls.

Kendra Hickinson  
Jul 08, 2019

← Jul 08, 2019  
upvote reply show

Good work.. I pray u get to the goal

**SIGN PETITION**

JUL 08, 2019

←  
upvote reply show

Amazing!

Jasmin Pemberton  
Jul 08, 2019

← Jul 08, 2019  
upvote reply show

If we enrich our children, give them access to education that expands their worlds beyond their current environments, we will likely find ourselves nurturing the minds of our future inventors, scientists and engineers.

Brenda V. Barry  
Jul 07, 2019

← Jul 07, 2019  
upvote reply show

Much success with your endeavours!

Ingrid letren  
Jul 06, 2019

←  
upvote reply show  
Jul 06, 2019

Success

Linda Barry  
Jul 06, 2019

← Jul 06, 2019  
upvote reply show

I am going Big on education for these students.

Angelica Milton  
Jul 06, 2019

← Jul 06, 2019  
upvote reply show

A wonderful and powerful educational initiative!

Anonymous  
Jul 06, 2019

←  
upvote reply show  
Jul 06, 2019

All the best!

Janine pemberton  
Jul 06, 2019

←  
upvote reply show  
Jul 06, 2019

Go big!

**SIGN PETITION**

Education is always needed

[Sign in](#) to comment

**127 SIGNATURES**

- 5 days ago  
Kenesia Wells United States
- 5 days ago
- 5 days ago
- Holly Zuffall United States
- 5 days ago
- 1 week ago
- Kim United States
- 1 week ago
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- [REDACTED] United States
- 1 week ago
- 2 weeks ago
- Regina Clarke United States
- 2 weeks ago
- 2 weeks ago
- Sophia Hodson United States
- 2 weeks ago
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- Nicole Canuelas United States
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- Karimah Gottschalck United States
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- Caitlin Montes de Oca United States
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- JAMES LEROY WATSON TRUST United States
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- Lorenzo United States
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- Robert Simoneau United States
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- Connor Evans Canada
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- 4 weeks ago
- Jenny United States
- 4 weeks ago

**SIGN PETITION**

Helenita Barry United States

Education is always needed

[Sign in](#) to comment

### 127 SIGNATURES

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Kenesia Wells United States
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- Holly Zuffall United States
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Helenita Barry United States

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- Tiffany Richmond United States
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- Rachel Katzmann United States
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- Ashton Martin United States
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- Manan Patel United States
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- Rafeek Abdul United States
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- Varun Chopra United States
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- David Reiman United States
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- Riley boeth United States
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- Carissa A. Velazquez United States

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- Maura Brown United States
- 4 weeks ago
- 1 month ago
- Alana Rasmussen Canada
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- Jehiza Feliz United States
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- Gabrielle Grimmett United States
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- Lucinda Doran United States
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- Brian L Gray United States
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- Verna Greer United States
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- Parke Hunter United States
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- Jessi Suzuki United States  
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- Titi Ngwenya United States  
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- 1 month ago
- Erica Salomon United States  
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Kenia Mckenzie United States

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Zach T Donahue United States  
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Rhaven Mclver United States  
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Jasmin Pemberton United States  
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1 month ago  
Brenda V. Barry Sint Maarten (Dutch part)  
1 month ago  
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Ingrid letren Aruba  
1 month ago  
1 month ago  
Judy Pak United States  
1 month ago  
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Linda Barry Aruba  
1 month ago  
1 month ago  
Kimberlee HICKINSON United States  
1 month ago  
1 month ago  
Angelica Milton United States  
1 month ago  
1 month ago  
Ann Barry Aruba  
1 month ago  
1 month ago  
Margerie Mathew Curacao  
1 month ago  
1 month ago  
Janine pemberton United States  
1 month ago  
1 month ago  
Jasper Dore Sint Maarten (Dutch part)  
1 month ago  
1 month ago  
Crystal Pemberton United States  
1 month ago

**SIGN PETITION**



West Charlotte  
Beatties Ford Rd

I believe there is a need in my community for a high-quality school that will help girls excel in the areas of science, technology, engineering, arts, and mathematics (S.T.E.M.) and my child is/was in grades 3-5, and I am interested in having my child receive a high-quality, boarding school education for FREE. Therefore, I will sign and date below to support Great Opportunity Boarding Institute for Girls (G.O. B.I.G.).

1	[Signature]	5/24/19	28	[Signature]	5-24-19	55	[Signature]		Date
2	[Signature]	5/24/19	29	[Signature]	5-24-19	56	[Signature]		Date
3	[Signature]	5/24/19	30	[Signature]	5-24-19	57	[Signature]		Date
4	[Signature]	5/24/19	31	[Signature]	5-24-19	58	[Signature]		Date
5	[Signature]	5/24/19	32	[Signature]	5-24-19	59	[Signature]		Date
6	[Signature]	5/24/19	33	[Signature]	5/24/19	60	[Signature]		Date
7	[Signature]	5/24/19	34	[Signature]	5/24/19	61	[Signature]		Date
8	[Signature]	5/24/19	35	[Signature]	5-24-19	62	[Signature]		Date
9	[Signature]	5/24/19	36	[Signature]	5-24-19	63	[Signature]		Date
10	[Signature]	5/24/19	37	[Signature]	5-24-19	64	[Signature]		Date
11	[Signature]	5/24/19	38	[Signature]	5-24-19	65	[Signature]		Date
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15	[Signature]	5-24-19	42	[Signature]	5/24/19	69	[Signature]		Date
16	[Signature]	5-24-19	43	[Signature]	5/24/19	70	[Signature]		Date
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18	[Signature]	5-24-19	45	[Signature]	5-24-19	72	[Signature]		Date
19	[Signature]	5-24-19	46	[Signature]	5/24/19	73	[Signature]		Date
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24	[Signature]	5-24-19	51	[Signature]	5/24/19	78	[Signature]		Date
25	[Signature]	5-24-19	52	[Signature]	5-24-19	79	[Signature]		Date
26	[Signature]	5-24-19	53	[Signature]	5/24/19	80	[Signature]		Date
27	[Signature]		54	[Signature]	5/24/19	81	[Signature]		Date



I believe there is a need in my community for a high-quality school that will help girls excel in the areas of science, technology, engineering, arts, and mathematics (S.T.E.M.) and my child is/was in grades 3-5, and I am interested in having my child receive a high-quality, boarding school education for FREE. Therefore, I will sign and date below to support Great Opportunity Boarding Institute for Girls (G.O. B.I.G.).

1	[Signature]	7-9-19	28	[Signature]	7-9-19	55	[Signature]	7-9-19
2	[Signature]	7-9-19	29	[Signature]	7-9-19	56	[Signature]	7-9-2019
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5	[Signature]	7-9-19	32	[Signature]	7-9-19	59	[Signature]	7-9-19
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10	[Signature]	7-9-19	37	[Signature]	7-9-19	64	[Signature]	7-9-19
11	[Signature]	7-9-19	38	[Signature]	7-9-19	65	[Signature]	7-9-19
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14	[Signature]	7-9-19	41	[Signature]	7-9-19	68	[Signature]	7-9-19
15	[Signature]	7-9-19	42	[Signature]	7-9-19	69	[Signature]	7-9-19
16	[Signature]		43	[Signature]	7-9-19	70	[Signature]	7-9-19
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24	[Signature]	7-9-19	51	[Signature]	7-9-19	78	[Signature]	7-9-19
25	[Signature]	7-9-19	52	[Signature]	7-9-19	79	[Signature]	7-9-19
26	[Signature]	7-9-19	53	[Signature]	7-9-19	80	[Signature]	7-9-19
27	[Signature]	7-9-19	54	[Signature]	7-9-19	81	[Signature]	7-9-19



www.greatopportunityinc.com

I believe there is a need in my community for a high-quality school that will help girls excel in the areas of science, technology, engineering, arts, and mathematics (S.T.E.M.) and my child is/was in grades 3-5, and I am interested in having my child receive a high-quality, boarding school education for FREE. Therefore, I will sign and date below to support Great Opportunity Boarding Institute for Girls (G.O. B.I.G.).

1	Michael Brannigan	7-9-19	28	Shadee Guion	7-9-19	55	Morgan Hitt	7-9-19
2	Gregory K. Kinnery	7-9-19	29	Shadee Guion	7-9-19	56	Shara Beal	7-9-19
3	Jose A. Ruiz	7-9-19	30	Shadee Guion	7-9-19	57	Jeannette G. Williams	7-9-19
4	Patricia Williams	7-9-19	31	Shadee Guion	7-9-19	58	Kelmond Rice	7-9-19
5	Patricia Williams	7-9-19	32	Shadee Guion	7-9-19	59	Margaret Hitt	7-9-19
6	Patricia Williams	7-9-19	33	Shadee Guion	7-9-19	60	Angela Rice	7-9-19
7	Patricia Williams	7-9-19	34	Shadee Guion	7-9-19	61	Morgan Hitt	7-9-19
8	Patricia Williams	7-9-19	35	Shadee Guion	7-9-19	62	Morgan Hitt	7-9-19
9	Patricia Williams	7-9-19	36	Shadee Guion	7-9-19	63	Jessica Williams	7-9-19
10	Patricia Williams	7-9-19	37	Shadee Guion	7-9-19	64	Jessica Williams	7-9-19
11	Patricia Williams	7-9-19	38	Shadee Guion	7-9-19	65	Elaine Ivers	7-9-19
12	Patricia Williams	7-9-19	39	Shadee Guion	7-9-19	66	Bobbi Adams	7-9-19
13	Patricia Williams	7-9-19	40	Shadee Guion	7-9-19	67	Bobbi Adams	7-9-19
14	Patricia Williams	7-9-19	41	Shadee Guion	7-9-19	68	Bobbi Adams	7-9-19
15	Patricia Williams	7-9-19	42	Shadee Guion	7-9-19	69	Bobbi Adams	7-9-19
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23	Patricia Williams	7-9-19	50	Shadee Guion	7-9-19	77	Bobbi Adams	7-9-19
24	Patricia Williams	7-9-19	51	Shadee Guion	7-9-19	78	Bobbi Adams	7-9-19
25	Patricia Williams	7-9-19	52	Shadee Guion	7-9-19	79	Bobbi Adams	7-9-19
26	Patricia Williams	7-9-19	53	Shadee Guion	7-9-19	80	Bobbi Adams	7-9-19
27	Patricia Williams	7-9-19	54	Shadee Guion	7-9-19	81	Bobbi Adams	7-9-19

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82	Wangie Melby	5-29-19	119			155		
83		5-24-19	120			156		
84	Stacy	5/24/19	121			157		
85	Donna	5/24/19	122			158		
86	Steve	5-24-19	123			159		
87	Paul	5-24-19	124			160		
88	Debra	24 May 19	125			161		
89	Debra	5/24/19	126			162		
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	Signature	Date	Signature	Date	Signature	Date
82	<i>Collette Haysmore</i>	7-9-19				
83	<i>Regina Haysmore</i>	7-9-19				
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**APPENDIX B:  
CURRICULAR OUTLINES (K-5)**



**GREAT OPPORTUNITY BOARDING INSTITUTE FOR GIRLS  
(G.O. B.I.G.)**

Amplify Science

Grades K-8

2019 catalog





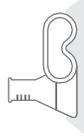
## A phenomena-based K-8 science program built from the ground up for the INSIS science

Authored by UC Berkeley's Lawrence Hall of Science, Amplify Science is a comprehensive program that blends literacy-rich activities, hands-on investigations, and engaging digital experiences to empower students to think, read, write, and argue like 21st-century scientists and engineers.

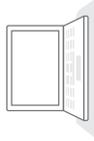
Highly adaptable and user-friendly, the program gives schools and individual teachers flexibility based on their technology resources and preferences.



Print



Hands-on



Digital

For more information on Amplify Science, visit [amplify.com/science](https://amplify.com/science).

Amplify.



# Course structure

Amplify Science engages students in relevant, real-world problems where they investigate scientific phenomena, engage in collaboration and discussion, and develop models or explanations in order to arrive at solutions.

## Grades K–5

### Kindergarten

- Needs of Plants and Animals
- Pushes and Pulls
- Sunlight and Weather

### Grade 1

- Animal and Plant Defenses
- Light and Sound
- Spinning Earth

### Grade 2

- Plant and Animal Relationships
- Properties of Materials
- Changing Landforms

### Grade 3

- Balancing Forces
- Inheritance and Traits
- Environments and Survival
- Weather and Climate

### Grade 4

- Energy Conversions
- Vision and Light
- Earth's Features
- Waves, Energy, and Information

### Grade 5

- Patterns of Earth and Sky
- Modeling Matter
- The Earth System
- Ecosystem Restoration

### Grade 6

- Launch: Microbiome
- Metabolism
- Engineering Internship: Metabolism
- Traits and Reproduction
- Thermal Energy
- Ocean, Atmosphere, and Climate
- Weather Patterns
- Earth's Changing Climate
- Engineering Internship: Earth's Changing Climate

### Grade 7

- Launch: Geology on Mars
- Plate Motion
- Engineering Internship: Plate Motion
- Rock Transformations
- Phase Change
- Engineering Internship: Phase Change
- Chemical Reactions
- Populations and Resources
- Matter and Energy in Ecosystems

### Grade 8

- Launch: Harnessing Human Energy
- Force and Motion
- Engineering Internship: Force and Motion
- Magnetic Fields
- Light Waves
- Earth, Moon, and Sun
- Natural Selection
- Engineering Internship: Natural Selection
- Evolutionary History

## Domain model

### Earth and Space Science

- Launch: Geology on Mars
- Plate Motion
- Engineering Internship: Plate Motion
  - Rock Transformations
  - Earth, Moon, and Sun
  - Ocean, Atmosphere, and Climate
- Weather Patterns
  - Earth's Changing Climate
- Engineering Internship: Earth's Changing Climate

### Life Science

- Launch: Microbiome
- Metabolism
- Engineering Internship: Metabolism
- Traits and Reproduction
- Populations and Resources
- Matter and Energy in Ecosystems
- Natural Selection
- Engineering Internship: Natural Selection
- Evolutionary History

### Physical Science

- Launch: Harnessing Human Energy
- Force and Motion
- Engineering Internship: Force and Motion
- Magnetic Fields
- Thermal Energy
- Phase Change
- Engineering Internship: Phase Change
- Chemical Reactions
- Light Waves

\* Sample integrated sequence. Amplify Science will work with you to design a sequence that will fit your school or district's needs.

# Elementary

## Key components

### Student Investigation Notebooks

Available for every unit, the Student Investigation Notebooks contain space for students to record data, reflect on ideas from texts and investigations, and construct explanations and arguments.

*1 copy delivered in the unit kit, additional copies available*



### Student Books

The age-appropriate Student Books in Amplify Science allow students to engage with content-rich text, obtain evidence, develop research and close reading skills, and construct arguments and explanations about the ideas they are learning in class.

*18 copies of each title delivered in the unit kit*



### Simulations and practice tools

Developed exclusively for the Amplify Science program, these serve as venues for exploration and data collection, allowing students to explore scientific concepts that might otherwise be invisible or impossible to see with the naked eye.

*Available to students with the purchase of a classroom license*



### Teacher's Guides

Available digitally and in print, the Teacher's Guides contains all of the information teachers need to facilitate classroom instruction for a particular unit, including detailed lesson plans, high-level overview, documentation, differentiation strategies, standards alignments, materials and preparation steps, teacher support strategies and in-context professional development, possible student responses, and more.



### Hands-on materials kits

Hands-on learning is integrated into every unit of Amplify Science. Each kit contains hands-on materials, both consumable and non-consumable, and various print materials (e.g., Vocabulary and Key Concept cards).

Each unit's kit includes enough hands-on materials for two classes of 36 students, and the following print materials for the classroom:

- 18 copies of each Student Book
- Student Investigation Notebook – backbone master
- Chapter Questions
- Key Concepts
- Vocabulary
- Unit Questions
- Premium print materials (card sets, maps, etc.)



All student-facing print materials are available in Spanish, including all Investigation Notebooks, Student Books, and printed classroom display materials (Available in the Spanish add-on kit).

## Elementary school pricelist

To get set up with Amplify Science, there are three essential steps to ordering.

### 1 Classroom licenses for the teacher

Includes: detailed lesson plans, overview documentation, differentiation strategies, standards alignments, assessments, 3-D statements, materials and preparation steps, teacher support strategies, digital Student Books, videos, and more.

First, determine how many teachers will be using the program, and for how long. Note that all elementary school licenses are per teacher, per year.

	Single unit	Grade-level units K-2	Grade-level units 3-5
1 year	\$25	\$75	\$100
2 ½ years	\$49	\$147	\$196
3 ½ years	\$72	\$216	\$288
4 ½ years	\$94	\$282	\$376
5 years	\$115	\$345	\$460
6 ½ years	\$135	\$405	\$540
7 ½ years	\$154	\$462	\$616
8 ½ years	\$172	\$516	\$688

### 2 Unit kits and print supports (see pricing on the following pages)

Based on the scope and sequence of units you are interested in, identify the unit kits you will need for each classroom. At elementary school, each kit outfits 1 teacher with enough materials for two classes of 36 students (or 72 total students). The kits include hands-on materials, as well as 18 copies of 5 unit-specific information books (Student Books) and 1 Student Investigation Notebook.

### 3 Professional learning

Strong Amplify Science implementations are supported by initial and ongoing professional learning. As your Amplify representative about our professional learning offerings to build a plan.



Kindergarten

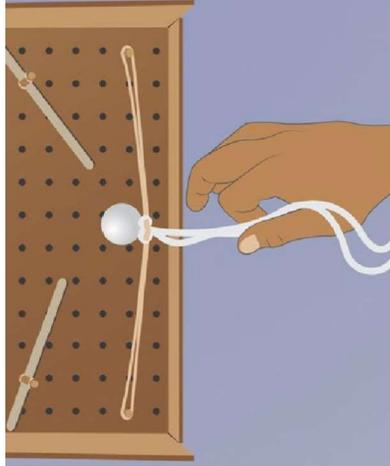
## Needs of Plants and Animals

Students take on the role of scientists in order to figure out why there are no monarch caterpillars in a community garden since vegetables were planted. In so doing, they investigate how plants and animals get what they need to live and grow, and make a new plan for the community garden that provides for the needs of the monarch caterpillars in addition to vegetables for humans.

Student Books Science  
Walk Above and  
Below Handbook of  
Plants

A Plant in the Desert Investigating  
Monarchs

Material type	ISBN	Price
Essential Unit kit	978-1-64089-526-3	\$ 895.00
Refill kit	978-1-64089-305-4	\$ 205.00
Support		
Printed Teacher's Guide	978-1-64089-774-8	\$ 50.00
Student Investigation Notebook	978-1-943228-92-8	\$ 1.99
Student Investigation Notebook — Spanish	978-1-943228-93-5	\$ 3.99
Spanish print materials add-on kit	978-1-64089-608-6	\$ 495.00
Needs of Plants and Animals single copy Student Book set	978-1-64089-656-7	\$ 29.00



Students take on the role of pinball machine engineers as they explore the effects of pushes and pulls on the motion of an object. They conduct tests in their own prototype pinball machines in order to contribute to the design of a class pinball machine.

**Student Books** *Talking About Forces: Building with Forces* *Forces in Ball Games*

*A Busy Day in Pushville Room 4 Solves a Problem*

Material type	ISBN	Price
Essential		
Unit kit	978-1-64089-515-7	\$ 925.00
Refill kit	978-1-64089-306-1	\$ 480.00
Support		
Printed Teacher's Guide	978-1-64089-767-0	\$ 50.00
Student Investigation Notebook	978-1-943228-86-7	\$ 1.99
Student Investigation Notebook — Spanish	978-1-943228-87-4	\$ 3.99
Spanish print materials add-on kit	978-1-64089-609-3	\$ 435.00
<i>Pushes and Pulls</i> single copy Student Book set	978-1-64089-487-7	\$ 29.00



The students at Woodland and Carver Elementary schools are not comfortable outside during their recess times. The Carver students are too cold in the morning, and the Woodland students are too hot in the afternoon. In their roles as weather scientists, students help explain the

difference in playground temperatures. They then gather data from models of the sun and of Earth's surface and observe their own playgrounds to figure out how sunlight causes changes in the temperature of different surfaces. Finally, students then use models to figure out why Woodland's playground sometimes floods.

**Student Books** *Handbook of Models* *Cool People in Hot Places*

*Getting Warm in the Sunlight* *What is the Weather Like Today?*

*Tornado! Predicting Severe Weather*

Material type	ISBN	Price
Essential		
Unit kit	978-1-64089-527-0	\$ 795.00
Refill kit	N/A	N/A
Support		
Printed Teacher's Guide	978-1-64089-781-6	\$ 50.00
Student Investigation Notebook	978-1-945192-80-7	\$ 1.99
Student Investigation Notebook — Spanish	978-1-945192-81-4	\$ 3.99
Spanish print materials add-on kit	978-1-64089-607-9	\$ 405.00
<i>Sunlight and Weather</i> single copy Student Book set	978-1-64089-666-6	\$ 29.00



PHOTO: GARY ZAMBERG/ISTOCK

In their role as marine scientists, students apply their understanding of plant and animal defense structures as they explain to aquarium visitors how a sea turtle or other sea animals at the aquarium could defend themselves from ocean predators once they are released back into the wild.

