





Organization Information

Organization Name *

Bright Scholars, Inc

Telephone

7045308297

Fax

Address

4111 Freedom Drive

Unit/Suite

Zip Code

28208

City

Charlotte

State

North Carolina



Primary Contact Name *

Maria Hull

Opening Year *

2026

Is Management Organization Used

☐ Yes ☒ No

Primary Contact Relation To Board *

Board Member

Management Organization Name

Management Organization Contact Name

Primary Contact Email *

brightscholars101@gmail.com

Management Organization Phone

Primary Contact Phone *

7045308297

Management Organization Email

Primary Contact Address *

4111 Freedom Drive

Unit/Suite *

Zip Code *

28208

City *

Charlotte

State *

North Carolina

Board Members Roster

Name	Street Address	Zip Code	Email	Expertise
Maria Hull	3953 Oxford School Rd	28609	mhull495@gmail.com	Elementary Teacher/Educator
Thomas Connors	9201 University City Blvd	28223	thomas.connors@alumni.wfu.edu	Overall School Management and Exceptional Children
Elaine Worthey	8810 Palomino Court	28216	elaineworthey1@gmail.com	Leadership and Special Education
Ngina Connors	5701 Green Rea Rd	28226	Ngina.Connors@atriumhealth.org	Financial Experience / Women's Health



Name	Street Address	Zip Code	Email	Expertise
Heather Pettitt	11016 Pointer Ridge Drive	28214	pettittheather22@gmail.com	Property Manager and Former Pre-K Teacher
Iris Cotton	9164 Pleasant Ridge Rd	28215	irercott@gmail.com	Former teacher and co-operator of Day School.



1. Application Contact Information

Q1. Name of Proposed Charter School

Bright Scholars, Inc.

Q2. Primary Contact's Alternate Telephone Number (xxx-xxx-xxxx)

- The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application

704-530-8297

Q3. Geographic County in which charter school will reside

Mecklenburg County

Q4. LEA/District Name

Charlotte-Mecklenburg Schools (CMS)

Q5. Zip code for the proposed school site, if known

28208

Q6. Was this application prepared with the assistance of a third party such as a consultant or Charter Support Organization (CSO)?

I. Definition - Charter Support Organization (CSO)

A for profit or nonprofit, nongovernmental entity that provides:

- a. assistance to developers during the application, planning, program design, and initial implementation of a charter school; or
- b. technical assistance to operating charter schools, including specific and limited services such as but not limited to professional development, nonprofit board development, payroll, and curriculum development.

☒ Yes

☐ No

Q7. Give the name of the third-party consultant or CSO:



Leaders Building Leaders

Q8.Describe any fees provided to the third-party person or CSO as reflected in the budget.

We were charged a one-time fee provided by donations not reflected in the budget.

Q9.Provide a full detailed response of the assistance provided by the third-party consultant or group while preparing this application and when the assistance will end:

The team at Leaders Building Leaders supported Bright Scholars, Inc. in the preparation of the application through providing feedback and recommendations on our application. The assistance will end after application approval.

Q10.Projected School Opening Month

August 2026


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

- ☐ Yes (Year-Round)
- ☒ No


Q12.Complete the Enrollment Summary table (see resources), providing grade levels and total projected student enrollment for Years 1-5. Please note: If applying as a "FACE VIRTUAL" remote academy, the applicant must provide separate enrollment figures for in-person and remote student cohorts (see resources).

☒ Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Resources


Enrollment Summary ...

Applicant Evidence :


In Person Projected E...

Uploaded on **4/26/2024**
by **Maria Hull**




Q13. At full capacity, what is your estimated student enrollment and grade spans?

At full capacity we estimated the enrollment of 288 students in grade Kindergarten through 5th grade.
We plan to have 3 classrooms in each grade with 16 students in each class.


Q14. Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.

☒ Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Resources


Enrollment Demograp...