**Student Books**

*Tortoise Parts*

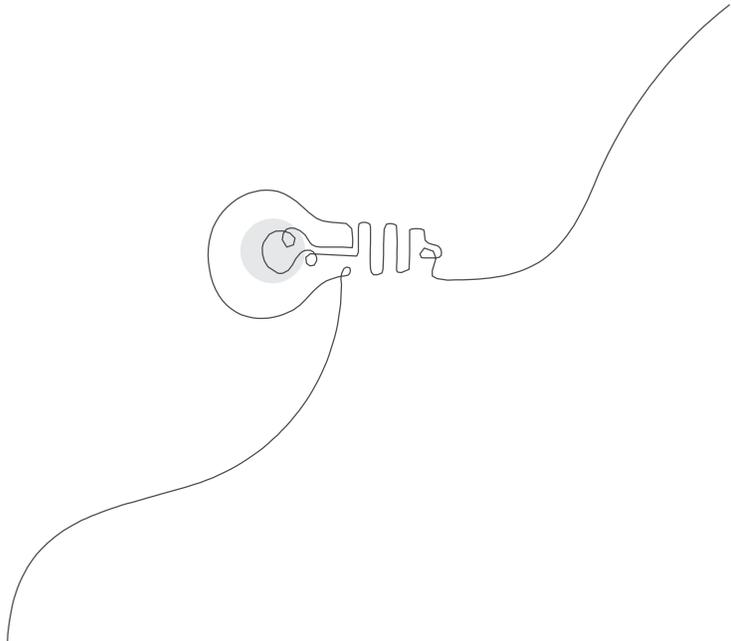
*Whose Lunch Is This?*

*Parents and Offspring Frog*

*Models*

*Spikes, Spines, and Shells: A Handbook of Defenses*

Material type	ISBN	Price
Essential		
Unit kit	978-1-64089-528-7	\$ 750.00
Refill kit	978-1-64089-299-6	\$ 95.00
Support		
Printed Teacher's Guide	978-1-64089-775-5	\$ 50.00
Student Investigation Notebook	978-1-945192-76-0	\$ 1.99
Student Investigation Notebook – Spanish	978-1-945192-77-7	\$ 3.99
Spanish print materials add-on kit	978-1-64089-597-3	\$ 405.00
<i>Plant and Animal Defenses</i> single copy Student Book set	978-1-64089-658-1	\$ 29.00





Students take on the dual role of light engineers and sound engineers for a puppet-show company as they investigate cause-and-effect relationships and learn about the nature of light and sound. They apply what they learn to designing shadow scenery and sound effects for a puppet show.

**Student Books**

*Engineering with Light and Sound Can You See in the Dark?*

*What Made This Shadow? Let's Test!*

*What Vibrates?*

Material type	ISBN	Price
Essential Unit kit	978-1-64089-516-4	\$ 1,195.00
Refill kit	978-1-64089-300-9	\$ 365.00
Support		
Printed Teacher's Guide	978-1-64089-768-7	\$ 50.00
Student Investigation Notebook	978-1-943228-80-5	\$ 1.99
Student Investigation Notebook – Spanish	978-1-943228-81-2	\$ 3.99
Spanish print materials add-on kit	978-1-64089-598-0	\$ 495.00
<i>Light and Sound</i> single copy Student Book set	978-1-64089-486-0	\$ 29.00



As sky scientists, students explain why a boy living in a nearby place sees different things in the sky than his grandma who lives in a faraway place. Students record, organize, and analyze observations of the sun and other sky objects as they look for patterns and make sense of the cycle of day time and nighttime.

**Student Books**

*Engineering with Light and Sound Can You See in the Dark?*

*What Made This Shadow? Let's Test!*

*What Vibrates?*

Material type	ISBN	Price
Essential Unit kit	978-1-64089-529-4	\$ 570.00
Refill kit	978-1-64089-298-9	\$ 95.00
Support		
Printed Teacher's Guide	978-1-64089-782-3	\$ 50.00
Student Investigation Notebook	978-1-945192-88-3	\$ 1.99
Student Investigation Notebook – Spanish	978-1-945192-89-0	\$ 3.99
Spanish print materials add-on kit	978-1-64089-596-6	\$ 405.00
<i>Spinning Earth</i> single copy Student Book set	978-1-64089-652-9	\$ 29.00



In their role as plant scientists working at the Bengal Tiger Reserve, students work to figure out why there are no new Chalta trees growing in this part of the forest. Students investigate what the Chalta tree needs to survive, and collect and analyze qualitative and quantitative data to solve the mystery.

**Student Books**

- My Nature Notebook A*
- Plant Is a System Habitat*
- Scientist Investigating*
- Seeds Handbook of Habitats*

Material type	ISBN	Price
Essential		
Unit kit	978-1-64089-530-0	\$ 835.00
Refill kit	978-1-64089-308-5	\$ 180.00
Support		
Printed Teacher's Guide	978-1-64089-770-2	\$ 50.00
Student Investigation Notebook	978-1-94328-98-0	\$ 3.99
Student Investigation Notebook – Spanish	978-1-94328-99-7	\$ 4.99
Spanish print materials add-on kit	978-1-64089-613-0	\$ 405.00
<i>Plant and Animal Relationships</i> single copy Student Book set	978-1-64089-074-1	\$ 29.00



As glue engineers, students are challenged to create a glue for use at their school that meets a set of design goals. Students present an evidence-based argument stating why their glue mixture would solve their school's need for a better glue.

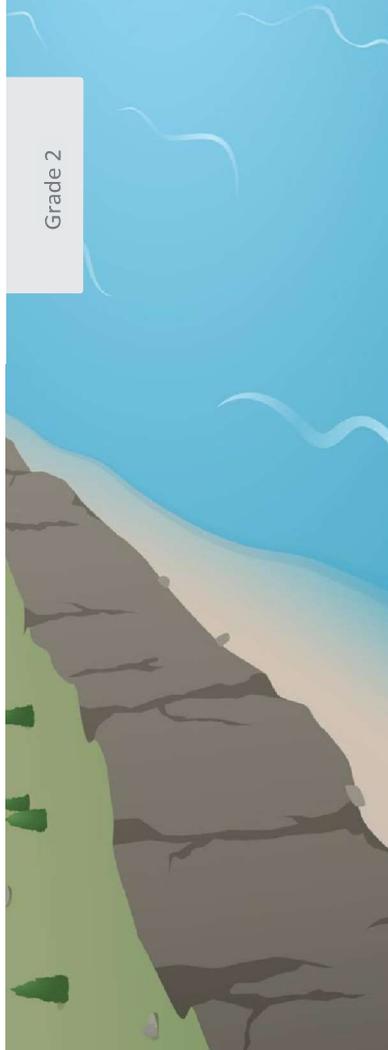
**Student Books**

*What If Rain Boots Were Made of Paper? Can You Change It Back?*

Jess Makes Hair Gel Jelly Bean Engineer

*The Handbook of Interesting Ingredients*

Material type	ISBN	Price
Essential		
Unit kit	978-1-64089-517-1	\$ 925.00
Refill kit	978-1-64089-309-2	\$ 395.00
Support		
Printed Teacher's Guide	978-1-64089-769-4	\$ 50.00
Student Investigation Notebook	978-1-943228-77-5	\$ 3.99
Student Investigation Notebook – Spanish	978-1-943228-83-6	\$ 4.99
Spanish print materials add-on kit	978-1-64089-614-7	\$ 405.00
<i>Properties of Materials</i> single copy Student Book set	978-1-64089-485-3	\$ 29.00



The director of the Oceanside Recreation Center got a scare when a nearby cliff collapsed, and he is worried that erosion on the recreation center's ocean cliff might have safety implications for the center's visitors. By taking on the role of geologists investigating landforms and erosion, students are able to advise the director on the prudence of keeping the center open, even though its cliff is also changing.

**Student Books Landform**

*Postcards Gary's Sand Journal*

*Making Models of Streams*

*What's Stronger? How Water Causes Erosion*

*Handbook of Land and Water*

Material type	ISBN	Price
Essential		
Unit kit	978-1-64089-531-7	\$ 795.00
Refill kit	978-1-64089-307-8	\$ 140.00
Support		
Printed Teacher's Guide	978-1-64089-783-0	\$ 50.00
Student Investigation Notebook	978-1-945192-82-1	\$ 3.99
Student Investigation Notebook – Spanish	978-1-945192-83-8	\$ 4.99
Spanish print materials add-on kit	978-1-64089-612-3	\$ 405.00
<i>Changing Landforms</i> single copy Student Book set	978-1-64089-484-6	\$ 29.00



Grade3

Students are challenged to figure out how a floating train works in order to explain it to the citizens of Faraday. People in Faraday are excited to hear that a new train service will be built for their city, but concerned when they hear that it will be a floating train. Students develop models of how the train rises, floats, and then falls back to the track, and then write an explanation of how the train works.

*Student Books Forces All  
Around Handbook of  
Forces*

*What My Sister Taught Me  
About Magnets*

*Hoverboard Explaining a  
Bridge*

Material type	ISBN	Price
Essential		
Unit kit	978-1-64089-518-8	\$ 725.00
Refill kit	978-1-64089-213-9	\$ 70.00
Support		
Printed Teacher's Guide	978-1-64089-770-0	\$ 50.00
Student Investigation Notebook	978-1-943228-76-8	\$ 3.99
Student Investigation Notebook – Spanish	978-1-943228-82-9	\$ 4.99
Spanish print materials add-on kit	978-1-64089-619-2	\$ 405.00
<i>Balancing Forces</i> , single copy Student Book set	978-1-64089-484-6	\$ 29.00



### Inheritance and Traits

Students play the role of wildlife biologists working in Graystone National Park. They study two wolf packs and are challenged to figure out why Wolf 44, an adopted wolf, has certain traits. Students observe variation between and within different species, investigate inherited traits and those that result from the environment, and explain how Wolf 44 acquired certain traits.

**Student Books**

*Blue Whales and Buttercups: The Code*

*How the Sparrow Learned Its Song*

*Scorpion Scientist*

*Handbook of Traits*

Material type	ISBN	Price
Essential Unit kit	978-1-64089-533-1	\$ 805.00
Refill kit	978-1-64089-311-5	\$ 225.00
Support		
Printed Teacher's Guide	978-1-64089-777-9	\$ 50.00
Student Investigation Notebook	978-1-945192-78-4	\$ 3.99
Student Investigation Notebook – Spanish	978-1-945192-79-1	\$ 4.99
Spanish print materials add-on kit	978-1-64089-617-8	\$ 530.00
<i>Inheritance and Traits</i> single copy Student Book set	978-1-64089-650-5	\$ 29.00

### Environments and Survival

In their role as biomimicry engineers, students figure out how the traits of grove snails affect their survival in different environments. They apply that understanding as they explore other organisms, their traits, and the likelihood of survival in different environments. Students then design effective solutions to the problem of invasive plant removal using the structural traits of giraffes as inspiration.

**Student Books** *Earthworms Underground Mystery Mouths*  
*Environment News Cockroach Robots Biomimicry Handbook*

Material type	ISBN	Price
Essential Unit kit	978-1-64089-534-8	\$ 1,495.00
Refill kit	978-1-64089-312-2	\$ 305.00
Support		
Printed Teacher's Guide	978-1-64089-778-6	\$ 50.00
Student Investigation Notebook	978-1-943228-94-2	\$ 3.99
Student Investigation Notebook – Spanish	978-1-943228-95-9	\$ 4.99
Spanish print materials add-on kit	978-1-64089-618-5	\$ 405.00
<i>Environments and Survival</i> single copy Student Book set	978-1-64089-650-5	\$ 29.00



## Weather and Climate

In their role as meteorologists, students gather evidence and analyze weather patterns so

they can advise the Wildlife Protection Organization on selecting one of three islands for an orangutan reserve, the one with hot and rainy weather that is most like the orangutans' natural habitat on Borneo and Sumatra. They then look for location-based patterns in weather as they figure out if it's possible to predict and/or design solutions that can prevent damage from hurricanes and other natural hazards.

### Student Books

*Sky Notebook*

*Seeing the World Through Numbers What's Going On with the Weather Dangerous Weather Ahead*

*World Weather Handbook*

Material type	ISBN	Price
Essential		
Unit kit	978-1-64089-532-4	\$ 1,150.00
Refill kit	978-1-64089-310-8	\$ 115.00
Support		
Printed Teacher's Guide	978-1-64089-784-7	\$ 50.00
Student Investigation Notebook	978-1-945192-90-6	\$ 3.99
Student Investigation Notebook – Spanish	978-1-945192-91-3	\$ 4.99
Spanish print materials add-on kit	978-1-64089-616-1	\$ 530.00
<i>Weather and Climate</i> single copy Student Book set	978-1-64089-483-9	\$ 29.00



## Energy Conversions

Students take on the role of systems engineers for Ergstown, a fictional town that experiences frequent blackouts, and explore the reasons why an electrical system can fail. Students apply what they learn to choosing new energy sources and energy converters for the town, and then they prepare arguments for why their design choices will make the town's electrical system more reliable.

### Student Books

*Systems*

*Energy Past and Present Sunlight and Showers Blackout!*

*It's All Energy*

Material type	ISBN	Price
Essential		
Unit kit	978-1-64089-519-5	\$ 820.00
Refill kit	978-1-64089-303-0	\$ 80.00
Support		
Printed Teacher's Guide	978-1-64089-771-7	\$ 50.00
Student Investigation Notebook	978-1-943228-79-9	\$ 3.99
Student Investigation Notebook – Spanish	978-1-943228-85-0	\$ 4.99
Spanish print materials add-on kit	978-1-64089-603-1	\$ 405.00
<i>Energy Conversions</i> single copy Student Book set	978-1-64089-650-5	\$ 29.00



### Vision and Light

Working as conservation biologists, students figure out why a population of Tokay geckos has decreased since the installation of new highway lights in the rain forest. Students use their understanding of vision, light, and information processing to figure out why an increase in light in the geckos' habitat is affecting the population. Then students turn their attention to humans by designing their own investigations in order to learn more about how our senses help us survive.

**Student Books** *Investigating Animal Senses I See What You Mean*

*Crow Scientist*

*Seeing Like a Striped and Snelling Like a Snake*

*Handbook of Animal Eyes*

Material type	ISBN	Price
Essential		
Unit kit	978-1-64089-537-9	\$ 1,295.00
Refill kit	978-1-64089-302-3	\$ 450.00
Support		
Printed Teacher's Guide	978-1-64089-779-3	\$ 50.00
Student Investigation Notebook	978-1-943228-96-6	\$ 3.99
Student Investigation Notebook – Spanish	978-1-943228-97-3	\$ 4.99
Spanish print materials add-on kit	978-1-64089-602-4	\$ 405.00
<i>Vision and Light</i> single copy Student Book set	978-1-64089-648-2	\$ 29.00



### Earth's Features

Playing the role of geologists, students help the director of Desert Roeks National Park explain how and when a particular fossil formed and how it came to be in its current location. Students figure out what the environment of the park was like in the past and why it has so many visible rock layers.

**Student Books**

*Clues from the Past*

*Through the Eyes of a Geologist Arguing to Solve a Mystery Rocky Wanders*

*Fossil Hunter's Handbook*

Material type	ISBN	Price
Essential		
Unit kit	978-1-64089-535-5	\$ 675.00
Refill kit	978-1-64089-301-6	\$ 140.00
Support		
Printed Teacher's Guide	978-1-64089-785-4	\$ 50.00
Student Investigation Notebook	978-1-945192-86-9	\$ 3.99
Student Investigation Notebook – Spanish	978-1-945192-87-6	\$ 4.99
Spanish print materials add-on kit	978-1-64089-601-7	\$ 405.00
<i>Earth's Features</i> single copy Student Book set	978-1-64089-484-6	\$ 29.00



## Waves, Energy, and Information

Working in their role as marine scientists, students figure out how mother dolphins communicate with their calves. They write a series of scientific explanations with diagrams to demonstrate their growing understanding of how sound waves travel. Then they apply what they've learned about waves, energy, and patterns in communication to figure out how to create patterns that can communicate information over distances, transferring data from one place to another.

### Student Books

*Warning: Tsunami!*

*Sound on the Move*

*Seeing Sound*

*The Scientist Who Cracked the Dolphin Code*

*Patterns in Communication*

Material type	ISBN	Price
Essential Unit kit	978-1-64089-520-1	\$ 650.00
Refill kit	N/A	N/A
Support		
Printed Teacher's Guide	978-1-64089-772-4	\$ 50.00
Student Investigation Notebook	978-1-945192-88-1	\$ 3.99
Student Investigation Notebook — Spanish	978-1-945192-89-8	\$ 4.99
Spanish print materials add-on kit	978-1-64089-604-8	\$ 405.00
<i>Waves, Energy, and Information</i> single copy Student Book set	978-1-64089-483-9	\$ 29.00



## Patterns of Earth and Sky

Taking on the role of astronomers, students help a team of archaeologists at the fictional Museum of Archaeology figure out what the missing piece of a recently discovered artifact might have depicted. As they learn about the sun and other stars and the movement of Earth, students can explain what is shown on the artifact and what might be on the missing piece.

### Student Books

*How Big Is Big? How Far Is Far? Which Way Is Up?*

*Day Days of Summer Star*

*Scientist*

*Handbook of Stars and Constellations*

Material type	ISBN	Price
Essential Unit kit	978-1-64089-538-6	\$ 475.00
Refill kit	978-1-64089-294-1	\$ 80.00
Support		
Printed Teacher's Guide	978-1-64089-786-1	\$ 50.00
Student Investigation Notebook	978-1-945192-84-5	\$ 3.99
Student Investigation Notebook — Spanish	978-1-945192-85-2	\$ 4.99
Spanish print materials add-on kit	978-1-64089-591-1	\$ 405.00
<i>Patterns of Earth and Sky</i> single copy Student Book set	978-1-64089-650-5	\$ 29.00



### Modeling Matter

In the role of food scientists working for Good Food Production, Inc., students are introduced to the ideas that all matter is made of particles too small

to see and that each different substance is made of particles (molecules) that are unique. Students are then challenged to solve two problems: One problem requires them to separate a mixture, and the other problem requires them to make unmixable substances mix. Students are challenged to use

the particulate model of matter to explain their work to the president of the company. In so doing, students figure out that the properties of materials are related to the properties of the nanoparticles that make up those materials.

**Student Books**

*Made of Matter*

*Break It Down: How Scientists Separate Mixtures*

*Solving Dissolving Science*

*You Can't See*

*Food Scientist's Handbook*

Material type	ISBN	Price
Essential		
Unit kit	978-1-64089-521-8	\$ 850.00
Refill kit	978-1-64089-297-2	\$ 295.00
Support		
Printed Teacher's Guide	978-1-68391-203-3	\$ 50.00
Student Investigation Notebook	978-1-943228-78-2	\$ 3.99
Student Investigation Notebook – Spanish	978-1-943228-84-3	\$ 4.99
Spanish print materials add-on kit	978-1-64089-594-2	\$ 405.00
<i>Modeling Matter</i> single copy Student Book set	978-1-64089-650-5	\$ 29.00



### The Earth System

The cities of East Ferris and West Ferris are located on different sides of a mountain on the fictional Ferris Island. East Ferris is having a water shortage while West Ferris is not. As water resource engineers, students learn about the Earth system so they can help figure out what is causing the water shortage on one part of the island. They also design ways to alleviate the effects of water shortages, including freshwater collection systems and proposals for using chemical reactions to treat wastewater.

**Student Books**

*Water Shortages*

*Drinking Cleopatra's Tears Engineering*

*Clean Water*

*How the Earth System Explains*

*Dinosaur Extinction*

*Chemical Reactions Everywhere Water*

*Encyclopedia*

Material type	ISBN	Price
Essential		
Unit kit	978-1-64089-539-3	\$ 795.00
Refill kit	978-1-64089-295-8	\$ 295.00
Support		
Printed Teacher's Guide	978-1-64089-787-8	\$ 50.00
Student Investigation Notebook	978-1-945192-92-0	\$ 3.99
Student Investigation Notebook – Spanish	978-1-945192-93-7	\$ 4.99
Spanish print materials add-on kit	978-1-64089-592-8	\$ 435.00
<i>The Earth System</i> single copy Student Book set	978-1-64089-648-2	\$ 29.00



Grade 5

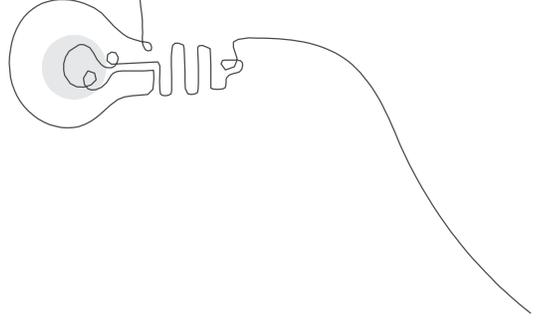
## Ecosystem Restoration

Working as ecologists, students figure out why the organisms in a part of a Costa Rican rain-forest ecosystem aren't growing and thriving. As they solve this problem, students learn more generally how organisms in an ecosystem get the matter and energy they need to survive. Along the way, students write a series of restoration plans that include arguments about why the rain-forest ecosystem is not thriving and recommend actions to restore its health.