Applicant Evidence :


Enrollment Demograp...

Uploaded on **4/26/2024**
by **Maria Hull**

Q15. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.



Explanation of Student Projection

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

Our goal the first year is to operate as a K-1 school with at least **six** classes total, three classes per grade level, with the average class size of 16 students.

We want to start small to build on our nurturing culture while being recognized as a fully operational charter school. Year 1 is our opportunity for building a foundation that we can reflect and grow further.

Year two, our goal is to operate as a K-2 school with at least **nine** classes total, three classes per grade level, with the average class size of 16.

This will provide our teachers with a teammate to collaborate with, plan virtual among grades levels and potentially co-teach.

Year three, our goal is to operate as a K-3 school with at least **three** classes per grade with the average class size of 16.

We understand the positive outcomes of having a smaller class size for our scholars. As we grow in student population, we want to still ensure students are getting individualized attention.

Year four, we want to continue to expand by adding **three** fourth grade classes to our program.

Year five, We want to continue to grow and expand adding **three** fifth grade classes for our scholars.

Q16. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- ☒ I certify
- ☐ I do not certify

Q17. Explanation (optional)





2. Non-Profit Corporation Information

Private Non-profit Corporation (NCGS 115C-218.1)

- The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Q18.Organization Type

- ☒ Non-Profit Corporation
- ☐ Municipality

Q19.Official name of the private, non-profit corporation as registered with the NC Secretary of State

- This is the entity that will hold the Charter if final approval is granted by the NC Charter Schools Review Board (CSRB).

Bright Scholars, Inc.

Q20.Has the organization applied for 501(c)(3) non-profit status?

- ☐ Yes
- ☒ No

Q21.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

Q22.Attach as Appendix F Federal Documentation of Tax-Exempt Status

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10



Applicant Evidence :


EIN.pdf

Uploaded on **4/25/2024**
by **Maria Hull**

Q23. Name of Registered Agent and Address

- As listed with the NC Secretary of State

Bright Scholars, Inc.

4111 Freedom Dr, Charlotte, NC 28208

Q24. Federal Tax ID

88-1898902



3. Acceleration

Per NC Administrative Code 16 NCAC 06G .0509 (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=84R1LVelxY9lvhpKdhHt1w==&ptid=muNUIKiR2jsXcslsh28JpBkiw==&secid=x9VPtMUo9twbb6Q1kKyM7A==&PG=6&IRP=0>), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools.

Q26. Requirements

The State Board of Education may accelerate the mandatory planning year for a charter applicant that meets the following requirements:

- (1) agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and
- (2) demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule. Do you want your application to be considered for acceleration?

☐ Yes

☒ No



4. Conversion

Q40. Is this application a Conversion from a traditional public school or private school?

☐ Yes

☒ No



5. Replication

Per NC Administrative Code 16 NCAC 06G .0512, the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to "fast track" such a replication by foregoing the planning year normally required for newly-approved charter applicants.

If applying for a replication, please review the following definitions and continue in this section.

- (1) "Charter school model" or "model" mean the mission as defined in the charter application and function of a charter school, including its governance, its curriculum, its organizational structure, its targeted population, and other key characteristics of the school, such as small class size, thematic academics, and extended day.
- (2) "Successful model" means a charter school model that meets the eligibility requirements in Rule .0513 of this Section.
- (3) "Replication" means the act of copying, recreating, or repeating, a successful charter school model. A "replication" requires the utilization of one charter school "model" to form the creation of a new charter school.
- (4) "Fast-Track Replication" is a special form of replication in which the approved applicant foregoes the planning year required of new charter school applicants.

History Note: Authority G.S. 115C-218.3;

Emergency Adoption Eff. August 20, 2019;

Eff. March 17, 2021.

Q57. Do you want this application to be considered for standard or fast-track replication?