**Student Books** *Matter Makes It All Up Energy Makes It All Go*

*Why Do Scientists Argue? Walk in the Woods Restoration Case Studies*

Material type	ISBN	Price
Essential Unit kit	978-1-644089-488-4	\$ 995.00
Refill kit	978-1-644089-296-5	\$ 230.00
Support		
Printed Teacher's Guide	978-1-644089-780-9	\$ 50.00
Student Investigation Notebook	978-1-943228-90-4	\$ 3.99
Student Investigation Notebook – Spanish	978-1-943228-91-1	\$ 4.99
Spanish print materials add-on kit	978-1-644089-593-5	\$ 435.00
<i>Ecosystem Restoration</i> single copy Student Book set	978-1-644089-650-5	\$ 29.00



FormoreinformationonAmplifyScience, visit  
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THE LAWRENCE  
HALL OF SCIENCE  
UNIVERSITY OF CALIFORNIA, BERKELEY

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**APPENDIX D:  
YEARLY ACADEMIC CALENDAR**



**GREAT OPPORTUNITY BOARDING INSTITUTE FOR GIRLS  
(G.O. B.I.G.)**

## G.O. B.I.G. Yearly Calendar 2022-2023



<b>July 25 – August 12</b> <b>August 15</b>	Summer Professional Development for Teachers First Day for Students
<b>September 1</b> <b>September 5</b> <b>September 27</b>	Back to School Night Labor Day – No School Teacher Workday – No School for Students – Staff Data Dive
<b>October 7</b> <b>October 13 – 14</b> <b>October 17 – October 28</b>	End of the First Quarter Early Dismissal at Noon – Parent/Teacher Conferences – Report Cards Fall Break – No School
<b>October 31</b> <b>November 1</b> <b>November 11</b> <b>November 24 – 27</b>	Teacher Workday – No School for Students – Staff Professional Development Students Return from Fall Break Veterans Day – No School Thanksgiving Break – No School
<b>December 16</b> <b>December 19 – January 2</b>	Early Dismissal at Noon Winter Break – No School
<b>January 3</b> <b>January 4</b> <b>January 13</b> <b>January 16</b> <b>January 26 – 27</b>	Teacher Workday – No School for Students – Staff Professional Development Students Return from Winter Break End of First Semester (Second Quarter) Martin Luther King Jr. Day – No School Early Dismissal at Noon – Parent/Teacher Conferences – Report Cards
<b>February 20</b> <b>February 21</b>	Presidents Day – No School Teacher Workday – No school for Students – Staff Data Dive
<b>March 10</b> <b>March 13</b> <b>March 23 – 24</b> <b>March 27 – April 16</b>	End of Third Quarter Teacher Workday – No school for Students – Staff Data Dive Early Dismissal at Noon – Parent/Teacher Conferences – Report Cards Spring Break – No School
<b>April 17</b> <b>April 18</b>	Teacher Workday – No School for Students – Staff Professional Development Students Return from Spring Break
<b>May 22</b> <b>May 29</b>	Teacher Workday – No School for Students – Staff Data Dive Memorial Day – No School
<b>June 15 – June 16</b> <b>June 16</b> <b>June 23</b>	Early Dismissal at Noon – Parent/Teacher Conferences – Report Cards Early Dismissal at Noon – Last Day for Students Last Day for Teachers

**Total of 170 schooldays/1,324 instructional hours**

**APPENDIX E:**  
**DAILY & WEEKLY SCHEDULES (K-5)**



**GREAT OPPORTUNITY BOARDING INSTITUTE FOR GIRLS**  
**(G.O. B.I.G.)**

**SAMPLE KINDERGARTEN DAILY SCHEDULE – CLASS A**

	Monday	Tuesday	Wednesday	Thursday	Friday
7:15-7:55	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast
8:00-8:45	B.O.U.N.C.E.	B.O.U.N.C.E.	B.O.U.N.C.E.	B.O.U.N.C.E.	BIG B.O.U.N.C.E.
8:50-10:20	Amplify CKLA	Amplify CKLA	Amplify CKLA	Amplify CKLA	Amplify CKLA
10:25-11:25	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading
11:30-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:05-12:35	Recess	Cooperative Play	Recess	Cooperative Play	Recess
12:40-2:10	Eureka Math	Eureka Math	Eureka Math	Eureka Math	Eureka Math
2:15-3:00	Tech & Engineering	Tech & Engineering	Tech & Engineering	Tech & Engineering	Tech & Engineering
3:05-4:05	Amplify Science	Amplify Science	Next Gen Storylines	Amplify Science	Amplify Science
4:05-4:10	Pack-Up	Pack-Up	Pack-Up	Pack-Up	Pack-Up
4:10-4:30	Closing Circle	Closing Circle	Closing Circle	Closing Circle	Closing Circle
4:30-4:50	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

**SAMPLE FIRST GRADE DAILY SCHEDULE – CLASS A**

	Monday	Tuesday	Wednesday	Thursday	Friday
7:15-7:55	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast
8:00-8:45	B.O.U.N.C.E.	B.O.U.N.C.E.	B.O.U.N.C.E.	B.O.U.N.C.E.	BIG B.O.U.N.C.E.
8:50-10:20	Amplify CKLA				
10:25-11:25	Guided Reading				
11:30-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:05-12:35	Cooperative Play	Recess	Cooperative Play	Recess	Cooperative Play
12:40-2:10	Eureka Math				
2:15-3:10	Amplify Science				
3:15-4:00	Tech & Engineering				
4:05-4:10	Pack-Up	Pack-Up	Pack-Up	Pack-Up	Pack-Up
4:10-4:30	Closing Circle				
4:30-4:50	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

### SAMPLE SECOND GRADE DAILY SCHEDULE – CLASS A

	Monday	Tuesday	Wednesday	Thursday	Friday
7:15-7:55	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast
8:00-8:45	B.O.U.N.C.E.	B.O.U.N.C.E.	B.O.U.N.C.E.	B.O.U.N.C.E.	BIG B.O.U.N.C.E.
8:50-10:20	Amplify CKLA	Amplify CKLA	Amplify CKLA	Amplify CKLA	Amplify CKLA
10:25-11:25	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading
11:30-12:00	Recess	Cooperative Play	Recess	Cooperative Play	Recess
12:05-12:35	Lunch	Lunch	Lunch	Lunch	Lunch
12:35-1:20	Tech & Engineering	Tech & Engineering	Tech & Engineering	Tech & Engineering	Tech & Engineering
1:25-2:55	Eureka Math	Eureka Math	Eureka Math	Eureka Math	Eureka Math
3:00-4:00	Amplify Science	Amplify Science	Next Gen Storylines	Amplify Science	Amplify Science
4:05-4:10	Pack-Up	Pack-Up	Pack-Up	Pack-Up	Pack-Up
4:10-4:30	Closing Circle	Closing Circle	Closing Circle	Closing Circle	Closing Circle
4:30-4:50	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

### SAMPLE THIRD GRADE DAILY SCHEDULE – CLASS A

	Monday	Tuesday	Wednesday	Thursday	Friday
6:30-7:25	Morning Marathon				
7:15-7:55	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast
8:00-8:45	B.O.U.N.C.E.	B.O.U.N.C.E.	B.O.U.N.C.E.	B.O.U.N.C.E.	BIG B.O.U.N.C.E.
8:50-10:20	Amplify CKLA				
10:25-11:25	Guided Reading				
11:30-12:00	Cooperative Play	Recess	Cooperative Play	Recess	Cooperative Play
12:05-12:35	Lunch	Lunch	Lunch	Lunch	Lunch
12:40-1:25	Tech & Engineering				
1:30-3:00	Eureka Math				
3:05-4:00	Tech & Engineering				
4:05-4:10	Pack-Up	Pack-Up	Pack-Up	Pack-Up	Pack-Up
4:10-4:30	Closing Circle	Closing Circle*	Closing Circle	Closing Circle*	Closing Circle
4:30-5:30	Junior Achievement	GOTR	Junior Achievement	GOTR	All-School Dismissal 4:30-4:50 PM
5:30-6:00	Dinner	Dinner	Dinner	Dinner	
6:15-8:00	Study Hall	Study Hall	Study Hall	Study Hall	
8:00-8:30	Check-In/Home Checks	Check-In/Home Checks	Check-In/Home Checks	Check-In/Home Checks	
8:30-8:45	In-Room	In-Room	In-Room	In-Room	
8:45	Lights-Out	Lights-Out	Lights-Out	Lights-Out	

\*Change for Girls on the Run (GOTR)

### SAMPLE FOURTH GRADE DAILY SCHEDULE – CLASS A

	Monday	Tuesday	Wednesday	Thursday	Friday
6:30-7:25	Morning Marathon				
7:15-7:55	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast
8:00-8:45	B.O.U.N.C.E.	B.O.U.N.C.E.	B.O.U.N.C.E.	B.O.U.N.C.E.	BIG B.O.U.N.C.E.
8:50-10:20	Amplify CKLA				
10:25-11:25	Guided Reading				
11:30-12:30	Amplify Science	Amplify Science	Next Gen Storylines	Amplify Science	Amplify Science
12:35-1:05	Lunch	Lunch	Lunch	Lunch	Lunch
1:10-1:40	Recess	Cooperative Play	Recess	Cooperative Play	Recess
1:45-3:15	Eureka Math				
3:20-4:10	Tech & Engineering				
4:15-4:30	Closing Circle	Closing Circle*	Closing Circle	Closing Circle*	Closing Circle
4:35-5:25	Junior Achievement	GOTR	Junior Achievement	GOTR	All-School Dismissal 4:30-4:50 PM
5:30-6:00	Dinner	Dinner	Dinner	Dinner	
6:15-8:00	Study Hall	Study Hall	Study Hall	Study Hall	
8:00-8:30	Check-In/Home Checks	Check-In/Home Checks	Check-In/Home Checks	Check-In/Home Checks	
8:30-8:45	In-Room	In-Room	In-Room	In-Room	
8:45	Lights-Out	Lights-Out	Lights-Out	Lights-Out	

\*Change for Girls on the Run (GOTR)

### FIFTH GRADE DAILY SCHEDULE – CLASS A

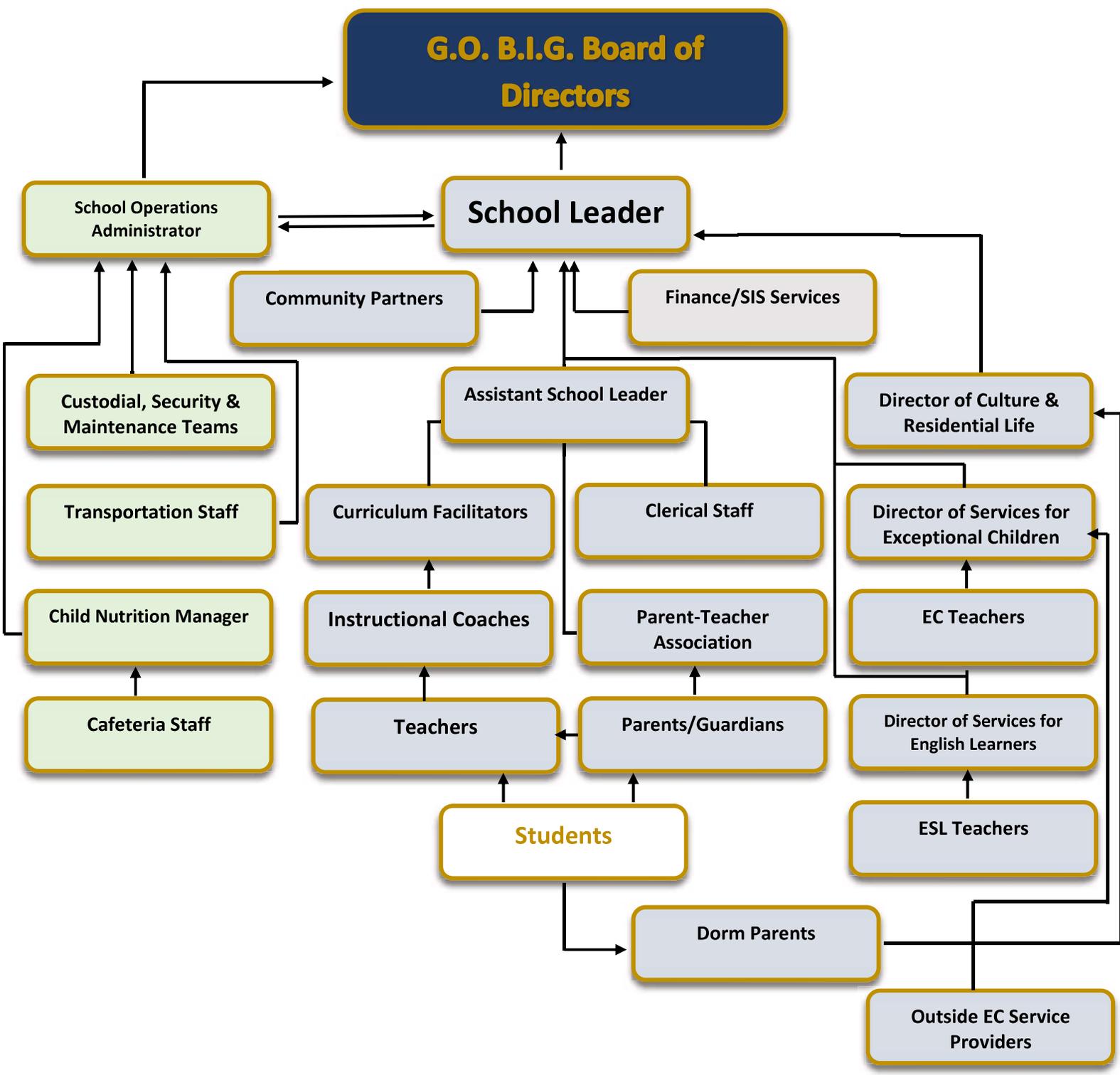
	Monday	Tuesday	Wednesday	Thursday	Friday
6:30-7:25	Morning Marathon				
7:15-7:55	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast
8:00-8:45	B.O.U.N.C.E.	B.O.U.N.C.E.	B.O.U.N.C.E.	B.O.U.N.C.E.	BIG B.O.U.N.C.E.
8:50-10:20	Amplify CKLA				
10:25-11:25	Guided Reading				
11:30-12:30	Amplify Science	Amplify Science	Next Gen Storylines	Amplify Science	Amplify Science
12:35-1:05	Lunch	Lunch	Lunch	Lunch	Lunch
1:10-1:40	Cooperative Play	Recess	Cooperative Play	Recess	Cooperative Play
1:45-3:15	Eureka Math				
3:20-4:10	Tech & Engineering				
4:15-4:30	Closing Circle	Closing Circle*	Closing Circle	Closing Circle*	Closing Circle
4:35-5:25	Junior Achievement	GOTR	Junior Achievement	GOTR	All-School Dismissal 4:30-4:50 PM
5:30-6:00	Dinner	Dinner	Dinner	Dinner	
6:15-8:00	Study Hall	Study Hall	Study Hall	Study Hall	
8:00-8:30	Check-In/Home Checks	Check-In/Home Checks	Check-In/Home Checks	Check-In/Home Checks	
8:30-8:45	In-Room	In-Room	In-Room	In-Room	
8:45	Lights-Out	Lights-Out	Lights-Out	Lights-Out	

\*Change for Girls on the Run (GOTR)

**APPENDIX G:  
ORGANIZATIONAL CHART**



**GREAT OPPORTUNITY BOARDING INSTITUTE FOR GIRLS  
(G.O. B.I.G.)**



**APPENDIX H:  
CHARTER SCHOOL BOARD MEMBER  
INFORMATION FORMS**



**GREAT OPPORTUNITY BOARDING INSTITUTE FOR GIRLS  
(G.O. B.I.G.)**

## **Charter School Board Member Information Forms**

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

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

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

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

**Background**

1. **Name of charter school on whose Board of Directors you intend to serve:**

Great Opportunity Boarding Institute for Girls (G.O. B.I.G.)

2. **Full name:** Crystal Pemberton

**Home Address:** 901 Grand Summit Blvd. Apt. 943, Concord, NC 28027

**Business Name and Address:**

Great Opportunity, Inc., 4030 Wake Forest Road Ste. 349, Raleigh, NC 27609

**Telephone No.:** (704) 835-8698

**E-mail address:** crystal.s.pemberton@gmail.com

3. **Brief educational and employment history.**

From 1996-2000, I attended high school at Westover School, a private, all-girls, boarding school located in Middlebury, CT. From there, I matriculated to Yale University, where I studied Spanish Language and Literature in addition to taking pre-med courses. After graduating from Yale, I joined the NYC Teaching Fellows Program through which I taught exceptional children as a licensed special education teacher for five years at PS 105, a public elementary school in the Bronx, NY. I also obtained my Master’s Degree in Elementary Education from Mercy College. I went on to continue working in education as an educational therapist with EBL Coaching (New York, NY); a recruiter for Harlem Village Academies (New York, NY); the Director of Diversity (and a Spanish teacher) at Westover School (Middlebury, CT); a teacher at Girls Prep Lower East Side Elementary School (New York, NY), KIPP Academy Elementary School (Bronx, NY), KIPP Change Academy (Charlotte, NC); the Upper School Dean at KIPP Change Academy; and, most recently, an instructional coach at Sugar Creek Charter School.

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

**No:** X            **Yes:**

5. **How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?**

As the co-founder of Great Opportunity, Inc., I helped to form and develop our organization, and I played a significant role in recruiting additional members for our founding board. As an educator and educational leader, I have enjoyed dedicating most of my professional life to providing equitable educational opportunities for educationally disadvantaged children. Through my continued service on GO BIG’s board, I look forward to ensuring that such opportunities continue to be made possible at the highest standard for Charlotte’s girls.

6. **What is your understanding of the appropriate role of a public charter school board member?**

The appropriate role of a public charter school board member is to assist with the creation of governing policies to ensure proper fiscal management, high academic achievement, and the long-term operational success of the school. Each board member is, moreover, responsible for ensuring that the school's mission remains at the forefront of all the school's undertakings. Board members must strategically hold the School Leader accountable for being mission-minded, ensuring that the school makes adequate progress toward successfully completing its agreed-upon annual goals.

7. **Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.**

Although I have not had any previous experience serving on a board, I have the capability to be an effective board member with the following characteristics and skills:

- A passion for the school's mission and vision
- Excellent listening and communication skills
- The ability to work well both independently and as a member of a team
- Strategic and visionary thinking
- A commitment to upholding legal and ethical standards of conduct
- A commitment to the development of the board and to ensuring that the school performs at the highest possible standard of excellence

8. **Describe the specific knowledge and experience that you would bring to the board.**

My educational and professional experiences have given me a wealth of knowledge in the realm of education. I am confident that I have brought, and can continue to bring, a strong knowledge of research-based best practices in teaching, assessment, learning, and teacher-development.

### **School Mission and Program**

1. **What is your understanding of the school's mission and guiding beliefs?**

Our school's mission is to provide an immersive STEM education for girls, fostering their academic achievement, entrepreneurial mindset, character development, and social responsibility, and ultimately, preparing them for success in college and the world beyond. Our guiding belief is that all children - regardless of race, background, or zip code - deserve access to great opportunities in education, such as that which GO BIG can provide.

2. **What is your understanding of the school's proposed educational program?**

Our school proposes to provide an immersive (boarding), all-girls, STEM-focused educational program for students in grades K-5.

3. **What do you believe to be the characteristics of a successful school?**

I believe that a successful school has a powerful mission that is faithfully achieved, and a strong school culture that is cultivated and preserved, through strategic governing policies and effective leadership practices.

4. **How will you know that the school is succeeding (or not) in its mission?**

As a board, we will know that the school is succeeding (or not) in its mission if the school leader is able to fully demonstrate, in alignment with the previously established metrics, that the school is successfully making progress toward/achieving its agreed upon goals.

**Governance**

1. **Describe the role that the board will play in the school's operation.**

The board will cultivate and maintain a transparent, trusting, and ongoing relationship with the school leader to ensure the school's successful operation. The board will work to support and evaluate the School Leader, thus ensuring that the school's academic programs are successful, the school's operational programs align with the agreements of its charter, the school upholds all legal and ethical requirements, and the school operates with fiscal responsibility.

2. **How will you know if the school is successful at the end of the first year of operation?**

I will know that the school is successful at the end of the first year of operation if the school has met its agreed upon first-year goals:

- 80% of kindergarteners will read at a level D or higher; 60% will read at a level E or higher
- 75% of first graders will read at a level K or higher; 55% will read at a level J or higher
- 70% of second graders will read at a level M or higher; 50% will read at a level N or higher
- A minimum score of "Prepared" for at least five of the nine elementary-related standards in the NCDPI STEM Attribute Implementation Rubric
- A minimum of 85% average satisfaction on tri-annual parent and staff survey ratings regarding a clean, efficient, and secure school facility; and Health Department "A" ratings regarding a clean, efficient, healthful, and compliant nutritional program
- A 3-5% surplus in the budget by the end of the year

3. **How will you know at the end of five years of the schools is successful?**

I will know that the school is successful at the end of five years if the school has met its agreed upon goals as listed in our charter agreement.

4. **What specific steps do you think the charter school board will need to take to ensure that the school is successful?**

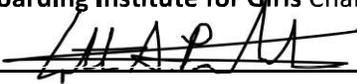
The school board will need to create effective and comprehensive governing policies, including grievance policies, conflict of interest policies, enrollment policies, hiring and termination policies, student record policies, evaluation policies, and other such critical policies, to ensure that the school and its leader operate in a framework of success. The board will also need to meet at a minimum monthly to review fiscal, academic, and operational reports and ensure progress toward agreed-upon goals. Additionally, the board will need to create and implement a strong school leader evaluation process to hold the school leader accountable for meeting agreed upon goals. Last, but not least, the board will need to commit to participating in ongoing professional development to ensure that it is functioning at its highest capacity.

5. **How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?**

In accordance with the current bylaws, if I believed that one or more members of the board were acting unethically or not in the best interests of the school, I would file a written complaint with the board president to provide her with a reasonable opportunity to investigate and correct the alleged unethical activity.

Certification

I, **Crystal Pemberton**, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for **Great Opportunity Boarding Institute for Girls** Charter School is true and correct in every respect.

  
\_\_\_\_\_

Signature

\_\_\_\_\_ 8/20/2019 \_\_\_\_\_

Date

Crystal S. Pemberton  
[Crystal.s.pemberton@gmail.com](mailto:Crystal.s.pemberton@gmail.com)

## **EXPERIENCE**

<b>Sugar Creek Charter School</b> Charlotte, NC ELA Instructional Coach Grades 2-4	2018-2019
<b>KIPP Change Academy</b> Charlotte, NC Founding Upper School Dean Founding Grade Level Chair Founding Fourth-Grade Math Teacher	2016 - 2018
<b>KIPP Academy Elementary School</b> Bronx, NY Fourth-Grade Team Leader	2015-2016
<b>Girls Prep Lower East Side Elementary School</b> New York, NY Fourth-Grade Lead Teacher	2014-2015
<b>Westover School</b> Middlebury, CT Spanish Teacher Director of Diversity	2011-2014
<b>Harlem Village Academies</b> New York, NY Recruiter	2011 (Term Contract)
<b>EBL Coaching</b> New York, NY Educational Therapist	2009-2011
<b>P.S. 105</b> Bronx, NY Special Education Teacher	2004-2009

## **EDUCATION**

M. Ed., Elementary Education, Mercy College, Dobbs Ferry, NY – 2006  
B.A., Spanish Language and Literature, Yale University, New Haven, CT – 2004

## **ACHIEVEMENTS & CERTIFICATIONS**

- NYC Teaching Fellow
- AmeriCorps Education Award Recipient
- KIPP School Leadership Program Fellow, 2017-2018
- Certification Childhood General Education 1-6 (NY, NC)
- Professional Certification Childhood Special Education 1-6 (NY)
- Author, Strategic Publishing Group (December 2011)

**Background**

1. **Name of charter school on whose Board of Directors you intend to serve:**

Great Opportunity Boarding Institute for Girls (G.O. B.I.G.)

2. **Full name:** Erin Howe

**Home Address:** 901 Grand Summit Blvd. Apt. 943, Concord, NC 28027

**Business Name and Address:**

Great Opportunity, Inc., 4030 Wake Forest Road Ste. 349, Raleigh, NC 27609

**Telephone No.:** (704) 835-6287

**E-mail address:** erin.howe2019@gmail.com

3. **Brief educational and employment history.**

From 2003 to 2007, I attended North Mecklenburg High School in Huntersville, NC. From there I enlisted in the United States Army. While enlisted, I served as a parachute rigger and a vehicle mechanic. I also operated as an Acting First Sergeant, maintaining day-to-day operations and overseeing the instruction of over one thousand soldiers throughout that term. My time in the military allowed to travel extensively and familiarize myself with different cultures. After four years of military service, I received an honorable discharge due to having sustained an injury. I went on to become a restaurateur and manager of facility and hospitality services for five years in Charlotte, NC, also working as an operations manager of business supplies and equipment. Simultaneously, I operated my own physical fitness company, empowering women to take ownership of their physical, mental, and emotional wellness and health. My work as a fitness entrepreneur opened the door for me to also work as a nutritionist and rehabilitation/physical therapy technician at Mary Pinero’s Physical Therapy in Los Angeles, CA. I worked there successfully for two years before relocating back to Charlotte, NC, where I joined the operations team at KIPP Change Academy (KCA). At KCA, in addition to maintenance and janitorial work, I was tasked with managing the cafeteria, for which I became nationally ServSafe certified, and with recruiting additional operations employees. In addition to these experiences, I have also volunteered (and continue to volunteer) as a Guardian ad Litem and a Parent Voice Advocate.