- ☐ Standard
- ☐ Fast-Track
- ☒ No, this is not a replication





6. Alternative

*A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an “alternative school” must submit an application to the Office of Charter Schools describing in detail the school’s mission as it relates to the request for the designation; the criteria the school plans to use that will meet the eligibility requirements set forth below, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk students as described in the application. A plan that is not well-defined will not be approved.

*The school must, in its application, designate which of the alternative accountability options it is requesting under ACCT-038 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=ACCT-038&Sch=10399&S=10399&C=ACCT&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>). The option selected, if approved, cannot be changed except at the time of renewal (as outlined in CHTR-020.III (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-020&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>)).

Q68. Do you want your application to be considered for an Alternative Charter School?

☐ Yes

☒ No



7. EMO/CMO

Q70. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization”?

- ☐ Yes
- ☒ No



8. Remote Academies

§ 115C-218.120(a). Remote charter academies.

A charter that includes a remote charter academy may do any of the following:

- (1) Provide only remote instruction to enrolled students served by the charter in accordance with this Part.
- (2) Provide remote instruction to students enrolled in the remote charter academy and provide in-person instruction to other students served by the charter.
- (3) Provide enrolled students both remote instruction and in-person instruction. **A student who receives more than half of the student's instruction through remote instruction shall be classified as enrolled in the charter's remote charter academy.**

Q85.

Is the school you're applying to create a remote charter academy?

- ☐ Yes
- ☒ No



9. Mission Purposes, and Goals

9.1. Mission and Vision

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the NC Charter School Law.

Q112. Please state the mission statement of the proposed charter school (35 words or less)

- The mission statement defines the organization's purpose and primary objectives, describing why it exists.
- The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree.

The mission of Bright Scholars, Inc. is to provide a well-rounded, meaningful education to future leaders who are empowered and equipped with the necessary skills to embrace life's opportunities and challenges with character.

Q113. Please state the vision statement of the proposed school.

- What will the school look like when it is achieving the mission?
- The vision statement outlines how the school will operate and what it will achieve in the long term.

Our vision is to partner with a community of parents, educators, and stakeholders to educate future leaders with good character in society.

Q114. Educational Need and Targeted Student Population of the Proposed Charter School

Does the school plan to provide services to certain targeted subgroup(s), if so please explain? Provide a description of the 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 MLL population of the district? See G.S. 115C-218.45(e) (https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf).



According to the 2020 Census, the Demographics in the Charlotte area is 873k people, with average income of 39k a year, which is about 10 percent higher than surrounding areas. However, 11.9 percent of Charlotte's population live below the poverty line, which is about 10 percent higher compared to surrounding metro areas. Among the 11.9 percent of adults in poverty, 18 percent of children under 18 live in poverty (U.S. Census Bureau, 2020).

According to the 2022- 2023 NC Report Card, Out of 171 schools in Charlotte-Mecklenburg County (CMS), 58 are reported to be low performing. That's a third of all CMS schools. Comparing the District's overall performance to the State, Charlotte measures up about the same. However, when you look closer at student performance by sub groups, 6 subgroups stand out the most and have more than 75 percent of students within that group scoring **not proficient**. "79.4 percent of homeless, 79.4 percent of students with disabilities, 72.3 percent of foster care, 69.1 percent English learners, 61.0 percent of economically disadvantaged, and 62.6 percent of Blacks scored **not proficient**. Ironically, the increased numbers of suspension and bullying is among subgroups of low performance (North Carolina School Report Cards, 2023). In addition, our local LEA, CMS has a reported head count of 27,405 EL students in 2022-2023 and 30,151 EL students in 2023-2024. This is a rapidly growing group in our area and a high percentage of not proficient scores (NCDPI, 2023).

As parents, alumni students, and current/future business and community leaders within our community, we feel passionate about starting a Charter school in our community to foster confidence and academics in a positive light. Our foundation is using academics to close the achievement gap, especially in low performing sub groups.