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

**No:** X            **Yes:**

5. **How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?**

As the co-founder of Great Opportunity, Inc., I helped to establish the organization. I also assisted with recruiting members for the founding board. I want to serve on the board of Great Opportunity Boarding Institute for Girls because, as an entrepreneur and a mechanic, I am

passionate about providing early opportunities for women to become leaders in the fields of STEM.

**6. What is your understanding of the appropriate role of a public charter school board member?**

I understand that the appropriate role of a public charter school board member is to ensure that the school's operational programs stay in compliance within the parameters of its charter and that all academic and operational programs are fruitful. A board member's role is also to ensure that the school is financially stable.

**7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.**

I have the capability to be an effective board member because I have excellent leadership skills and can motivate others toward achieving common goals to a high degree of performance. My political campaigning experience has also endowed me with the skills and experience of galvanizing members of the community toward the fulfillment of a common vision. I am also skilled at identifying and addressing issues in a timely manner while maintaining a solution-oriented focus.

**8. Describe the specific knowledge and experience that you would bring to the board.**

My time in the military and serving on numerous operational teams has assisted in providing me with specific knowledge of operations management. I would bring my knowledge and experience to assist the board with time management and with developing strong operational policies based on best-practices.

**School Mission and Program**

**1. What is your understanding of the school's mission and guiding beliefs?**

The school's mission is to provide an immersive STEM education for girls, fostering their academic achievement, entrepreneurial mindset, character development, and social responsibility, and ultimately, preparing them for success in college and the world beyond. The school's guiding belief is that all children deserve access to great opportunities in education.

**2. What is your understanding of the school's proposed educational program?**

My understanding of the school's proposed educational program is that G.O. B.I.G. will provide a tuition-free, STEM-based, all-girls', immersive educational experience.

**3. What do you believe to be the characteristics of a successful school?**

I believe that one of the characteristics of a successful school is the overall success of the scholars and staff. I also believe that one of the characteristics of a successful school is the proper maintenance of the building.

**4. How will you know that the school is succeeding (or not) in its mission?**

Based upon reports from the school leader, as well as teacher, student, and staff data, I will know that the school is succeeding in its mission if it is accomplishing, or making substantial progress toward accomplishing, all the goals set forth in its charter agreement.

## Governance

**1. Describe the role that the board will play in the school's operation.**

The role that the board will play in the school's operation is to provide financial and governing oversight. The board will accomplish this through the ongoing development, review, and revision of policies, as needed, to support the success of the school and its leader.

**2. How will you know if the school is successful at the end of the first year of operation?**

I will know that the school is successful at the end of the first year of operation if the school meets the following year-one goals:

- 80% of kindergarteners will read at a level D or higher; 60% will read at a level E or higher
- 75% of first graders will read at a level K or higher; 55% will read at a level J or higher
- 70% of second graders will read at a level M or higher; 50% will read at a level N or higher
- A minimum score of "Prepared" for at least five of the nine elementary-related standards in the NCDPI STEM Attribute Implementation Rubric
- A minimum of 85% average satisfaction on tri-annual parent and staff survey ratings regarding a clean, efficient, and secure school facility; and Health Department "A" ratings regarding a clean, efficient, healthful, and compliant nutritional program
- A 3-5% surplus in the budget by the end of the year

**3. How will you know at the end of five years of the schools is successful?**

I will know at the end of five years that the school is successful if the school fulfills its mission and goals as outlined within the school's charter.

**4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?**

To ensure that the school is successful, the board will need to take the following steps:

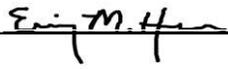
- Review financial statements monthly
- Ensure that the annual budget is aligned with the actual budget(s)
- Creating meaningful school academic, hiring, recruiting, and operational policies, and other important school policies
- Participate in professional development to refine skillsets
- Hold the school leader accountable for agreed upon goals
- Build community relations
- Develop board committees

**5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?**

I would choose to handle the situation in accordance with our board's bylaws, which state in Article 12.02 that "If any director, officer, staff or employee reasonably believes that some policy, practice, or activity of Great Opportunity, Inc., is in violation of law, a written complaint must be filed by that person with the vice president or the board president."

Certification

I, **Erin Howe**, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for **Great Opportunity Boarding Institute for Girls** Charter School is true and correct in every respect.

 \_\_\_\_\_

Signature

\_\_\_\_\_ 08/21/2019

Date

Erin Howe  
[Erin.Howe2019@gmail.com](mailto:Erin.Howe2019@gmail.com)

## **EXPERIENCES**

<b>KIPP Change Academy</b> Charlotte, NC Operations Team Member Cafeteria Manager	2017-2018
<b>Get Out to Vote</b> Charlotte, NC Field Manager	2014-2018
<b>Mary Pinero's Physical Therapy</b> Los Angeles, CA Physical Therapy Technician Athletic Director Massage Therapist Nutritionist	2012-2014
<b>United States Army</b> Various Vehicle Mechanic Parachute Rigger Acting First Sergeant	2008-2012
<b>Elle Fitness</b> Charlotte, NC Fitness Trainer Nutritionist CEO	2008-2016

## **EDUCATION**

H.S. Diploma, North Mecklenburg High School, Huntersville, NC – 2007

## **CERTIFICATIONS & ACHIEVEMENTS**

- Guardian ad Litem
- Parent Voice Advocate
- Personal Training
- Sports Nutrition
- National ServSafe
- Vehicle Mechanic
- Second Battalion, 60<sup>th</sup> Infantry Certificate of Achievement for Exceptional Performance
- FOB Wolverine Certificate of Achievement for Outstanding Performance of Duties
- Certificate of Affiliation United States Ordnance Corps
- Association of the United States Army for Professionalism

### Charter School Board Member Information Form

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

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

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

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

#### Background

1. Name of charter school on whose Board of Directors you intend to serve:  
**Great Opportunity Boarding Institute for Girls (GOBIG)**
2. Full name: **Geraldine A. Taylor-Brown**  
Home Address: **119 – 27 192 Street, St. Albans, NY 11412**  
Business Name and Address: **Retired Educator**  
Telephone No.: **347-860-5017**  
E-mail address: **Education53@aol.com**
2. Brief educational and employment history.

I am a retired High School Superintendent for The Bronx and Manhattan in New York City. In this position I supervised 84 high school principals. In my employment journey through the Department of Education (DOE) I have had the pleasure and the privilege to serve NYC students in every borough: I served as Senior Director of School Quality and Director of School Reform at the DOE Central Office in Manhattan. I have been a guidance counselor in both Brooklyn and Queens. I was a high school teacher in Brooklyn and an assistant principal and high school principal in Queens. I was a Local Instructional Superintendent in Staten Island and Brooklyn.

My educator experience extends beyond the New York City DOE. I received tenure as the Director of Guidance of Farmingdale Public Schools (K-12) in Nassau County, NY. Other past employment includes Counselor at the NSSFNS/Queens Talent Search Program, Assistant Education Director at the South Jamaica Center for Children and Parents, Inc. (Head Start), preschool teacher and adjunct professor at both The College of New Rochelle and Fordham University. And, I had the honor of being a Founding Board Member for the Riverton Street Charter School in St. Albans, NY (a National Heritage Academies school).

I am ABD in my doctoral studies at Nova Southeastern University. I am a graduate of Syracuse University; and, received my masters degrees from Long Island University and Bank Street College. I have credentials as a Child Development Associate through credits from Teachers College of Columbia University; and, I completed the Paideia Institute certificate program at the University of North Carolina, Chapel Hill.

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

No:                      Yes: **X**

- Riverton Street Charter School, St. Albans NY
- Community Education Council for District 29 in Queens, NY

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was recruited to join the Board of Directors by the Co-Founders and Vice –Chair, Crystal S. Pemberton. We met last year in a social setting and I was encouraging her to continue to aspire to become an education administrator. I was both surprised and delighted when she asked me to participate in this venture.

I have had an interest in working on developing a boarding school since 1988 when a verbal proposal was made to develop a boarding school in East New York Brooklyn, which, at that time, had one of the highest ratings of drive-by shootings in the nation. This interest peaked again in 2007 when Oprah Winfrey opened her boarding school for girls (OWLAG) in South Africa. I am a board member of GOBIG to share my educational knowledge, experience and expertise to provide a high quality education for young girls that prepares them for life.

6. What is your understanding of the appropriate role of a public charter school board member?

Public charter school board members are the overseers of all school functions. Board members develop policies, procedures and practices to ensure that the school lives up to the original mission and vision. We develop – monitor – assess – evaluate and adjust (if necessary) areas of academics (curriculum, instruction and assessments), operations, finances, organization and school culture (trust). We work collaboratively with school leaders, assist in developing strategic plans that ensure a rigorous education, establish sound policies that give voice to students, parents, staff and community; and ensure a solid financial plan for the present and future school. This includes our active participation in partnering with donors and organizations that will provide support and opportunities for all members of school community.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I was a founding board member of the Riverton Street Charter School in NYC. I am an experienced educator who has served diverse student populations. I have had raving successes and weathered some challenges as well. My employment legacy is that in every area of my formal work I have focused on children being the winners.

8. Describe the specific knowledge and experience that you would bring to the board.  
I am an experienced educator, mother and grandmother of 11. (Please see attached resume)

#### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
A foundational belief for GOBIG is that students from families that have been economically and socially marginalized will excel academically when offered the same access to quality education as the students of privileged families. Thus, we have a focus on high quality education, entrepreneurial preparation and immersion in STEM.
2. What is your understanding of the school's proposed educational program?  
Girls from kindergarten to grade 2 will attend day school. Girls in grades 3-5 will attend boarding school. This design provides the opportunity for intensive and pointed academic support and alleviates some financial stress on families as we support them in redirecting funds to provide educational opportunities for parents and other family members.
3. What do you believe to be the characteristics of a successful school?  
Varied research shows that successful schools share some of the following characteristics: effective leadership, strong pedagogy, open communications with family and community, encouraging school culture, watchful monitoring of all systems, decisive implementation of all plans, continual learning for all, and a loving school climate.
4. How will you know that the school is succeeding (or not) in its mission?  
Both hard and soft data will reveal both successes and pitfalls: test scores (both formal and informal), teacher observations, student and parent complaints and compliments, survey results and daily school-wide walk-throughs are among some of the most effective (and traditional) measurements of success or failure.

#### Governance

1. Describe the role that the board will play in the school's operation.  
Please see the answer to question #6 under Background.
2. How will you know if the school is successful at the end of the first year of operation?  
Our school will be successful if we have reached our goals as set forth in our proposal.
3. How will you know at the end of five years of the school's operation that the school is successful?  
Our school will have, as stated above, clear goals for each year of development. However, as a board member, I will be looking for the immeasurable successes: seeing girls in groups giggling excitedly about learning, conversing with parents who express new hopes, witnessing teachers informally hanging out together... The hard and soft data from test scores, and surveys - and even reading or hearing personal student and staff victory testimonies are, of course, the standard measures of success. But it is the immeasurable indicators that provide the icing on the cake and would indicate to me that we have gone beyond what we initially expected. This is my dream and desire for GOBIG!
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Each board member must be fully committed to the success of the school. Each of us must use whatever skills and gifts we bring to the fullest to ensure that our girls receive the best possible education. We must stay vigilant in examining all aspects of school life. In my previous board experiences, we clustered into sub-teams and would report, at least, monthly on our findings. This good practice allowed all members to participate fully without feeling overwhelmed.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would follow the protocol set forth in our Board By-Laws – without hesitation.

\*Please include the following with your Information Form

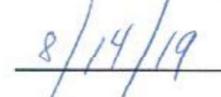
- a **one-page** resume

\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

#### Certification

I, Geraldine A. Taylor-Brown, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Great Opportunity Boarding Institute for Girls (GOBIG) Charter School is true and correct in every respect.

  
Signature

  
Date

# **Geraldine A. Taylor-Brown**

**119 – 27 192 St. Albans, NY 11412**

**Phone: 718-712-4658. Cell Phone: 347-860-5017. E-Mail: Education53@aol.com**

## **Education**

National Ed. D Program (ABD) – Nova Southeastern University, Fort Lauderdale, FL

Certificate Paideia Institute – University of North Carolina, Chapel Hill

M. Ed. Administration / Instructional Leadership – Bank Street College, NYC, NY

Fellow – NYS Department of Labor and NYS Department of Education

Child Development Associate (CDA) – Teachers College / Columbia University, NYC, NY

M.S. Education / Guidance and Counseling – Long Island University, Brooklyn, NY

B.S. Public Communications / Journalism – Syracuse University, Syracuse, NY

## **Experience**

### **Positions with the NYC Department of Education**

- High School Superintendent (Manhattan and The Bronx) (2010 – 2012 Retirement)
- Director of School Quality – Central Office (2008 – 2010)
- Director of School Reform and Support - Central Office (2007 – 2008)
- Local Instructional Superintendent, Staten Island and Brooklyn (2004 – 2007)
- Principal, August Martin HS, Queens (1999 – 2004)
- Assistant Principal, Jamaica HS, Queens (1995 – 1996)
- Guidance Counselor, Queens and Brooklyn (1988 – 1995)
- Substitute Teacher (1982)

### **Other Education Positions**

- Principal Coach – NYC Leadership Academy (2013-2015)
- Educational Coordinator – Black Spectrum Theater After School Program (2014-2015)
- Founding Board Member – Riverton Street Charter School (2008 – 2010)
- Adjunct Professor, Fordham University and The College of New Rochelle (2003-2007)
- Director of Guidance, K-12 - Farmingdale Public School, NY (1996 – 1999)
- English Teacher and Counselor (part-time), York College, Jamaica, NY (1993)
- Assistant Education Director, Head Start, Jamaica, NY (1986 – 1988)
- Group Teacher, Head Start (1985 – 1986)
- Counselor, NSSFNS/ Queens Talent Search Program, Jamaica, NY (1979-1981)
- Counselor (part-time) St. Albans Youth Outreach Center, St. Albans, NY (1978 – 1984)

### **Other Activities**

- Community Education Council, District 29: Queens NY - Second Vice President (2015 – 2018)
- Community Board 12, Queens Education Chairperson (2018 - present)
- Church Elder, and Clerk of Session: Presbyterian Church of St. Albans
- Founding Member: The Theater of the Living Word (Theater company)
- Vocal Director: The New Vision Choir

## **Background**

1. Name of charter school on whose Board of Directors you intend to serve:  
**Great Opportunity Boarding Institute for Girls (G.O.B.I.G)**
  
2. **Full name:** Dr. Richard Jeffrey Rhodes, EdD.  
**Home Address:** 332 Francis Drive, Havertown, PA 19083  
**Business Name and Address:** Same as above  
**Telephone No.:** (215) 990 – 8585  
**E-mail address:** 06scholar@gmail.com
  
3. **Brief educational and employment history.**
  - Wesleyan University in Middletown, CT- 1990 BA in English
  - Teachers College, Columbia University, NYC. - 1991 MA in English Education
  - University of Pennsylvania, Philadelphia, PA
  - 1995 MS Ed Psychological Services, Graduate School of Education
  - 2015 EdD Educational Leadership, Mid-Career Program, Graduate school of Education
  - Over 25 years of experience at the school and district level in the public and private school education industry
  - Public Schools: Secondary Teacher, Assistant Principal, Principal, Director and Assistant Superintendent
  - Private/independent schools: Assistant Director of Admission, Associate Director of Admission and Director of Financial Aide (Need-based), and Director of Recruitment and Scholarship
  - July 2019- Present — Education Consultant and Leadership Mentor
  
4. **Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?** No:  Yes:
  
5. **How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?** I was invited/asked to serve in this critical role by the co-founders, Ms. Crystal Pemberton and Ms. Erin Howe. It is indeed my honor to serve on the board of this amazing charter school. As a servant leader, I am inspired and motivated by the opportunity to help these two dynamic and visionary educators actualize their dream to provide a rigorous education and quality learning experience in a safe and culturally enriching environment for underserved girls in the Charlotte metropolitan region and the greater Charlotte area.
  
6. **What is your understanding of the appropriate role of a public charter school board member?**

Though the appropriate role of a public charter school board member is multi-leveled, one's primary responsibility is to be accountable for and to work collaboratively with fellow board members as well as the school's administrative and leadership team to focus on what is best for all students. This is done through the adoption and effective implementation of policies and practices and clear evaluative metrics that ensure: the quality of the school's entire program, the competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter in order to make adequate progress towards renewal.

7. **Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.**

I have served at the school and district level as teacher, educational administrator and instructional leader. I have had the opportunity to attend board meetings as well as work with and present to board members to address their queries and to provide them the evidence necessary to determine effective school governance, according to its charter/goals, etc. I understand, value and appreciate the necessary work that holds every effective board member responsible and accountable. I am ready to take on this challenge and to serve in this manner.

8. **Describe the specific knowledge and experience that you would bring to the board.**
- I am a strategic thinker and skilled data driven decision maker with a strong emotional IQ and passion for people.
  - I know what it takes to lead and respect what it requires to follow.
  - I am a team player who values collaboration while managing to also respect the individual voice. I am a passionate education and servant leader who is both humble yet confident.
  - I love to listen and learn, and I also enjoy sharing and asking.
  - I take the time to know my mind and thoughts before I act; yet I am not shy in taking immediate action when proven necessary.
  - I have hands on experience in various sectors of the K-12 primary/secondary school education industry.
  - I am ready, willing and able to utilize my experiential learnings and expert education to serve as an active and effective member of this charter school board.

### **School Mission and Program**

1. **What is your understanding of the school's mission and guiding beliefs?**  
To provide a high-quality educational opportunity for the Charlotte area's underserved and marginalized elementary school age girls
2. **What is your understanding of the school's proposed educational program?**  
The schools proposed educational program will be rigorous and meet the needs of its various learners (e.g., girls) including but not limited to children of color, children growing up in high-needs communities, children with disabilities, as well as English Language Learners and those with limited English Proficiency.
3. **What do you believe to be the characteristics of a successful school?**  
Highly qualified, professionally skilled, socially intelligent and culturally competent, caring, student-centered adults working together on behalf of educating students in a safe and nurturing environment to ensure that all students learn, grow and achieve.
4. **How will you know that the school is succeeding (or not) in its mission?**  
We will know whether the school is succeeding in its mission through our intentional and frequent review of the school's efforts and evidence in support of all the terms of its charter and its overall public obligation.

### **Governance**

1. **Describe the role that the board will play in the school's operation.**

Our board will be actively, consistently engaged in school operations seeking to be proactive and not just reactive in all matters of school function but especially as it relates to effective leadership, fiscal solvency and policy/practice compliance.

2. **How will you know if the school is successful at the end of the first year of operation?**

Quantitatively, we will know if the school is successful (and what level of success has been attained) at the end of the year based upon whether or not the school has made significant (i.e., statistically relevant) progress towards, met or surpassed the benchmark goals established for the year. We will also look at qualitative evidence gathered through end of the year stakeholder feedback from students, staff, parents and community. This combined review and analysis of school performance data will provide a clear understanding of the school's first year performance.

3. **How will you know at the end of five years if the school is successful?**

First, our chartered will be renewed. Second, we will utilize the same annual process as indicated above regarding quantitative and qualitative data analysis (with an added emphasis upon any noteworthy performance trends) to measure and gage our success. Lastly, we will ask ourselves the simple yet critical question as to whether students are learning as a result of what we are doing? Is the school actualizing its dream for effectively educating underserved and marginalized girls in Charlotte and the Charlotte area?

4. **What specific steps do you think the charter school board will need to take to ensure that the school is successful?**

We will need to set and establish clear communication and engagement protocols and practices in order to support successful school performance. Regarding school performance, we will need to regularly and consistently 1) gather evidence 2) review and analyze 3) monitor and assess 4) evaluate and share feedback 5) develop and support capacity. Our specific steps must provide meaningful and timely support based upon data driven, student-centered decisions and needs; hold the school and its leadership responsible and accountable for meeting its public obligation and all elements of its charter.

5. **How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?**

I would bring my evidence-based concern to the attention of the board president and/or the full board, when and however necessary. After a thorough and transparent investigation, in alignment with board practice and policy, if the evidence supported inefficacy and/or unethical behavior, said board member would be removed from service through whatever the appropriate and expedient means.

\*Please include the following with your Information

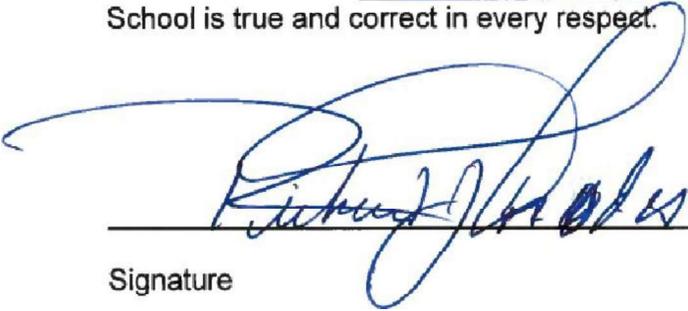
Form as a one-page resume

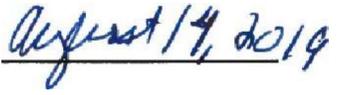
\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, **Richard Jeffrev Rhodes**, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for \_\_\_\_\_ Great \_\_\_\_\_  
School is true and correct in every respect.

Opportunity Boarding Institute for  
Girls aka G.O.B.I.G Charter

  
\_\_\_\_\_  
Signature

  
\_\_\_\_\_  
Date

**Dr. Richard Jeffrey Rhodes, EdD.**

(215) 990-8585

rjscholar@yahoo.com

*“Success begins with a fellow’s will...it’s all in the state of mind” Walter D. Wintle, Poet*

**Education**

- 2015 Doctorate of Education, Mid-Career Doctoral Program in Educational Leadership, University of Pennsylvania, Philadelphia, P.A.
- 1995 Master of Science in Education, Psychological Services, University of Pennsylvania, Philadelphia, P.A.
- 1991 Master of Arts, English Education, Teachers College, Columbia University, New York, N.Y.
- 1990 Bachelor of Arts, English, Wesleyan University, Middletown, C.T.

**Certification**

- 2017 Pennsylvania Letter of Eligibility: Superintendent PK-12
- 2015 Commission Qualification Letter: Superintendent PK-12
- 2015 Maryland State Advanced Professional Certificate: English 5-12, Administrator I & II/Principal; Ancillary Credits: Reading 6 and Special Education

**Work History**

- 2019 – Present Education Consultant and Leadership Mentor, Havertown, PA
- 2015 – 2019 Assistant Superintendent, School District of Philadelphia, Philadelphia, PA
- 2013 – 2015 Director of School Quality, National Heritage Academies, Grand Rapids, MI
- 2006 – 2013 Principal, Sligo Middle School, Silver Spring, M.D.
- 2002 – 2006 Assistant Principal, Benjamin Banneker Middle School, Burtonsville, M.D.
- 1999 – 2002 Teacher, English, Montgomery Blair High School, Silver Spring, M.D.
- 1998 – 1999 Associate Director of Admission, Maret School, Washington, D.C.
- 1995 – 1998 Assistant Director of Admission, George School, Newton, P.A.
- 1991 – 1994 Teacher, English, Largo High School, Upper Marlboro, M.D.

**Honors and Affiliations**

- 2019 Co-Author, City Year’s District Learning Network collaborative essay on “How a Focus on Equity Can Help Address Chronic Absenteeism in Schools” (In Process)
- 2019 Leadership Expert, Panel Discussion, Teacher Leadership Academy, Philadelphia, Pa
- 2018 Education Expert, Symposium on Child Well-Being in Pennsylvania and the Urgent Need for Father Involvement, Mechanicsburg, Pa
- 2017 Presenter, National Principals Conference, Philadelphia, PA
- 2016 Partner, Peer Assistance and Review/PAR Panel District level Administrator
- 2016 Professional Member, Association for Supervision & Curriculum Development
- 2012 Professional Member, Phi Delta Kappa International
- 2011 Cohort Member, 2011-2012 The SUPES Academy, Philadelphia, PA
- 2007 Pilot School, Middle School Reform Initiative, Montgomery County, Maryland
- 2007 Professional Member, National Association of Secondary School Principals
- 1990 Awardee, Mellon Fellows-in-Teaching Award, Teachers College, Columbia University, N.Y.
- 1988 Initiated Member, Alpha Phi Alpha Fraternity, Incorporated Spring 1988

## **Background**

1. **Name of charter school on whose Board of Directors you intend to serve:**  
Great Opportunity Boarding Institute for Girls
  
2. **Full name:** Charmaine Steele  
**Home Address:** 8108 Marett Court, Charlotte, NC 28269  
**Business Name and Address:** N/A  
**Telephone No.:** 704-293-9653  
**E-mail address:** [CharmaineSteele.HR@gmail.com](mailto:CharmaineSteele.HR@gmail.com)
  
3. **Brief educational and employment history.**  
I have a BA degree in Business Administration with a concentration in Human Resources Management obtained from the University of North Carolina at Greensboro. I have my Real Estate License in NC & SC. My employment history began in 2012 at CitiGroup. During this time, I had many roles, including Collection Agent, Customer Service Representative and, lastly, Retention Specialist. Then I continued my career at Liberty Mutual in 2014 and received a few promotions during my employment as well. My first roles were as a Technical Assistant, a Family Medical Leave Specialist, and, lastly, a Short-Term Disability Case Manager. In 2016 I obtained my NC Real Estate License and begin practicing. In April 2019, I decided to become a full-time realtor and obtained my SC license.
  
4. **Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?**      No: X      Yes:
  
5. **How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?**  
I was contacted by Erin Howe. I wish to serve on the board of G.O. B.I.G. because I once was a young girl that attended a school with low test scores, and I was often told that, based on where I lived and the grade schools I attended, the odds were against me. I know that by being a part of this board I can be a voice and an example that anything is possible with guidance and determination. Education is powerful and can change any life and at any given moment.
  
6. **What is your understanding of the appropriate role of a public charter school board member?**  
The appropriate role of a public charter school board member is to help provide the strategic vision for the school, hire a school leader to run the school, hold the school leader accountable for academic success, and provide financial oversight. The role of a board member is also to help establish clear expectations for school leader performance, encompassing, at a minimum, the areas of student achievement, management priorities, and governance protocols.
  
7. **Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.**  
Along with bringing a capacity for effective communication and an aptitude for strong stewardship, I will be able to relate to the children attending and not only help make decisions but be able to put the children and their education first.
  
8. **Describe the specific knowledge and experience that you would bring to the board.**

The knowledge that I can bring is community awareness and business administration skills. Most importantly, I will bring my previous experience attending schools that were considered high-needs and my testimony of success in going against the odds and not becoming a statistic.

### **School Mission and Program**

**1. What is your understanding of the school's mission and guiding beliefs?**

My understanding of the school's mission is that we are endeavoring to provide an immersive STEM education for girls to propel them toward success in college and in life. Our guiding belief is that it is imperative to have a tuition-free school for girls to obtain the best STEM education no matter where they come from, to bridge the gap, and to change the statistics.

**2. What is your understanding of the school's proposed educational program?**

My understanding is that G.O. B.I.G. will offer a free, boarding education for girls and will provide them with the best education possible with a focus on science, technology, engineering, and mathematics (S.T.E.M.) This focus will help place girls at the forefront of 21st century learning.

**3. What do you believe to be the characteristics of a successful school?**

I believe that a successful school is one that has a clear and shared focus, high standards and expectations for all students, and frequent monitoring of learning and teaching.

**4. How will you know that the school is succeeding (or not) in its mission?**

I believe success in our school's mission will be evident if the school's results meet or exceed the metrics that have been set.

### **Governance**

**1. How will you know if the school is successful at the end of the first year of operation?**

We will know the school is successful based on the results of the year one metrics that have been put in place in accordance with the school's approved charter and feedback provided from the community.

**2. How will you know at the end of five years of the schools is successful?**

We will know we have been successful based on the results of the five-year metrics that we have outlined in our proposed charter and based on the difference we have seen take place in the community and the lives of the children who have attended the boarding school and their success stories.

**3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?**

The first step that the board will need to take to ensure that the school is successful is to make sure that the board maintains a unified understanding of and focus on the mission of the school. The board must then ensure that clear metrics are set for the evaluation and accountability of the school leader. Moreover, the board must continue to work to secure financial support for the school. Finally, the board must work to create sound governing policies regarding academics, operations, personnel, and finance.

**4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?**

I would formally contact the board chair/vice-chair in writing to let them know my concerns and allow them to provide guidance on the next steps.

\*Please include the following with your Information Form: a one-page resume

\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

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

Charmaine Steele  
Signature

Date 08/20/2019

**CHARMAINE STEELE**

Charlotte, NC | CharmaineSteele.HR@gmail.com | 704-293-9653

**HUMAN RESOURCES PROFESSIONAL**

**The University of North Carolina at Greensboro**, Greensboro, NC

Bachelor of Science, Business Administration concentration in Human Resource Management

**PROFESSIONAL EXPERIENCE**

**PRIME 1 REALTY**, Charlotte, NC

May 2016 — Present

**NC & SC Real Estate Agent**

- Clearly and effectively communicate with sellers, buyers, banks and mortgage lenders while working to meet relatively short closing or client timelines.
- Built an extensive client base through strategic marketing and personal referrals.
- Leveraged Bold Leads and Realty Juggler to create funnels, landing pages and marketing strategy.
- Manage all aspects of the home-buying process, including inspection, appraisal and financing.

**LIBERTY MUTUAL, ACQUIRED BY LINCOLN FINANCIAL**,

Charlotte, NC

September 2014 — March 2019

**Short Term Disability Complex Case Manager II (November 2015 — March 2019)**

- Responded to 125+ written and telephone inquiries including eligibility approval/denial determinations.
- Conducted investigations for Wells Fargo account to determine liability and to what degree, including direct contact with Doctor's office, and medical record review.
- Balanced workload of more than 130 Short Term Disability and FMLA claims on a consistent basis.
- Consistently met goal of claim determination within 10 business days while educating customers on benefits available and adhering to company policies and providing exceptional customer service.
- Communicated with claimants, employers and various medical professionals to gather information regarding the application for payment of, and ongoing management of STD.

**Family Medical Leave Specialist (Way 2015 - November 2015)**

- Coordinated high volume activity concerning filing of leave of absence forms, follow-up and documentation, occasionally upwards of 100 FMLA forms per day.
- Documented leave activities thoroughly. While handling additional leave request and activities to other team members to ensure timely leave decisions.

**Technical Assistant II (September 2014 — May 2015)**

- Collected and coordinated insurance data from client needed by case management staff.
- Obtained data from automated systems, file review or by contacting claimants, department and external sources.
- Maintained accurate records and data leveraging spreadsheets or various automated systems.

**CITI GROUP, MCLEANSVILLE, NC** January 2012 — June 2014

**Retention Account Specialist (October 2013 — June 2014)**

- Educated customers on credit terms, like APR while helping them lower APR on their accounts.
- Monitored and met KPI's such as retain customer goal of 35% each month.

**Customer Service Representative (June 2012 - October 2013)**

- Served as initial point of contact on more than 100 customer service calls per day, spanning 5-7 minutes per call.
- Provided memorable customer service experiences regarding Sears credit accounts.

**APPENDIX J:**  
**PROPOSED BYLAWS OF THE BOARD OF**  
**DIRECTORS**



**GREAT OPPORTUNITY BOARDING INSTITUTE FOR GIRLS**  
**(G.O. B.I.G.)**

# **GREAT OPPORTUNITY, INC. CORPORATE BYLAWS**

## **ARTICLE I**

### **NAME**

#### **1.01 Name**

The name of this corporation shall be Great Opportunity, Inc.

## **ARTICLE II**

### **PURPOSES AND POWERS**

#### **2.01 Purposes**

Great Opportunity, Inc., is a non-profit corporation and shall be operated exclusively for charitable, religious, educational, or scientific purposes under Section 501 (c)(3) of the Internal Revenue Code of 1986, or the corresponding section of any future federal tax code. Great Opportunity, Inc.'s purpose pertains to the advancement of educational opportunities in high-need communities, including conducting research on, informing the public about, advocating on behalf of, and providing programs and services relating to education.

#### **2.02 Powers**

The corporation shall have the power, directly or indirectly, alone or in conjunction or cooperation with others, to do any and all lawful acts which may be necessary or convenient to affect the charitable purposes, for which the corporation is organized, and to aid or assist other organizations or persons whose activities further accomplish, foster, or attain such purposes. The powers of the corporation may include, but not be limited to, the acceptance of contributions from the public and private sectors, whether financial or in-kind contributions.

#### **2.03 Nonprofit Status and Exempt Activities Limitation**

**(a) Nonprofit Legal Status.** Great Opportunity, Inc., will be a North Carolina non-profit public benefit corporation, recognized as tax exempt under Section 501(c)(3) of the United States Internal Revenue Code, and committed to upholding the NC Open Meeting Laws.

**(b) Exempt Activities Limitation.** Notwithstanding any other provision of these Bylaws, no director, officer, employee, member, or representative of this corporation shall take any action or carry on any activity by or on behalf of the corporation not permitted to be taken or carried on by an organization exempt under Section 501(c)(3) of the Internal Revenue Code as it now exists or may be amended, or by any organization contributions to which are deductible under Section 170(c)(2) of such Code and Regulations as it now exists or may be amended. No part of the net earnings of the corporation shall inure to the benefit or be distributable to any director,

officer, member, or other private person, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Articles of Incorporation and these Bylaws.

**(c) Distribution Upon Dissolution.** Upon termination or dissolution of the Great Opportunity, Inc., any assets lawfully available for distribution shall be distributed for one (1) or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose, such as an organization or organizations that have a charitable purpose which, at least generally, includes a purpose similar to the terminating or dissolving corporation.

The organization to receive the assets of the Great Opportunity, Inc., hereunder shall be selected in the discretion of a majority of the managing body of the corporation, and if its members cannot so agree, then the recipient organization shall be selected pursuant to a verified petition in equity filed in a court of proper jurisdiction against the Great Opportunity, Inc., by one (1) or more of its managing body which verified petition shall contain such statements as reasonably indicate the applicability of this section. The court upon a finding that this section is applicable shall select the qualifying organization or organizations to receive the assets to be distributed, giving preference if practicable to organizations located within the State of North Carolina.

In the event that the court shall find that this section is applicable but that there is no qualifying organization known to it which has a charitable purpose, which, at least generally, includes a purpose similar to the Great Opportunity, Inc., then the court shall direct the distribution of its assets lawfully available for distribution to the Treasurer of the State of North Carolina to be added to the general fund.

## **ARTICLE III**

### **MEMBERSHIP**

#### **3.01 Membership Classes**

The corporation shall have voting members. Voting members shall have a right to vote and may have a title or interest in or to the corporation, its properties, and franchises.

#### **3.02 Non-Voting Affiliates**

The board of directors may approve classes of non-voting affiliates with rights, privileges, and obligations established by the board. Affiliates may be individuals, businesses, and other organizations that seek to support the mission of the corporation. The board, a designated committee of the board, or any duly elected officer in accordance with board policy, shall have authority to admit any individual or organization as an affiliate, to recognize representatives of affiliates, and to make determinations as to affiliates' rights, privileges, and obligations. At no time shall affiliate information be shared with or sold to other organizations or groups without the affiliate's consent. At the discretion of the board of directors, affiliates may be given endorsement, recognition and media coverage at fundraising activities, clinics, other events or at the corporation website. Affiliates have no voting rights and are not members of the corporation.

### **3.03 Dues**

Any dues for affiliates shall be determined by the board of directors.

## **ARTICLE IV**

### **BOARD OF DIRECTORS**

#### **4.01 Number of Directors**

Great Opportunity, Inc., shall have a board of directors consisting of at least 3 and no more than 11 directors. Within these limits, the board may increase or decrease the number of directors serving on the board, including for the purpose of staggering the terms of directors.

#### **4.02 Powers**

All corporate powers shall be exercised by or under the authority of the board, and the affairs of the Great Opportunity, Inc., shall be managed under the direction of the board, except as otherwise provided by law.

#### **4.03 Terms**

- (a)** All directors shall be elected to serve a one-year term; however, the term may be extended until a successor has been elected.
- (b)** Director terms shall be staggered so that approximately half the number of directors will end their terms in any given year.
- (c)** Directors may serve terms in succession.
- (d)** The term of office shall be considered to begin July 1 and end June 30 of the second year in office, unless the term is extended until such time as a successor has been elected.

#### **4.04 Qualifications and Election of Directors**

In order to be eligible to serve as a director on the board of directors, the individual must be 18 years of age and an affiliate within affiliate classifications created by the board of directors. Directors may be elected at any board meeting by the majority vote of the existing board of directors. The election of directors to replace those who have fulfilled their term of office shall take place in July of each year.

#### **4.05 Vacancies**

The board of directors may fill vacancies due to the expiration of a director's term of office, resignation, death, or removal of a director or may appoint new directors to fill a previously unfilled board position, subject to the maximum number of directors under these Bylaws.

- (a)** Unexpected Vacancies. Vacancies in the board of directors due to resignation, death, or removal shall be filled by the board for the balance of the term of the director being

replaced.

#### **4.06 Removal of Directors**

A director may be removed by two-thirds vote of the board of directors then in office, if:

- (a) the director is absent and unexcused from two or more meetings of the board of directors in a twelve-month period. The board president is empowered to excuse directors from attendance for a reason deemed adequate by the board president. The president shall not have the power to excuse him/herself from the board meeting attendance and in that case, the board vice president shall excuse the president. Or:
- (b) for cause or no cause, if before any meeting of the board at which a vote on removal will be made the director in question is given electronic or written notification of the board's intention to discuss her/his case and is given the opportunity to be heard at a meeting of the board.

#### **4.07 Board of Directors Meetings**

- (a) Regular Meetings. The board of directors shall have a minimum of twelve (12) regular meetings each calendar year at times and places fixed by the board. Board meetings shall be held upon four (4) days' notice by first-class mail, electronic mail, or facsimile transmission or forty-eight (48) hours' notice delivered personally or by telephone. If sent by mail, facsimile transmission, or electronic mail, the notice shall be deemed to be delivered upon its deposit in the mail or transmission system. Notice of meetings shall specify the place, day, and hour of meeting. The purpose of the meeting need not be specified.
- (b) Special Meetings. Special meetings of the board may be called by the president, vice president, secretary, treasurer, or any two (2) other directors of the board of directors. A special meeting must be preceded by at least 2 days' notice to each director of the date, time, and place, but not the purpose, of the meeting.
- (c) Waiver of Notice. Any director may waive notice of any meeting, in accordance with North Carolina law.

#### **4.08 Manner of Acting.**

- (a) Quorum. A majority of the directors in office immediately before a meeting shall constitute a quorum for the transaction of business at that meeting of the board. No business shall be considered by the board at any meeting at which a quorum is not present.
- (b) Majority Vote. Except as otherwise required by law or by the articles of incorporation, the act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the board.
- (c) Hung Board Decisions. On the occasion that directors of the board are unable to make a decision based on a tied number of votes, the president or treasurer in the order of presence shall have the power to swing the vote based on his/her discretion.
- (d) Participation. Except as required otherwise by law, the Articles of Incorporation, or these

Bylaws, directors may participate in a regular or special meeting through the use of any means of communication by which all directors participating may simultaneously hear each other during the meeting, including in person, internet video meeting or by telephonic conference call.

#### **4.09 Compensation for Board Service**

Directors shall receive no compensation for carrying out their duties as directors. The board may adopt policies providing for reasonable reimbursement of directors for expenses incurred in conjunction with carrying out board responsibilities, such as travel expenses to attend board meetings.

#### **4.10 Compensation for Professional Services by Directors**

Directors are not restricted from being remunerated for professional services provided to the corporation. Such remuneration shall be reasonable and fair to the corporation and must be reviewed and approved in accordance with the board Conflict of Interest policy and state law.

### **ARTICLE V**

#### **COMMITTEES**

##### **5.01 Committees**

The board of directors may, by the resolution adopted by a majority of the directors then in office, designate one or more committees, each consisting of two or more directors, to serve at the pleasure of the board. Any committee, to the extent provided in the resolution of the board, shall have all the authority of the board, except that no committee, regardless of board resolution, may:

- (a)** take any final action on matters which also requires board members' approval or approval of a majority of all members;
- (b)** fill vacancies on the board of directors of in any committee which has the authority of the board
- (c)** amend or repeal Bylaws or adopt new Bylaws;
- (d)** amend or repeal any resolution of the board of directors which by its express terms is not so amendable or repealable
- (e)** appoint any other committees of the board of directors or the members of these committees;
- (f)** expend corporate funds to support a nominee for director; or
- (g)** approve any transaction;
  - (i) to which the corporation is a party and one or more directors have a material financial interest; or

- (ii) between the corporation and one or more of its directors or between the corporation or any person in which one or more of its directors have a material financial interest

## **5.02 Meetings and Action of Committees**

Meetings and action of the committees shall be governed by and held and taken in accordance with, the provisions of Article IV of these Bylaws concerning meetings of the directors, with such changes in the context of those Bylaws as are necessary to substitute the committee and its members for the board of directors and its members, except that the time for regular meetings of committees may be determined either by resolution of the board of directors or by resolution of the committee. Special meetings of the committee may also be called by resolution of the board of directors. Notice of special meetings of committees shall also be given to any and all alternate members, who shall have the right to attend all meetings of the committee. Minutes shall be kept of each meeting of any committee and shall be filed with the corporate records. The board of directors may adopt rules for the governing of the committee not inconsistent with the provision of these Bylaws.

## **5.03 Informal Action by The Board of Directors**

Any action required or permitted to be taken by the board of directors at a meeting may be taken without a meeting if consent in writing, setting forth the action so taken, shall be agreed by the consensus of a quorum. For purposes of this section an e-mail transmission from an e-mail address on record constitutes a valid writing. The intent of this provision is to allow the board of directors to use email to approve actions, as long as a quorum of board members gives consent.

# **ARTICLE VI**

## **OFFICERS**

### **6.01 Board Officers**

The officers of the corporation shall be a board president, vice-president, secretary, and treasurer, all of whom shall be chosen by, and serve at the pleasure of, the board of directors. Each board officer shall have the authority and shall perform the duties set forth in these Bylaws or by resolution of the board or by direction of an officer authorized by the board to prescribe the duties and authority of other officers. The board may also appoint additional vice-presidents and such other officers as it deems expedient for the proper conduct of the business of the corporation, each of whom shall have such authority and shall perform such duties as the board of directors may determine. One person may hold two or more board offices, but no board officer may act in more than one capacity where action of two or more officers is required.

### **6.02 Term of Office**

Each officer shall serve a one-year term of office and may not serve more than three (3) consecutive terms of office. Unless unanimously elected by the board at the end of his/her three (3) year terms or to fill a vacancy in an officer position, each board officer's term of office shall begin upon the adjournment of the board meeting at which elected and shall end upon the adjournment of the board meeting during which a successor is elected.

### **6.03 Removal and Resignation**

The board of directors may remove an officer at any time, with or without cause. Any officer may resign at any time by giving written notice to the corporation without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any resignation shall take effect at the date of the receipt of the notice or at any later time specified in the notice, unless otherwise specified in the notice. The acceptance of the resignation shall not be necessary to make it effective.

### **6.04 Board President**

The board president shall be the chief volunteer officer of the corporation. The board president shall lead the board of directors in performing its duties and responsibilities, including, if present, presiding at all meetings of the board of directors, and shall perform all other duties incident to the office or properly required by the board of directors.

### **6.05 Vice President**

In the absence or disability of the board president, the ranking vice-president or vice-president designated by the board of directors shall perform the duties of the board president. When so acting, the vice-president shall have all the powers of and be subject to all the restrictions upon the board president. The vice-president shall have such other powers and perform such other duties prescribed for them by the board of directors or the board president. The vice-president shall normally accede to the office of board president upon the completion of the board president's term of office.

### **6.06 Secretary**

The secretary shall keep or cause to be kept a book of minutes of all meetings and actions of directors and committees of directors. The minutes of each meeting shall state the time and place that it was held and such other information as shall be necessary to determine the actions taken and whether the meeting was held in accordance with the law and these Bylaws. The secretary shall cause notice to be given of all meetings of directors and committees as required by the Bylaws. The secretary shall have such other powers and perform such other duties as may be prescribed by the board of directors or the board president. The secretary may appoint, with approval of the board, a director to assist in performance of all or part of the duties of the secretary.