Based on the data above, our target student population are students in the Charlotte area in the lower performing sub groups; students that are economically disadvantaged, students experiencing homelessness, ELL, students with disabilities, Black students, and students in foster care. We seek these under-served students who are statically performing below grade level to give them the tools to excel while building confidence within themselves. Charlotte is a great area because of the growth, diversity, resources, and the potential for even more growth for our students as future adults. We strive to give our scholars the tools, and confidence that empowers them to be great leaders in our community.

Citations:

Low, S., Smolkowski, K., Cook, C., & Desfosses, D. (2019). Two-year impact of a universal social-emotional learning curriculum: Group differences from developmentally sensitive trends over time. *Developmental Psychology*, 55(2), 415–433. <https://doi.org/10.1037/dev0000621>



NCDPI. (2023, December 1). *Report to the North Carolina General Assembly*. ML Identification & Data | NC DPI. Retrieved April 5, 2024, from <https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/english-language-development/ml-identification-data>

North Carolina School Report Cards. (2023). Retrieved April 5, 2024, from <https://ncreports.ondemand.sas.com/src/district?district=600LEA&year=2023>

U.S. Census Bureau (2020). American Community Survey 5-year estimates. Retrieved from Census Reporter Profile page for Charlotte, NC

Q115.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?



According to WFAE (2022), school enrollment in Charlotte Mecklenburg Schools has been steadily increasing. Actual enrollment in 2022 was 141,219 which was an increase of about 800 students, 250 more students than what was projected for the year. From 2022 to 2023 the number of enrolled students increased by 950 students (NC Report Cards, 2023).

As mentioned above, According to the 2022- 2023 NC Report Card, Out of 171 schools in Charlotte-Mecklenburg County (CMS), 58 are reported to be low performing. That's a third of all CMS schools. Comparing the District's overall performance to the State, Charlotte measures up about the same. However, when you look closer at student performance within the 28080 zip code, 10 out of 11 schools have significantly low proficiency rates, especially for students in economically disadvantaged subgroups. This shows that 91% of schools in this area are failing this subgroup of students with the average proficiency rate of 21.1%. See chart below.

School Name	School Grade	Average Class size (student per class)	Students served	Percentage of Reading proficiency in economically disadvantaged subgroup
Allen Brook Elementary	74 = B	21.1	71.3 percent of students are economically disadvantaged	76.7%
Ashley Park (PK-8)	31 = F	17 (however, 34 student per class in 4th grade)	70.6 percent of students are economically disadvantaged	16.4%
Bruns Avenue Elementary	31 = F	13.3 (however, 19 students per class in Kindergarten)	75.5 percent of students are economically disadvantaged	18.3%



Charles H Parker Academic Center (Elementary)	67 = C	13 (However, this is a Magnet School that also serves a high number of Academically intelligent gifted (AIG) students and Horizon Students with very low class sizes that misconstrue the data.	44.4 percent of students are economically disadvantaged, and this school serves a high academically gifted student population	21.8%
Invest Collegiate (K-12)	29 =F	Not listed by grade level	67.7 percent of students are economically disadvantaged	23.5%
Movement Schools (K-8)	52 = D	25 but the ratio is 12.5 to 1 because two teachers are assigned to each class. This is still a huge classroom.	73.2 percent of students are economically disadvantaged	35.7%
Niner University Elementary School (K-4)	39 = F	n/a (however, 136 students enrolled, serving 5 grade levels)	95 percent of students are economically disadvantaged	33.5%
Reid Park Academy (Elementary)	42 = D	17.8	73.1 percent of students are economically disadvantaged	27.5%
Renaissance West STEAM Academy (PK-8)	51 = D	16.8	75.3 percent of students are economically disadvantaged	25.3%



Thomasboro Academy (K-8)	38 = F	22.6	75.7 percent of students are economically disadvantaged	22.2%
Westerly Hills Academy (Elementary)	49 = D	25.5	70.7 percent of students are economically disadvantaged	27.1 %

In addition, the average class size among the failing schools with classroom size data is 19.7 students per class. To further set us apart from other schools in our targeted area in Charlotte, we will serve students in smaller than average class sizes with no more than 16 students per class across all grade levels. This will allow for more time the teacher has to spend with each individual student for constructive feedback and plan for individualized instruction.