### **6.07 Treasurer**

The treasurer shall be the lead director for oversight of the financial condition and affairs of the corporation. The treasurer shall oversee and keep the board informed of the financial condition of the corporation and of audit or financial review results. In conjunction with other directors or officers, the treasurer shall oversee budget preparation and shall ensure that appropriate financial reports, including an account of major transactions and the financial condition of the corporation, are made available to the board of directors on a timely basis or as may be required by the board of directors. The treasurer shall perform all duties properly required by the board of directors or the board president. The treasurer may appoint, with approval of the board a qualified fiscal agent or member of the staff to assist in performance of all or part of the duties of the treasurer.

## **6.08 Non-Director Officers**

The board of directors may designate additional officer positions of the corporation and may appoint and assign duties to other non-director officers of the corporation.

## **ARTICLE VII**

### **CONTRACTS, CHECKS, LOANS, INDEMNIFICATION AND RELATED MATTERS**

#### **7.01 Contracts and other Writings**

Except as otherwise provided by resolution of the board or board policy, all contracts, deeds, leases, mortgages, grants, and other agreements of the corporation shall be executed on its behalf by the treasurer or other persons to whom the corporation has delegated authority to execute such documents in accordance with policies approved by the board.

#### **7.02 Checks, Drafts**

All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness 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.

#### **7.03 Deposits**

All funds of the corporation not otherwise employed shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depository as the board or a designated committee of the board may select.

#### **7.04 Loans**

No loans shall be contracted on behalf of the corporation and no evidence of indebtedness shall be issued in its name unless authorized by resolution of the board. Such authority may be general or confined to specific instances.

#### **7.05 Indemnification**

**(a)** Mandatory Indemnification. The corporation shall indemnify a director or former director, who was wholly successful, on the merits or otherwise, in the defense of any proceeding to which he or she was a party because he or she is or was a director of the corporation against reasonable expenses incurred by him or her in connection with the proceedings.

**(b)** Permissible Indemnification. The corporation shall indemnify a director or former director made a party to a proceeding because he or she is or was a director of the corporation, against liability incurred in the proceeding, if the determination to indemnify him or her has been made in the manner prescribed by the law and payment has been authorized in the manner prescribed by law.

**(c)** Advance for Expenses. Expenses incurred 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 (I) a written affirmation from the director, officer, employee or agent of his or her good faith belief that he or she is entitled to indemnification as authorized in this article, and (II) an undertaking by or on behalf of the director, officer, employee or agent to repay such amount, unless it shall ultimately be determined that he or she is entitled to be indemnified by the corporation in these Bylaws.

**(d)** Indemnification of Officers, Agents and Employees. An officer of the corporation who is not a director is entitled to mandatory indemnification under this article to the same extent as a director. The corporation may also indemnify and advance expenses to an employee or agent of the corporation who is not a director, consistent with North Carolina Law and public policy, provided that such indemnification, and the scope of such indemnification, is set forth by the general or specific action of the board or by contract.

## **ARTICLE VIII**

### **MISCELLANEOUS**

#### **8.01 Books and Records**

The corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of all meetings of its board of directors, a record of all actions taken by board of directors without a meeting, and a record of all actions taken by committees of the board. In addition, the corporation shall keep a copy of the corporation's Articles of Incorporation and Bylaws as amended to date.

#### **8.02 Fiscal Year**

The fiscal year of the corporation shall be from July 1 to June 30 of each year.

#### **8.03 Conflict of Interest**

The board shall adopt and periodically review a conflict of interest policy to protect the corporation's interest when it is contemplating any transaction or arrangement which may benefit any director, officer, employee, affiliate, or member of a committee with board-delegated powers.

#### **8.04 Nondiscrimination Policy**

The officers, directors, committee members, employees, and persons served by this corporation shall be selected entirely on a nondiscriminatory basis with respect to age, sexuality, race, religion, and national origin. It is the policy of Great Opportunity, Inc., not to discriminate on the basis of race, creed, ancestry, marital status, gender, sexual orientation, age, physical disability, veteran's status, political service or affiliation, color, religion, or national origin.

#### **8.05 Bylaw Amendment**

These Bylaws may be amended, altered, repealed, or restated by a vote of the majority of the board of directors then in office at a meeting of the Board, provided, however,

**(a)** that no amendment shall be made to these Bylaws which would cause the corporation to

cease to qualify as an exempt corporation under Section 501 (c)(3) of the Internal Revenue Code of 1986, or the corresponding section of any future Federal tax code; and,

- (b) that an amendment does not affect the voting rights of directors. An amendment that does affect the voting rights of directors further requires ratification by a two-thirds vote of a quorum of directors at a Board meeting.
- (c) that all amendments be consistent with the Articles of Incorporation.

## **ARTICLE IX**

### **COUNTERTERRORISM AND DUE DILIGENCE POLICY**

In furtherance of its exemption by contributions to other organizations, domestic or foreign, Great Opportunity, Inc., shall stipulate how the funds will be used and shall require the recipient to provide the corporation with detailed records and financial proof of how the funds were utilized.

Although adherence and compliance with the US Department of the Treasury's publication the "Voluntary Best Practice for US. Based Charities" is not mandatory, Great Opportunity, Inc., willfully and voluntarily recognizes and puts to practice these guidelines and suggestions to reduce, develop, re-evaluate and strengthen a risk-based approach to guard against the threat of diversion of charitable funds or exploitation of charitable activity by terrorist organizations and their support networks.

Great Opportunity, Inc., shall also comply and put into practice the federal guidelines, suggestion, laws and limitation set forth by pre-existing U.S. legal requirements related to combating terrorist financing, which include, but are not limited to, various sanctions programs administered by the Office of Foreign Assets Control (OFAC) in regard to its foreign activities.

## **ARTICLE X**

### **DOCUMENT RETENTION POLICY**

#### **10.01 Purpose**

The purpose of this document retention policy is establishing standards for document integrity, retention, and destruction and to promote the proper treatment of Great Opportunity, Inc., records.

#### **10.02 Policy**

Section 1. General Guidelines. Records should not be kept if they are no longer needed for the operation of the business or required by law. Unnecessary records should be eliminated from the files. The cost of maintaining records is an expense which can grow unreasonably if good housekeeping is not performed. A mass of records also makes it more difficult to find pertinent records.

From time to time, Great Opportunity, Inc., may establish retention or destruction policies or schedules for specific categories of records in order to ensure legal compliance, and also to accomplish other objectives, such as preserving intellectual property and cost management.

Several categories of documents that warrant special consideration are identified below. While minimum retention periods are established, the retention of the documents identified below and of documents not included in the identified categories should be determined primarily by the application of the general guidelines affecting document retention, as well as the exception for litigation relevant documents and any other pertinent factors.

Section 2. Exception for Litigation Relevant Documents. Great Opportunity, Inc., expects all officers, directors, and employees to comply fully with any published records retention or destruction policies and schedules, provided that all officers, directors, and employees should note the following general exception to any stated destruction schedule: If you believe, or the Great Opportunity, Inc., informs you, that corporate records are relevant to litigation, or potential litigation (i.e. a dispute that could result in litigation), then you must preserve those records until it is determined that the records are no longer needed. That exception supersedes any previously or subsequently established destruction schedule for those records.

### **Section 3. Minimum Retention Periods for Specific Categories**

- (a)** Corporate Documents. Corporate records include the corporation's Articles of Incorporation, By-Laws and IRS Form 1023 and Application for Exemption. Corporate records should be retained permanently. IRS regulations require that the Form 1023 be available for public inspection upon request.
- (b)** Tax Records. Tax records include, but may not be limited to, documents concerning payroll, expenses, proof of contributions made by donors, accounting procedures, and other documents concerning the corporation's revenues. Tax records should be retained for at least seven years from the date of filing the applicable return.
- (c)** Employment Records/Personnel Records. State and federal statutes require the corporation to keep certain recruitment, employment and personnel information. The corporation should also keep personnel files that reflect performance reviews and any complaints brought against the corporation or individual employees under applicable state and federal statutes. The corporation should also keep in the employee's personnel file all final memoranda and correspondence reflecting performance reviews and actions taken by or against personnel. Employment applications should be retained for three years. Retirement and pension records should be kept permanently. Other employment and personnel records should be retained for seven years.
- (d)** Board and Board Committee Materials. Meeting minutes should be retained in perpetuity in the corporation's minute file. A clean copy of all other Board and Board Committee materials should be kept for no less than three years by the corporation.
- (e)** Press Releases/Public Filings. The corporation should retain permanent copies of all press releases and publicly filed documents under the theory that the corporation should have its own copy to test the accuracy of any document a member of the public can theoretically produce against the corporation.
- (f)** Legal Files. Legal counsel should be consulted to determine the retention period of particular documents, but legal documents should generally be maintained for a period of ten years.
- (g)** Marketing and Sales Documents. The corporation should keep final copies of marketing

and sales documents for the same period of time it keeps other corporate files, generally three years. An exception to the three-year policy may be sales invoices, contracts, leases, licenses, and other legal documentation. These documents should be kept for at least three years beyond the life of the agreement.

- (h)** Development/Intellectual Property and Trade Secrets. Development documents are often subject to intellectual property protection in their final form (e.g., patents and copyrights). The documents detailing the development process are often also of value to the corporation and are protected as a trade secret where the corporation:
  - (i)** derives independent economic value from the secrecy of the information; and
  - (ii)** has taken affirmative steps to keep the information confidential.

The corporation should keep all documents designated as containing trade secret information for at least the life of the trade secret.

- (i)** Contracts. Final, execution copies of all contracts entered into by the corporation should be retained. The corporation should retain copies of the final contracts for at least three years beyond the life of the agreement, and longer in the case of publicly filed contracts.
- (j)** Correspondence. Unless correspondence falls under another category listed elsewhere in this policy, correspondence should generally be saved for two years.
- (k)** Banking and Accounting. Accounts payable ledgers and schedules should be kept for seven years. Bank reconciliations, bank statements, deposit slips and checks (unless for important payments and purchases) should be kept for three years. Any inventories of products, materials, and supplies and any invoices should be kept for seven years.
- (l)** Insurance. Expired insurance policies, insurance records, accident reports, claims, etc. should be kept permanently.
- (m)** Audit Records. External audit reports should be kept permanently. Internal audit reports should be kept for three years.

#### **Section 4. Electronic Mail. E-mail that needs to be saved should be either:**

- (i)** printed in hard copy and kept in the appropriate file; or
- (ii)** downloaded to a computer file and kept electronically or on disk as a separate file. The retention period depends upon the subject matter of the e-mail, as covered elsewhere in this policy.

### **ARTICLE XI**

#### **Transparency and Accountability**

#### **Disclosure of Financial Information with The General Public**

#### **11.01 Purpose**

By making full and accurate information about its mission, activities, finances, and governance

publicly available, Great Opportunity, Inc., practices and encourages transparency and accountability to the general public. This policy will:

- (a) indicate which documents and materials produced by the corporation are presumptively open to staff and/or the public
- (b) indicate which documents and materials produced by the corporation are presumptively closed to staff and/or the public
- (c) specify the procedures whereby the open/closed status of documents and materials can be altered.

The details of this policy are as follow:

### **11.02 Financial and IRS documents (The form 1023 and the form 990)**

Great Opportunity, Inc., shall provide its Internal Revenue forms 990, 990-T, 1023 and 5227, bylaws, conflict of interest policy, and financial statements to the general public for inspection free of charge.

### **11.03 Means and Conditions of Disclosure**

Great Opportunity, Inc., shall make "Widely Available" the aforementioned documents on its internet website: [www.greatopportunityinc.com](http://www.greatopportunityinc.com) to be viewed and inspected by the general public.

- (a) The documents shall be posted in a format that allows an individual using the Internet to access, download, view and print them in a manner that exactly reproduces the image of the original document filed with the IRS (except information exempt from public disclosure requirements, such as contributor lists).
- (b) The website shall clearly inform readers that the document is available and provide instructions for downloading it.
- (c) Great Opportunity, Inc., shall not charge a fee for downloading the information. Documents shall not be posted in a format that would require special computer hardware or software (other than software readily available to the public free of charge).
- (d) Great Opportunity, Inc., shall inform anyone requesting the information where this information can be found, including the web address. This information must be provided immediately for in-person requests and within 7 days for mailed requests.

### **11.04 IRS Annual Information Returns (Form 990)**

Great Opportunity, Inc., shall submit the Form 990 to its board of directors prior to the filing of the Form 990. While neither the approval of the Form 990 or a review of the 990 is required under Federal law, the corporation's Form 990 shall be submitted to each member of the board of director's via (hard copy or email) at least 10 days before the Form 990 is filed with the IRS.

### **11.05 Board**

- (a) All board deliberations shall be open to the public except where the board passes a motion to make any specific portion confidential.
- (b) All board minutes shall be open to the public once accepted by the board, except where the board passes a motion to make any specific portion confidential.
- (c) All papers and materials considered by the board shall be open to the public following the meeting at which they are considered, except where the board passes a motion to make any specific paper or material confidential.

#### **11.06 Staff Records**

- (a) All staff records shall be available for consultation by the staff member concerned or by their legal representatives.
- (b) No staff records shall be made available to any person outside the corporation except the authorized governmental agencies.
- (c) Within the corporation, staff records shall be made available only to those persons with managerial or personnel responsibilities for that staff member, except that
- (d) Staff records shall be made available to the board when requested.

#### **11.07 Donor Records**

- (a) All donor records shall be available for consultation by the members and donors concerned or by their legal representatives.
- (b) No donor records shall be made available to any other person outside the corporation except the authorized governmental agencies.
- (c) Within the corporation, donor records shall be made available only to those persons with managerial or personnel responsibilities for dealing with those donors, except that;
- (d) donor records shall be made available to the board when requested.

## **ARTICLE XII**

### **CODES OF ETHICS AND WHISTLEBLOWER POLICY**

#### **12.01 Purpose**

Great Opportunity, Inc., requires and encourages directors, officers and employees to observe and practice high standards of business and personal ethics in the conduct of their duties and responsibilities. The employees and representatives of the corporation must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations. It is the intent of Great Opportunity, Inc., to adhere to all laws and regulations that apply to the corporation and the underlying purpose of this policy is to support the corporation's goal of legal compliance. The support of all corporate staff is necessary to achieving compliance with various laws and regulations.

## **12.02 Reporting Violations**

If any director, officer, staff or employee reasonably believes that some policy, practice, or activity of Great Opportunity, Inc., is in violation of law, a written complaint must be filed by that person with the vice president or the board president.

## **12.03 Acting in Good Faith**

Anyone filing a complaint concerning a violation or suspected violation of the Code must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation of the Code. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false shall be viewed as a serious disciplinary offense.

## **12.04 Retaliation**

Said person is protected from retaliation only if she/he brings the alleged unlawful activity, policy, or practice to the attention of Great Opportunity, Inc., and provides the Great Opportunity, Inc., with a reasonable opportunity to investigate and correct the alleged unlawful activity. The protection described below is only available to individuals that comply with this requirement.

Great Opportunity, Inc., shall not retaliate against any director, officer, staff or employee who in good faith, has made a protest or raised a complaint against some practice of Great Opportunity, Inc., or of another individual or entity with whom Great Opportunity, Inc., has a business relationship, on the basis of a reasonable belief that the practice is in violation of law, or a clear mandate of public policy.

Great Opportunity, Inc., shall not retaliate against any director, officer, staff or employee who discloses or threatens to disclose to a supervisor or a public body, any activity, policy, or practice of Great Opportunity, Inc., that the individual reasonably believes is in violation of a law, or a rule, or regulation mandated pursuant to law or is in violation of a clear mandate of public policy concerning the health, safety, welfare, or protection of the environment.

## **12.05 Confidentiality**

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations shall be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

## **12.06 Handling of Reported Violations**

The board president or vice president shall notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days. All reports shall be promptly investigated by the board and its appointed committee and appropriate corrective action shall be taken if warranted by the investigation.

This policy shall be made available to all directors, officers, staffs or employees and they shall

have the opportunity to ask questions about the policy.

**ARTICLE XIII**  
**AMENDMENT OF ARTICLES OF INCORPORATION**

**13.01 Amendment**

Any amendment to the Articles of Incorporation may be adopted by approval of two-thirds (2/3) of the board of directors.

**CERTIFICATE OF ADOPTION OF BYLAWS**

I do hereby certify that the above stated Bylaws of Great Opportunity, Inc., were approved by the Great Opportunity, Inc., board of directors on the **1st** day of **July 2019** and constitute a complete copy of the Bylaws of the corporation.

Vice Chair:  Date: 8/24/19

Board Chair:  Date: 8/24/19

## **Great Opportunity, Inc., Conflict of Interest Policy**

A person shall not be disqualified from serving as a member of a charter school's board of directors because of the existence of a conflict of interest, so long as the person's actions comply with the school's conflict of interest policy as provided in G.S. 115C-218.15(b)(3) and applicable law. Reference § 115C-218.15.

No voting member of the governing board shall be an employee of a for-profit company that provides substantial services to the charter school for a fee.

### **SECTION 1. GENERAL PROVISIONS.**

Directors shall avoid improper conduct arising from conflicts of interest and shall abide by all legal requirements governing conflicts of interests, including G.S. 55A-8-31. If any Director has or may have a conflict of interest in a matter pending before the Board, such member shall fully disclose to the Board the nature of the conflict or potential conflict. No transaction may be approved if it would constitute self-dealing.

### **SECTION 2. STATUTORY REQUIREMENTS.**

Board practice regarding conflicts of interest shall be governed ultimately by G.S. 55A-8-31, as amended or replaced at any time subsequent to the adoption of this policy. Specific statutory requirements include the following:

- (a) A conflict of interest transaction is a transaction with the Corporation in which a Director of the Corporation has a direct or indirect interest. A conflict of interest transaction is not voidable by the Corporation solely because of the Director's interest in the transaction if any one of the following is true:
  - (1) The material facts of the transaction and the Director's interest were disclosed or known to the Board of Directors or a committee of the Board and the Board or committee authorized, approved, or ratified the transaction;
  - (2) The material facts of the transaction and the Director's interest were disclosed or known to the members entitled to vote and they authorized, approved, or ratified the transaction; or
  - (3) The transaction was fair to the Corporation.
- (b) A Director of the Corporation has an indirect interest in a transaction if:
  - (1) Another entity in which he has a material financial interest or in which he is a general partner is a party to the transaction; or
  - (2) Another entity of which he is a Director, officer, or trustee is a party to the transaction and the transaction is or should be considered by the Board of Directors of the Corporation.
- (c) For purposes of subdivision (a)(1) of this section, a conflict of interest transaction is authorized, approved, or ratified if it receives the affirmative vote of a majority of the Directors on the Board of Directors (or on the committee) who have no direct or indirect interest in the transaction, but a transaction shall not be authorized, approved, or ratified under this section by a single Director. If a majority of the Directors who have no direct or indirect interest in the transaction vote to authorize, approve, or ratify the transaction, a

quorum is present for the purpose of taking action under this section. The presence of, or a vote cast by, a Director with a direct or indirect interest in the transaction does not affect the validity of any action taken under subdivision (a)(1) of this section if the transaction is otherwise authorized, approved, or ratified as provided in that subdivision.

- (d) For purposes of subdivision (a)(2) of this section, a conflict of interest transaction is authorized, approved, or ratified by the members if it receives a majority of the votes entitled to be counted under this subsection. Votes cast by or voted under the control of a Director who has a direct or indirect interest in the transaction, and votes cast by or voted under the control of an entity described in subdivision (b)(1) of this section, shall not be counted in a vote of members to determine whether to authorize, approve, or ratify a conflict of interest transaction under subdivision (a)(2) of this section. The vote of these members, however, is counted in determining whether the transaction is approved under other sections of this Chapter. A majority of the votes, whether or not present, that are entitled to be cast in a vote on the transaction under this subsection constitutes a quorum for the purpose of taking action under this section.
- (e) The Articles of Incorporation, Bylaws, or a resolution of the Board may impose additional requirements on conflict of interest transactions.

### SECTION 3. DEFINITIONS.

- (a) Interested Person. Any Director, principal officer, or member of a committee with Board-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
- (b) Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
  - (1) An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,
  - (2) A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
  - (3) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

### SECTION 4. PROCEDURES.

- (a) Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Directors and members of committees with board-delegated powers considering the proposed transaction or arrangement. (b) Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

(b) Procedures for Addressing the Conflict of Interest.

- (1) An interested person may make a presentation to the Board of Directors or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- (2) The Chairman of the Board of Directors, or the chair of the committee if a committee meeting is appropriate, shall appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- (3) After exercising due diligence, the Board or committee shall determine whether the Corporation can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- (4) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested members whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

(d) Violations of the Conflicts of Interest Policy.

- (1) If the Board of Directors or one of its committees has reasonable cause to believe a member has failed to disclose actual or a foreseeable conflict of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- (2) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary or corrective action.

## SECTION 5. RECORDS OF PROCEEDINGS.

The minutes of the Board of Directors and all committees with Board-delegated powers shall contain:

- (a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the decision of the Board or committee as to whether a conflict of interest in fact existed.
- (b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

## SECTION 6. COMPENSATION

- (a) Board members shall receive no compensation for serving on the board and may not receive compensation from the Corporation for any services provided to the Corporation.

(b) Board members may be reimbursed for travel, accommodations, and meals when traveling on behalf of the school.

#### SECTION 7. ANNUAL STATEMENTS

Each Director, principal officer and member of a committee with Board-delegated powers shall annually sign a statement that affirms such person

- (a) has received a copy of the conflicts of interest policy,
- (b) has read and understands the policy,
- (c) has agreed to comply with the policy, and
- (d) understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

#### SECTION 8. PERIODIC REVIEWS

To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- (a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- (b) Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

#### SECTION 9. USE OF OUTSIDE EXPERTS

When conducting the periodic reviews as provided for in this Article, the Corporation may choose to employ outside experts. If outside experts are used, their use shall not relieve the Board of Directors of its responsibility for ensuring that periodic reviews are conducted.

#### CERTIFICATION OF ADOPTION OF CONFLICT OF INTEREST POLICY AND AGREEMENT

I do hereby certify that the above stated Conflict of Interest Policy and Agreement for Great Opportunity, Inc., were approved and adopted by the Board of Directors on the **1<sup>st</sup>** day of **August 2019** and constitute a complete copy of the Conflict of Interest Policy of the corporation.

Vice Chair:  Date: 8/24/19

Board Chair:  Date: 8/24/19

**APPENDIX K:  
ARTICLES OF INCORPORATION**



**GREAT OPPORTUNITY BOARDING INSTITUTE FOR GIRLS  
(G.O. B.I.G.)**



# 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 AMENDMENT**

**OF**

**GREAT OPPORTUNITY, INC.**

the original of which was filed in this office on the 5th day of August, 2019.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 5th day of August, 2019.

*Elaine F. Marshall*

**Secretary of State**

State of North Carolina  
Department of the Secretary of State

SOSID: 1841637  
Date Filed: 8/5/2019 3:48:00 PM  
Elaine F. Marshall  
North Carolina Secretary of State  
C2019 197 00914

ARTICLES OF AMENDMENT  
NONPROFIT CORPORATION

Pursuant to §55A-10-05 of the General Statutes of North Carolina, the undersigned corporation hereby submits the following Articles of Amendment for the purpose of amending its Articles of Incorporation.

1. The name of the corporation is: Great Opportunity, Inc.

2. The text of each amendment adopted is as follows (*state below or attach*): Attached

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3. The date of adoption of each amendment was as follows: July 10, 2019

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4. (*Check a, b, and/or c, as applicable*)

a.  The amendment(s) was (were) approved by a sufficient vote of the board of directors or incorporators, and member approval was not required because (*set forth a brief explanation of why member approval was not required*)

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b.  The amendment(s) was (were) approved by the members as required by Chapter 55A.

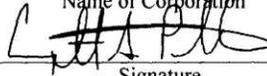
c.  Approval of the amendment(s) by some person or persons other than the members, the board, or the incorporators was required pursuant to N.C.G.S. §55A-10-30, and such approval was obtained.

5. These articles will be effective upon filing, unless a date and/or time is specified: \_\_\_\_\_

This the 10th day of July 2019

Great Opportunity, Inc.

Name of Corporation



Signature

Crystal Pemberton, Vice President

Type or Print Name and Title

Notes:

2. Filing fee is \$25. This document and one exact or conformed copy of these articles must be filed with the Secretary of State.

BUSINESS REGISTRATION DIVISION  
(Revised August 2016)

P.O. BOX 29622

RALEIGH, NC 27626-0622  
Form N-02

## DISSOLUTION

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

## ADDITIONAL PROVISIONS

1. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Third hereof.
2. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.
3. No member, officer, or director of this corporation shall be personally liable for the debts or obligations of this corporation of any nature whatsoever, nor shall any of the property of the members, officers, or directors be subject to the payment of the debts or obligations of this corporation.
4. The organization is organized exclusively for charitable educational purposes under section 501(c)(3) of the Internal Revenue code or corresponding section of any future federal tax code. Notwithstanding any other provision of these articles, the corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation, nor shall it carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

The current officers are as follows:

President - Erin Howe, 901 Grand Summit Blvd., Apt. 943, Concord, NC 28027  
Vice President - Crystal Pemberton, 901 Grand Summit Blvd., Apt. 943, Concord, NC 28027  
Secretary - Alexis Ivey, 2307 Oak Leigh Drive, Charlotte, NC 28262



# 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 AMENDMENT

OF

### GREAT OPPORTUNITY, INC.

the original of which was filed in this office on the 3rd day of July, 2019.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 3rd day of July, 2019.

*Elaine F. Marshall*

Secretary of State

State of North Carolina  
Department of the Secretary of State

SOSID: 1841637  
Date Filed: 7/3/2019 10:55:00 AM  
Elaine F. Marshall  
North Carolina Secretary of State  
C2019 176 06642

ARTICLES OF AMENDMENT  
NONPROFIT CORPORATION

Pursuant to §55A-10-05 of the General Statutes of North Carolina, the undersigned corporation hereby submits the following Articles of Amendment for the purpose of amending its Articles of Incorporation.

1. The name of the corporation is: Great Opportunity, Inc.

2. The text of each amendment adopted is as follows (*state below or attach*):

The organization is organized exclusively for charitable educational purposes under section 501c3 of the Internal Revenue code, or corresponding section of any future federal tax code. Notwithstanding any other provisions of these articles, the corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in the furtherance of the purposes of this corporation, nor shall it carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501c3 of the Internal Revenue code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170c2 of the Internal Revenue code, or the corresponding section of any future federal tax code.

3. The date of adoption of each amendment was as follows: 6/26/2019

4. (*Check a, b, and/or c, as applicable*)

a.  The amendment(s) was (were) approved by a sufficient vote of the board of directors or incorporators, and member approval was not required because (*set forth a brief explanation of why member approval was not required*) the organization currently has no additional members outside of its board of directors, which is inclusive of the incorporators.

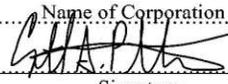
b.  The amendment(s) was (were) approved by the members as required by Chapter 55A.

c.  Approval of the amendment(s) by some person or persons other than the members, the board, or the incorporators was required pursuant to N.C.G.S. §55A-10-30, and such approval was obtained.

5. These articles will be effective upon filing, unless a date and/or time is specified: \_\_\_\_\_

This the 26th day of June, 2019.

Great Opportunity, Inc.

\_\_\_\_\_  
Name of Corporation  
  
Signature

Crystal Pemberton, Vice-Chair

\_\_\_\_\_  
Type or Print Name and Title

Notes:

1. Filing fee is \$25. This document and one exact or conformed copy of these articles must be filed with the Secretary of State.

BUSINESS REGISTRATION DIVISION  
(Revised August 2016)

P.O. BOX 29622

RALEIGH, NC 27626-0622  
Form N-02

**Instructions for Filing  
ARTICLES OF AMENDMENT  
NONPROFIT CORPORATION**

- Item 1** Enter the complete corporate name exactly as it appears in the records of the Secretary of State.
- Item 2** See form.
- Item 3** Enter the date(s) the amendment(s) was (were) adopted.
- Item 4** Select the appropriate method(s) of adoption for the amendment(s) from those listed and complete.
- Item 5** The document will be effective on the date and time of filing, unless a delayed date or an effective time (on the day of filing) is specified. If a delayed effective date is specified without a time it will be effective at 11:59:59 p.m. Raleigh, North Carolina time on the day specified. If a delayed effective date is specified with a time, the document will be effective on the day and at the time specified. A delayed effective date may be specified up to and including the 90<sup>th</sup> day after the day of filing.

***Date and Execution***

Enter the date the document was executed.

In the blanks provided enter:

- The name of the corporation as it appears in Item 1.
- The signature of the representative of the corporation executing the document (may be the presiding officer of the board of directors or any officer of the corporation).
- The name and title of the above-signed representative.



# 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 OPPORTUNITY, INC.**

the original of which was filed in this office on the 10th day of May, 2019.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 10th day of May, 2019.

*Elaine F. Marshall*

Secretary of State

State of North Carolina  
Department of the Secretary of State

SOSID: 1841637  
Date Filed: 5/10/2019 8:39:00 AM  
Elaine F. Marshall  
North Carolina Secretary of State  
C2019 119 05198

ARTICLES OF INCORPORATION  
NONPROFIT CORPORATION

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

1. The name of the nonprofit corporation is: Great Opportunity, Inc.

2.  (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: Registered Agents, Inc.

4. The street address and county of the initial registered agent's office of the corporation is:

Number and Street: 4030 Wake Forest Road, STE 349

City: Raleigh State: NC Zip Code: 27609 County: Wake

The mailing address *if different from the street address* of the initial registered agent's office is:

Number and Street or PO Box: \_\_\_\_\_

City: \_\_\_\_\_ State: NC Zip Code: \_\_\_\_\_ County: \_\_\_\_\_

5. The name and address of each incorporator is as follows:

Name	Address
<u>Crystal Pemberton</u>	<u>901 Grand Summit Blvd, Apt. 943, Concord, NC 28027</u>
<u>Erin Howe</u>	<u>901 Grand Summit Blvd, Apt. 943, Concord, NC 28027</u>

6. (Check either "a" or "b" below.)

a.  The corporation will have members.

b.  The corporation will not have members.

7. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8. Any other provisions which the corporation elects to include are attached.

BUSINESS REGISTRATION DIVISION  
(Revised August, 2017)

P. O. BOX 29622

RALEIGH, NC 27626-0622  
Form N-01

9. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: (704) 835-6287

Number and Street: 4030 Wake Forest Road, STE 349

City: Raleigh State: NC Zip Code: 27609 County: Wake

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

Number and Street or PO Box: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_ County: \_\_\_\_\_

10. (Optional): Listing of Officers (See instructions for why this is important)

Name	Address	Title
Erin Howe	901 Grand Summit Blvd., Apt. 943, Concord, NC 28027	Board Chair
Crystal Pemberton	901 Grand Summit Blvd., Apt. 943, Concord, NC 28027	Board Vice Chair
Cindy High-Fischmann	30 Sunrise Point Road, Lake Wylie, SC 29710	Board Treasurer

11. (Optional): Please provide a business e-mail address: \_\_\_\_\_

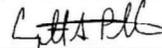
The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

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

This is the 29 day of April, 2019.

**Great Opportunity, Inc.**

Incorporator Business Entity Name



Signature of Incorporator

**Crystal Pemberton, Vice Chair**

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

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.  
BUSINESS REGISTRATION DIVISION P. O. BOX 29622  
(Revised August, 2017)

RALEIGH, NC 27626-0622  
Form N-01

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## DISSOLUTION

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

## ADDITIONAL PROVISIONS

1. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Third hereof.
2. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.
3. No member, officer, or director of this corporation shall be personally liable for the debts or obligations of this corporation of any nature whatsoever, nor shall any of the property of the members, officers, or directors be subject to the payment of the debts or obligations of this corporation.
4. Notwithstanding any other provision of these articles, the corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation, nor shall it carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

**APPENDIX L:  
INSURANCE QUOTES**



**GREAT OPPORTUNITY BOARDING INSTITUTE FOR GIRLS  
(G.O. B.I.G.)**

INSURANCE SUMMARY PREPARED FOR:

**G.O. B.I.G.**

PRESENTED BY:

---

**Van Popering**

**Insurance**

*Insurance with a Twist*

Account Executive: Thomas Van Popering  
Address: 8318 Pineville Matthews Road, Suite 266  
Charlotte, NC 28226  
Phone: (704) 543-1544  
E-Mail: Tom@VPInsure.com  
Policy Term: To Be Determined



This presentation is designed to give you an overview of the insurance coverages we recommend for your company. It is meant only as a general understanding of your insurance needs and should not be construed as a legal interpretation of the insurance policies that will be written for you. Please refer to your specific insurance contracts for details on coverages, conditions, and exclusions.

## ERRORS AND OMISSIONS

Named Insured:	GOBIG
Company Name:	
Policy Term:	TBD

LIMITS		COVERAGES
\$	1,000,000	Educator's Legal Liability (per claim)
\$	1,000,000	Directors and Officers Liability (per claim)
\$	1,000,000	Sexual Molestation
\$	1,000,000	EPLI – (Employment Practices Liability Insurance)

## GENERAL LIABILITY

Named Insured:	GOBIG
Company Name:	
Policy Term:	TBD

Coverage Written On:	<input checked="" type="checkbox"/> Occurrence Form	<input type="checkbox"/> Claims Made Form
Retro:		
LIMITS		COVERAGE DESCRIPTION
\$	1,000,000	Per Occurrence - Bodily Injury and Property Damage
\$	3,000,000	General Aggregate
\$	1,000,000	Products and Completed Operations Aggregate
\$	1,000,000	Personal and Advertising Injury
\$	100,000	Damage to Rented Premises (each occurrence)
\$	5,000	Medical Expense (any one person)

## Property Insurance

Named Insured:	GOBIG
Company Name:	
Policy Term:	
Street Address	TBD

Limits	Property Description	Deductible	Co-Ins	Valuation
\$	Owned Building Coverage			RC
\$	Owned Contents Coverage			RC
\$	Boiler & Machinery Coverage			RC

Equipment Breakdown	\$	INCLUDED
Property Damage	\$	INCLUDED
Off Premises Property Damage	\$	INCLUDED
Business Income	\$	INCLUDED
Extra Expense	\$	INCLUDED
Service Interruption	\$	50,000
Contingent Business Income	\$	25,000
Perishable Goods	\$	50,000
Data Restoration	\$	250,000
Demolition	\$	500,000
Ordinance or Law	\$	500,000
Expediting Expense	\$	25,000
Hazardous Substance	\$	50,000
Newly Acquired Locations	\$	INCLUDED
Green	\$	INCLUDED
Mold	\$	15,000

#### REPLACEMENT COST VALUATION

This loss valuation method pays for the cost to repair or replace damaged items with like kind and quality without deduction for depreciation. This is important since you could face a substantial loss if you must replace property at today's prices but receive only the depreciated value of the property that was destroyed.

## CRIME COVERAGE

Named Insured:	GOBIG
Company Name:	
Policy Term:	TBD

Employee Theft and Dishonesty	\$	250,000
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**AUTOMOBILE LIABILITY**

Named Insured:	GOBIG
Company Name:	
Policy Term:	TBD

Limits		Coverage Description
\$	1,000,000	Combined Single Limit - Bodily Injury and Property Damage
\$	1,000,000	Uninsured Motorists
\$	1,000,000	Underinsured Motorists
\$	5,000	Medical Payments (each insured)

Physical Damage - See Auto Schedule Below

Includes:     Non-Owned Auto Liability     Hired Auto Liability

**COMMERCIAL AUTOMOBILE SCHEDULE**

Vch #	Year	Vehicle Make Vehicle Model Serial Number	Liab	Med Pay	PIP	UM	UIM	Specified Causes of Loss or Comprehensive	Collision Deductible
0001			X	X		X	X	[ ] Specified Causes [X] Comprehensive \$ 500 Ded	\$500
0002			X	X		X	X	[ ] Specified Causes [X] Comprehensive \$ 500 Ded	\$500

**WORKERS' COMPENSATION**

Named Insured:	GO BIG
Company Name:	
Policy Term:	TBD

<b>Limits</b>		<b><u>Coverage Description</u></b>
	As Required	As Specified by Chapter 97 of the General Statutes
\$	500,000	Employer's Liability-Each Accident
\$	500,000	Employer's Liability - Disease-Policy Limit
\$	500,000	Employer's Liability - Disease-Each Employee

**Workers' Compensation Rating Basis**

Loc	Code	Classification	Est. Payroll	Rates
All	8868	SCHOOL PROFESSIONAL EMPLOYEES & CLERICAL	500,000	
All	9101	SCHOOL-ALL OTHER EMPLOYEES		

**STUDENT ACCIDENT POLICY**

Named Insured:	GOBIG
Company Name:	
Policy Term:	TBD

**Description of Benefits:**

- Full Excess Plan 4
- Accident Medical Expense \$10,000
- Including Dental up to \$100 per tooth
- \$0 Deductible
- 52-week Benefit Period

**DESCRIPTION OF HAZARDS:**

This coverage will protect covered property against direct physical loss arising from any cause not specifically excluded. The advantage of this form is that the insurance company must prove that a loss is specifically excluded in order to deny coverage under the policy.

**UMBRELLA**

Named Insured:	GOBIG
Company Name:	
Policy Term:	TBD

<b>LIMITS</b>	<b>COVERAGE DESCRIPTION</b>	<b>DEDUCTIBLE</b>
---------------	-----------------------------	-------------------

\$	1,000,000	Umbrella Coverage	\$	10,000
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ADDITIONAL COVERAGE RECOMMENDATIONS:

FLOOD INSURANCE---This coverage is used to provide protection against loss due to water damage that arises from flooding, surface water, tides, tidal waves and the overflow of any body of water.

Loss Control Program---A written loss control and/or safety program should be developed, implemented and monitored by you to minimize your exposure to loss.

Employee Benefits Review Procedures---To reduce the possibility of employee benefits administration errors, written procedures should be established for employee indoctrination and on-going servicing procedures.

Contracts Reviewed---All contracts should be reviewed routinely by legal counsel to ensure that you are not assuming any unintended liability, including hold harmless agreements, lease arrangements, contracts of carriage or purchase orders.

## ESTIMATED PREMIUM SUMMARY

### Coverage Description – (Approximately 200 Students)

<b>1.</b>	<b>Errors and Omissions</b>	\$	\$3,498
<b>2.</b>	<b>General Liability</b>	\$	<u>\$1,072</u>
<b>3.</b>	<b>Property Insurance (contents only)</b>	\$	\$600
<b>4.</b>	<b>Crime Coverage</b>	\$	\$625
<b>5</b>	<b>Automobile Liability</b>	\$	\$1,100
<b>4.</b>	<b>Workers Compensation</b>	\$	\$4,478
<b>5.</b>	<b>Student Accident Policy</b>	\$	\$395
<b>6.</b>	<b>Umbrella (optional)</b>	\$	\$625
	<b>Total Annual Premium</b>	\$	\$12,393

Office of the Head of School  
Westover School  
1237 Whittemore Road  
Middlebury, CT 06762

July 22, 2020

I am writing this letter to confirm that Westover School, a boarding day high school for girls in Middlebury, CT founded in 1909, is actively interested in partnership and collaboration with Great Opportunity Boarding Institute for Girls in Charlotte, NC. We support, affirm, and applaud the mission and vision of GO BIG.

Sincerely,

Julie Faulstich  
Head of School

[www.westoverschool.org](http://www.westoverschool.org)

**Board Member Name**

Erin Howe  
Crystal Pemberton  
Charmaine Steele  
Geri Brown  
Dr. Jeff Rhodes  
LaDeidre Matthews  
Diamond Howell-Shields

**Board Title**

Chair  
Vice Chair  
Secretary  
Member  
Member  
Member  
Member

**County of Residence**

Cabarrus  
Cabarrus  
Mecklenburg  
Queens  
Delaware  
Mecklenburg  
New Castle

**Current Occupation**

Child Advocate  
Doctoral Student, Teacher  
Real Estate Agent  
Retired Superintendent  
Retired Superintendent  
Lawyer  
Doctoral Student

**Past or Present Professional Licenses Held**

Parent Voice/Guardian ad Litem, US Army Ordinance Corps, Fitness

Childhood Education

Real Estate

Teaching, School Administration, Superintendent

Teaching, School Administration, Superintendent

Legal

Childhood Education

**Any disciplinary action taken against any of these professional licenses?**

No

No

No

No

No

No

No

**Area of Proposed Coverage**

Comprehensive General Liability

Officers and Directors/Errors and Omissions

Property Insurance

Automobile Liability

Crime Coverage - Minimum/Maximum Amount

Worker's Compensation

Other Coverage (Student Accident Policy)

Umbrella Coverage

Total Cost

**Proposed Amount of Coverage**

\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

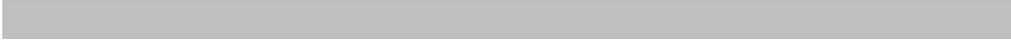
\$1,000,000.00/occurrence

\$250,000.00 | \$250,000.00

\$500,000.00

\$10,000/\$100 dental

\$1,000,000/\$10,000



**Cost (Quote)**

1,608  
5,300  
900  
1,650  
940  
6,800  
600  
940  
18,738

### TIMELINE, BENCHMARKS, AND RESPONSIBLE PARTIES

	Activities	Location	Responsible Parties	Benchmark Results
Jul 2022	<ul style="list-style-type: none"> <li>▪ G.O. B.I.G. Open House</li> <li>▪ Social Media Updates</li> <li>▪ G.O. B.I.G. Back-to-School Fair</li> </ul>	<ul style="list-style-type: none"> <li>▪ GO BIG Campus</li> <li>▪ Online</li> <li>▪ GO BIG Campus</li> </ul>	<ul style="list-style-type: none"> <li>▪ Board Members/ ALT</li> <li>▪ Board Committee(s)</li> <li>▪ All Board Members</li> </ul>	<ul style="list-style-type: none"> <li>▪ 95-100% Open House Attendance from All Enrolled families</li> <li>▪ 100% Projected Enrollment Confirmed</li> <li>▪ 15-20% Waitlist Increase</li> <li>▪ 100% of All Staff Hired</li> </ul>
Jun 2022	<ul style="list-style-type: none"> <li>▪ Social Media Updates</li> <li>▪ Online News Promotions</li> <li>▪ Girls on the Run for S.T.E.M. 5K</li> </ul>	<ul style="list-style-type: none"> <li>▪ GO BIG Campus</li> <li>▪ Online</li> <li>▪ Concord</li> </ul>	<ul style="list-style-type: none"> <li>▪ Board, ALT</li> <li>▪ Board Committee(s)</li> <li>▪ Board Committee(s)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Enrollment/Waitlist Increase of 15-20%</li> <li>▪ 95% of All Staff Hired</li> </ul>
May 2022	<ul style="list-style-type: none"> <li>▪ Parent/Guardian Info Session 1</li> <li>▪ Parent/Guardian Info Session 2</li> <li>▪ School Development, Enrollment &amp; Waitlist Updates</li> <li>▪ Social Media Updates</li> <li>▪ Online News Promotions</li> <li>▪ National Charter Schools Weekend Block Party Celebration w/ Giveaways</li> </ul>	<ul style="list-style-type: none"> <li>▪ W. Charlotte (TBD)</li> <li>▪ Concord (TBD)</li> <li>▪ Website</li> <li>▪ Online</li> <li>▪ Online</li> <li>▪ W. Charlotte (TBD)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Board, SL</li> <li>▪ Board, SL</li> <li>▪ Chair/VC/ SL/CSP</li> <li>▪ Board Committee(s)</li> <li>▪ Board Chair/VC/SL</li> <li>▪ Board Committee(s)</li> </ul>	<ul style="list-style-type: none"> <li>▪ 85% of Projected Student Enrollment Confirmed</li> </ul>
Apr 2022	<ul style="list-style-type: none"> <li>▪ Parent/Guardian Info Session</li> <li>▪ School Development, Enrollment &amp; Waitlist Updates</li> <li>▪ Social Media Updates</li> <li>▪ Online News Promotions</li> <li>▪ Quarterly Webinar Series</li> <li>▪ Yard Signage Placements</li> <li>▪ Local Library Event(s)</li> </ul>	<ul style="list-style-type: none"> <li>▪ W. Charlotte (TBD)</li> <li>▪ Website</li> <li>▪ Online</li> <li>▪ Online</li> <li>▪ Online</li> <li>▪ W. Charlotte/Concord</li> <li>▪ W. Charlotte</li> </ul>	<ul style="list-style-type: none"> <li>▪ Board Committee(s)</li> <li>▪ Chair/VC/SL/CSP</li> <li>▪ Board Committee(s)</li> <li>▪ Board Chair/VC/SL</li> <li>▪ Board Chair/VC/SL</li> <li>▪ Board Members/SL</li> </ul>	<ul style="list-style-type: none"> <li>▪ 80-90% of Projected Student Enrollment Confirmed</li> <li>▪ At Least 75% of All Staff Hired</li> </ul>
Mar 2022	<ul style="list-style-type: none"> <li>▪ Community Info Session 1</li> <li>▪ Community Info Session 2</li> <li>▪ School Development, Waitlist &amp; Enrollment Updates</li> <li>▪ Social Media Updates</li> <li>▪ Television/Radio News Promotions</li> <li>▪ Placing Doorknob Flyers</li> <li>▪ Preschool Presentations</li> <li>▪ Girls on the Run for S.T.E.M. 5K Registration Opens</li> </ul>	<ul style="list-style-type: none"> <li>▪ W. Charlotte (TBD)</li> <li>▪ Concord (TBD)</li> <li>▪ Website</li> <li>▪ Online</li> <li>▪ Local</li> <li>▪ W. Charlotte/Concord</li> <li>▪ W. Charlotte/Concord</li> <li>▪ Online</li> </ul>	<ul style="list-style-type: none"> <li>▪ Board Chair/VC/SL</li> <li>▪ Board Chair/VC/SL</li> <li>▪ Chair/VC/SL/CSP</li> <li>▪ Board Committee(s)</li> <li>▪ Board Chair/VC/SL</li> <li>▪ All Board Members</li> <li>▪ Board Chair/VC/SL</li> <li>▪ Board Committee(s)</li> </ul>	<ul style="list-style-type: none"> <li>▪ 70-80% of Projected Student Enrollment Confirmed</li> <li>▪ 60-70% of Staff Hired</li> <li>▪ 100% of ALT Staff Identified and/or Hired</li> <li>▪ At least 100 Registrants for the 5K</li> </ul>
Feb 2022	<ul style="list-style-type: none"> <li>▪ Community Info Session 1</li> <li>▪ Community Info Session 2</li> <li>▪ School Development, Lottery &amp; Enrollment Updates</li> <li>▪ Social Media Updates</li> <li>▪ Television/Radio Promotions</li> <li>▪ Hang Doorknob Flyers</li> <li>▪ Community Flyer Placements</li> <li>▪ Preschool Presentations</li> </ul>	<ul style="list-style-type: none"> <li>▪ W. Charlotte</li> <li>▪ Concord</li> <li>▪ Website</li> <li>▪ Online</li> <li>▪ Local</li> <li>▪ W. Charlotte/Concord</li> <li>▪ W. Charlotte/Concord</li> <li>▪ W. Charlotte/Concord</li> </ul>	<ul style="list-style-type: none"> <li>▪ Board Chair/VC/SL</li> <li>▪ Board Chair/VC/SL</li> <li>▪ Chair/VC/SL/CSP</li> <li>▪ Board Committee(s)</li> <li>▪ Board Chair/VC/SL</li> <li>▪ All Board Members</li> <li>▪ All Board Members</li> <li>▪ Board Chair/VC/SL</li> </ul>	<ul style="list-style-type: none"> <li>▪ 50-60% of Projected Student Enrollment confirmed</li> <li>▪ 60% of ALT Staff Hired</li> </ul>
Jan 2022	<ul style="list-style-type: none"> <li>▪ Community Info Session 1</li> <li>▪ Community Info Session 2</li> <li>▪ School Development, Lottery &amp; Enrollment Updates</li> <li>▪ Social Media Updates</li> <li>▪ Quarterly Webinar Series</li> <li>▪ Implement Preschool Mailing Lists</li> <li>▪ Street Sign Placement</li> <li>▪ Hang Doorknob Flyers</li> </ul>	<ul style="list-style-type: none"> <li>▪ W. Charlotte (TBD)</li> <li>▪ Concord (TBD)</li> <li>▪ Website</li> <li>▪ Online</li> <li>▪ Online</li> <li>▪ W. Charlotte/Concord</li> <li>▪ W. Charlotte</li> <li>▪ W. Charlotte/Concord</li> </ul>	<ul style="list-style-type: none"> <li>▪ Board Chair/VC/SL</li> <li>▪ Board Chair/VC/SL</li> <li>▪ Board Chair/VC/CSP</li> <li>▪ Board Committee(s)</li> <li>▪ Board Chair/VC/SL</li> <li>▪ Board Committee(s)</li> <li>▪ All Board Members</li> <li>▪ All Board Members</li> </ul>	<ul style="list-style-type: none"> <li>▪ 60% of ALT Identified for Hiring</li> <li>▪ 25% Projected Student Enrollment Confirmed</li> </ul>

	<ul style="list-style-type: none"> <li>Community Flyer Placements</li> </ul>	<ul style="list-style-type: none"> <li>W. Charlotte</li> </ul>	<ul style="list-style-type: none"> <li>All Board Members</li> </ul>	
Dec 2021	<ul style="list-style-type: none"> <li>Community Info Session 1</li> <li>Community Info Session 2</li> <li>School Development, Enrollment &amp; Lottery Updates</li> <li>Social Media Updates</li> <li>Hang Doorknob Flyers</li> <li>Community flyer Placements</li> </ul>	<ul style="list-style-type: none"> <li>W. Charlotte (TBD)</li> <li>Concord (TBD)</li> <li>Website</li> <li>Online</li> <li>W. Charlotte/Concord</li> <li>W. Charlotte/Concord</li> </ul>	<ul style="list-style-type: none"> <li>Board Chair/Vice Ch.</li> <li>Board Chair/Vice Ch.</li> <li>Board Chair/VC/CSP</li> <li>Board Committee(s)</li> <li>All Board Members</li> <li>All Board Members</li> </ul>	<ul style="list-style-type: none"> <li>50-75% of Info Session Attendees Complete Interest Forms</li> <li>Social Media Following Increases</li> <li>Online Interest Form Completions Increases by 10-15%</li> <li>SL Identified for Hiring</li> </ul>
Nov 2021	<ul style="list-style-type: none"> <li>Community Info Session 1</li> <li>Community Info Session 2</li> <li>School Development, Lottery &amp; Enrollment Updates</li> <li>Social Media Updates</li> <li>Hang Doorknob Flyers</li> <li>Community Flyer Placements</li> </ul>	<ul style="list-style-type: none"> <li>W. Charlotte (TBD)</li> <li>Concord (TBD)</li> <li>Website</li> <li>Online</li> <li>W. Charlotte/Concord</li> <li>W. Charlotte/Concord</li> </ul>	<ul style="list-style-type: none"> <li>Board Chair/Vice Ch.</li> <li>Board Chair/Vice Ch.</li> <li>Board Chair/VC/CSP</li> <li>Board Committee(s)</li> <li>All Board Members</li> <li>All Board Members</li> </ul>	<ul style="list-style-type: none"> <li>50-75% of Info Session Attendees Complete Interest Forms</li> <li>Social Media Following Increases</li> <li>Online Interest Form Completions Increases by 10-15%</li> </ul>
Oct 2021	<ul style="list-style-type: none"> <li>Community Info Session 1</li> <li>Community Info Session 2</li> <li>School Development, Lottery &amp; Enrollment Updates</li> <li>Social Media Updates</li> <li>Quarterly Webinar Series</li> <li>Billboard Placement</li> <li>Neighborhood Flyer Placements</li> </ul>	<ul style="list-style-type: none"> <li>W. Charlotte (TBD)</li> <li>Concord (TBD)</li> <li>Website</li> <li>Online</li> <li>Online</li> <li>W. Charlotte</li> <li>W. Charlotte/Concord</li> </ul>	<ul style="list-style-type: none"> <li>Board Chair/Vice Ch.</li> <li>Board Chair/Vice Ch.</li> <li>Board Chair/VC/CSP</li> <li>Board Committee(s)</li> <li>Board Chair/Vice Ch.</li> <li>All Board Members</li> <li>All Board Members</li> </ul>	<ul style="list-style-type: none"> <li>50-75% of Info Session Attendees Complete Interest Forms</li> <li>Social Media Following Increases</li> <li>Online Interest Form Completions Increases by 10-15%</li> </ul>
Sep 2021	<ul style="list-style-type: none"> <li>Community Info Session 1</li> <li>Community Info Session 2</li> <li>School &amp; Enrollment Updates</li> <li>Social Media Updates</li> <li>Mecklenburg BOCC Presentation</li> <li>Cabarrus BOCC Presentation</li> </ul>	<ul style="list-style-type: none"> <li>W. Charlotte (TBD)</li> <li>Concord (TBD)</li> <li>Website</li> <li>Online</li> <li>BOCC, Charlotte</li> <li>BOCC, Concord</li> </ul>	<ul style="list-style-type: none"> <li>Board Chair/Vice Ch.</li> <li>Board Chair/Vice Ch.</li> <li>Board Committee(s)</li> <li>Board Committee(s)</li> <li>Board Chair/Vice Ch.</li> <li>Board Chair/Vice Ch.</li> </ul>	<ul style="list-style-type: none"> <li>50-75% of Info Session Attendees Complete Interest Forms</li> <li>Social Media Following Increases</li> <li>Online Interest Form Completions Increases by 10-15%</li> </ul>
Aug 2021	<ul style="list-style-type: none"> <li>Community Info Session 1</li> <li>Community Info Session 2</li> <li>School Development, Lottery &amp; Enrollment Updates</li> <li>Social Media Updates</li> <li>Quarterly Webinar Series</li> </ul>	<ul style="list-style-type: none"> <li>W. Charlotte (TBD)</li> <li>Concord (TBD)</li> <li>Website</li> <li>Online</li> <li>Online</li> </ul>	<ul style="list-style-type: none"> <li>Board Chair/Vice Ch.</li> <li>Board Chair/Vice Ch.</li> <li>Board Chair/VC/CSP</li> <li>Board Committee(s)</li> <li>Board Chair/Vice Ch.</li> </ul>	<ul style="list-style-type: none"> <li>50-75% of Info Session Attendees Complete Interest Forms</li> <li>Social Media Following Increases</li> <li>Online Interest Form Completions Increases by 10-15%</li> </ul>
Jul 2021	<ul style="list-style-type: none"> <li>Community Info Session 1</li> <li>Community Info Session 2</li> <li>School Development Updates</li> <li>Social Media Updates</li> <li>Weekend Charter Schools Fair</li> <li>Local Library Event(s)</li> </ul>	<ul style="list-style-type: none"> <li>W. Charlotte (TBD)</li> <li>Concord (TBD)</li> <li>Website</li> <li>Online</li> <li>W. Charlotte (TBD)</li> <li>W. Charlotte/Concord</li> </ul>	<ul style="list-style-type: none"> <li>Board Committee(s)</li> <li>Board Committee(s)</li> <li>Board Chair/Vice Ch.</li> <li>Board Committee(s)</li> <li>Board Committee(s)</li> <li>Board Committee(s)</li> </ul>	<ul style="list-style-type: none"> <li>50-75% of Info Session Attendees Complete Interest Forms</li> <li>Social Media Following Increases</li> <li>Online Interest Form Completions Increases by 10-15%</li> </ul>
Jun 2021	<ul style="list-style-type: none"> <li>Community Info Session 1</li> <li>Community Info Session 2</li> <li>School Development Updates</li> <li>Flag Football Fundraising Tournament</li> <li>Social Media Updates</li> <li>Begin Mailing List Subscription with Monthly Reports</li> </ul>	<ul style="list-style-type: none"> <li>W. Charlotte (TBD)</li> <li>Concord (TBD)</li> <li>Website</li> <li>Charlotte (TBD)</li> <li>Online</li> <li>Charlotte/Concord</li> </ul>	<ul style="list-style-type: none"> <li>Board Committee(s)</li> <li>Board Committee(s)</li> <li>Board Committee(s)</li> <li>Board Chair/Vice Ch.</li> <li>Board Committee(s)</li> <li>Board Committee(s)</li> </ul>	<ul style="list-style-type: none"> <li>50-75% of Info Session Attendees Complete Interest Forms</li> <li>Social Media Following Increases</li> <li>Online Interest Form Completions Increases by 10-15%</li> </ul>
May 2021	<ul style="list-style-type: none"> <li>Community Info Session</li> <li>School Development Updates</li> <li>Social Media Updates</li> </ul>	<ul style="list-style-type: none"> <li>W. Charlotte (TBD)</li> <li>Website</li> <li>Online</li> </ul>	<ul style="list-style-type: none"> <li>Board Committee(s)</li> <li>Board Committee(s)</li> <li>Board Committee(s)</li> </ul>	<ul style="list-style-type: none"> <li>50-75% of Info Session Attendees Complete Interest Forms</li> <li>Social Media Following Increases</li> <li>Online Interest Form Completions Increases by 10-15%</li> </ul>
Apr 2021	<ul style="list-style-type: none"> <li>Community Info Session 1</li> <li>Community Info Session 2</li> <li>School Development Updates</li> <li>Social Media Updates</li> </ul>	<ul style="list-style-type: none"> <li>W. Charlotte (TBD)</li> <li>Concord (TBD)</li> <li>Website</li> <li>Online</li> </ul>	<ul style="list-style-type: none"> <li>Board Chair/Vice Ch.</li> <li>Board Chair/Vice Ch.</li> <li>Board Committee(s)</li> <li>Board Committee(s)</li> </ul>	<ul style="list-style-type: none"> <li>50-75% of Info Session Attendees Complete Interest Forms</li> <li>Social Media Following Increases</li> </ul>

				<ul style="list-style-type: none"> <li>Online Interest Form Completions Increases by 10-15%</li> </ul>
Mar 2021	<ul style="list-style-type: none"> <li>Community Info Session</li> <li>Website School Updates</li> <li>Social Media Updates</li> </ul>	<ul style="list-style-type: none"> <li>W. Charlotte (TBD)</li> <li>Website</li> <li>Online</li> </ul>	<ul style="list-style-type: none"> <li>Board Chair/Vice Ch.</li> <li>Board Committee(s)</li> <li>Board Committee(s)</li> </ul>	<ul style="list-style-type: none"> <li>50-75% of Info Session Attendees Complete Interest Forms</li> <li>Social Media Following Increases</li> <li>Online Interest Form Completions Increases by 10-15%</li> </ul>
Feb 2021	<ul style="list-style-type: none"> <li>Community Info Session</li> <li>School Development Updates</li> <li>Social Media Updates</li> </ul>	<ul style="list-style-type: none"> <li>W. Charlotte (TBD)</li> <li>Website</li> <li>Online</li> </ul>	<ul style="list-style-type: none"> <li>Board Chair/Vice Ch.</li> <li>Board Committee(s)</li> <li>Board Committee(s)</li> </ul>	<ul style="list-style-type: none"> <li>50-75% of Info Session Attendees Complete Interest Forms</li> <li>Social Media Following Increases</li> <li>Online Interest Form Completions Increases by 10-15%</li> </ul>
Jan 2021	<ul style="list-style-type: none"> <li>Community Info Session 1</li> <li>Community Info Session 2</li> <li>School Development Updates</li> <li>Social Media Updates</li> </ul>	<ul style="list-style-type: none"> <li>W. Charlotte (TBD)</li> <li>Concord (TBD)</li> <li>Website</li> </ul>	<ul style="list-style-type: none"> <li>Board Chair/Vice Ch.</li> <li>Board Chair/Vice Ch.</li> <li>Board Committee(s)</li> <li>Board Committee(s)</li> </ul>	<ul style="list-style-type: none"> <li>50-75% of Info Session Attendees Complete Interest Forms</li> <li>Social Media Following Increases</li> <li>Online Interest Form Completions Increases by 10-15%</li> </ul>
Dec 2020	<ul style="list-style-type: none"> <li>Community Info Session</li> <li>School Development Updates</li> <li>Website Rebranding/Landing Page/SEO</li> <li>Social Media Updates</li> </ul>	<ul style="list-style-type: none"> <li>W. Charlotte (TBD)</li> <li>Website</li> <li>Website</li> <li>Online</li> </ul>	<ul style="list-style-type: none"> <li>Board Committee(s)</li> <li>Board Committee(s)</li> <li>Board Committee(s)</li> <li>Board Committee(s)</li> </ul>	<ul style="list-style-type: none"> <li>50-75% of Info Session Attendees Complete Interest Forms</li> <li>Social Media Following Increases</li> <li>Online Interest Form Completions Increases by 10-15%</li> </ul>
Nov 2020	<ul style="list-style-type: none"> <li>Community Info Session</li> <li>School Development Updates</li> <li>Social Media Updates</li> </ul>	<ul style="list-style-type: none"> <li>W. Charlotte (TBD)</li> <li>Website</li> <li>Online</li> </ul>	<ul style="list-style-type: none"> <li>Board Committee(s)</li> <li>Board Committee(s)</li> <li>Board Committee(s)</li> </ul>	<ul style="list-style-type: none"> <li>50-75% of Info Session Attendees Complete Interest Forms</li> <li>Social Media Following Increases</li> <li>Online Interest Form Completions Increases by 10-15%</li> </ul>
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Sep 2020	<ul style="list-style-type: none"> <li>Community Info Session</li> <li>School Development Updates</li> <li>Social Media Updates</li> </ul>	<ul style="list-style-type: none"> <li>W. Charlotte (TBD)</li> <li>Website</li> <li>Online</li> </ul>	<ul style="list-style-type: none"> <li>Board Chair/Vice Ch.</li> <li>Board Committee(s)</li> <li>Board Committee(s)</li> </ul>	<ul style="list-style-type: none"> <li>50-75% of Info Session Attendees Complete Interest Forms</li> <li>Social Media Following Increases</li> <li>Online Interest Form Completions Increases by 10-15%</li> </ul>

# La-Deidre Dianne Matthews

1315 Lorna Street, Charlotte NC 28205 • 910-224-6411 • ladeidrematthews@parkerpoe.com

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## **EDUCATION**

### **University of North Carolina School of Law, Chapel Hill, NC**

*Juris Doctor*, May 2018

- James E. and Carolyn B. Davis Society Inductee, 2018
- Eugene Gressman and Daniel H. Pollitt Oral Advocacy Award: Best Overall in Section, 2016
- UNC Law Broun National Trial Team, 2015-2018
- Coach: Thurgood Marshall Mock Trial Competition Regional Champions, 2018
- Coach: Texas Young Lawyers Association National Trial Competition Regional Finalists, 2018
- President: Education Law and Policy Society, 2016-2018
- Parliamentarian: Student Bar Association, 2017-2018
- Research Assistant: Youth Justice Clinic, 2016-2017

### **University of North Carolina at Chapel Hill, Chapel Hill, NC**

*Bachelor of Arts, Exercise & Sport Science-Sport Administration; Minor: Women's & Gender Studies*, May 2013

## **EXPERIENCE**

### **Parker Poe Adams & Bernstein LLP**

*Litigation Defense Associate Attorney*, June 2019 – present

- Represent various clients on a broad range of tort claims, including medical negligence cases.

### **UNC-Chapel Hill Office of General Counsel, Chapel Hill, NC**

*Postdoctoral Legal Fellow*, September 2018 – May 2019

- Conducted legal research, draft court documents, and engage in strategic planning for a large, public research university.

### **The Hon. Justice Cheri Beasley, North Carolina Supreme Court, Raleigh, NC**

*Judicial Extern*, January – May 2018

- Analyzed statutes and various case law to draft bench memoranda predicated on lower court decisions.

### **Attorney General's Office, Raleigh, NC**

*Legal Extern in the Education Section*, August – December 2017

- Advised Office of Charter Schools during an investigation of alleged charter violations at local school; Aided in litigation preparation by drafting legal memoranda, affidavits and briefs.

### **Tharrington Smith LLP, Raleigh, NC**

*Summer Associate*, May – July 2017

- Researched and drafted memoranda relating to education and construction law including a memorandum updating the firm's clients on newly enacted legislation impacting school law.

### **Lawyers' Committee for Civil Rights Under Law, Washington D.C.**

*Public Policy Intern*, July – August 2017

- Worked with legislators and grass-root organizations to advocate for the advancement of civil rights law; Planned and executed the launch of a new intellectual property law initiative.

### **IQVIA (formerly QuintilesIMS), Durham, NC**

*Spring Extern*, January 2016 – May 2017

- Drafted a broad range of commercial contracts on behalf of a global company.

### **The Banks Law Firm P.A., Durham, NC**

*Summer Associate*, May – July 2016

- Researched and drafted memoranda relating to affordable housing and community development law, commercial real estate law, corporate law, construction law, and employment law.

### **Carolina College Advising Corps, Durham, NC**

*High School College Adviser – Student Development Specialist*, July 2013 – June 2015

- Cultivated relationships with school administrators, counselors, and teachers to promote a college-going culture at Hillside High School (1327 students) and Southern High School (1287 students).

N/A – The school leader has not yet been identified.

## Signature Page

The foregoing application is submitted on behalf of **Great Opportunity, Inc.** The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: Erin Howe

Board Position: Chair

Signature: 

Date: 07/17/2020

Sworn to and subscribed before me this 17<sup>th</sup> day of July, 2020.

Notary Public: 

Official Seal:

My commission expires: 8/5, 2020.



Position	Year 0	Year 1
School Leader	0	1
Assistant Leader/Chief Academic Officer	0	1
School Operations Administrator	0	1
Dean of Culture and Residential Life	0	0
Director of Services for Exceptional Children	0	1
Director of Services for English Learners	0	1
Child Nutrition Manager	0	1
STEM Curriculum Facilitator	0	0
ELA Curriculum Facilitator	0	0
Instructional Coach	0	0
Core Classroom Teacher	0	12
Teaching Fellow/Instructional Assistant	0	0
Technology/Engineering Teacher	0	2
Licensed Social Worker/Counselor	0	1
EC Teacher/Intervention Specialist	0	0
Custodial Staff	0	1
Administrative Assistant/Nurse	0	1
Receptionist	0	0
Dorm Parent	0	0

Year 2	Year 3	Year 4	Year 5
1	1	1	1
1	1	1	1
1	1	1	1
0.5	0.5	0.5	0.5
1	1	1	1
1	1	1	1
1	1	1	1
1	1	1	1
0	2	2	2
0	0	2	2
16	20	24	24
2	2	2	2
2	3	3	3
1	1	1	1
1	1	2	2
1	1	2	2
1	1	1	1
0.5	0.5	0.5	0.5
4	8	12	12