The elements within our education model to address the need of our target population, includes uninterrupted reading blocks, character building, and social emotional learning for all students, and Orton- Gillingham trained teachers, to meet the needs of our target student population. Moreover, data analysis and coaching among staff will result in data driven instructions and learning that is personalized and differentiated to meet the needs of all students in our target student population. The vision is to help develop a love for learning within our scholars that empowers them to dream and continue to grow with every opportunity, despite challenges they may face.

The Orton-Gillingham approach to teaching is research-based and has evidence that effectively supports struggling readers, teachers will be trained to deliver instruction that is in alignment with the science of reading and that is multi-sensory. The instructional model at Bright Scholars simultaneously meets students at their current performance level, while also exposing them to grade-level material to ensure they meet and/or exceed grade level standards. The instructional model and program allows for this through the use of a coaching, co-teacher model, flexible groupings, as well as the intentional use of intervention programs for identified students.

Additionally, the entire school is provided with over 90 minutes of uninterrupted literacy time. Elective teachers will push into classrooms to tutor small groups for they already had their 45 minute planning time and do not serve students during the uninterrupted reading block. This time is protected from loud speaker announcements, fire drills, non-emergency phone calls to classrooms and other possible interruptions students could face during normal school days. This allows teachers and students to focus on the basic foundations of reading. According to Underwood (2018) at Education Northwest, research supports the use of the Uninterrupted 90-Minute Literacy Instruction Block being best practices for elementary schools to teach the Big 5 components of reading; phonological awareness, phonics, fluency,



vocabulary and comprehension. Throughout the 1990s and early 2000, this implementation has increased the learning of at-risk students, English language learners and especially improvement of performance of low performing schools (Underwood, 2018).

At Bright Scholars, Inc academics is the foundation but we believe teaching character is just as important. We are committed to facilitating a meaningful education for our scholars to think critically with reason and think ethically through character building with the use of Second Step curriculum. We strive to educate future leaders to uphold ethical and moral values with this program. Moreover, social emotional learning is a key component for success. Scholars that know how to name and deal with strong emotions, have empathy, and know how to take care of their emotional health are better prepared for life. In addition, the curriculum Second Step, is a research and evidence based program that has proven that students that participate in the programs had improved executive functions, had increased skills for learning, emotional management, social-emotional competences, decreased emotion problems and decreased hyperactivity (Low, Smolkowski, Cook, & Desfosses, 2019).

Lastly, we want to have a positive impact on the whole child. We are well aware of the current food desert in the 28208 zip code and would like to help address this issue with the support of a food pantry for students in need of food over the weekend and long break. We plan to partner with churches and FoodLion to provide food and create bags of food items to go home with identified students in their backpack.

In conclusion, we plan to use SEL and character building with Second Step, smaller class sizes of 16 students per class, food pantry, the uninterrupted literacy block to drive academic improvement and the Orton-Gillingham approach to teaching literacy, especially among our target population to successfully further close the achievement gap.

Citations

Helms, A. D. (2022, October 13). *CMS enrollment inches up for a second year in a row*. WFAE 90.7 - Charlotte's NPR News Source. Retrieved February 24, 2023, from <https://www.wfae.org/education/2022-10-13/cms-enrollment-inches-up-for-a-second-year-in-a-row>

Low, S., Smolkowski, K., Cook, C., & Desfosses, D. (2019). Two-year impact of a universal social-emotional learning curriculum: Group differences from developmentally sensitive trends over time. *Developmental Psychology*, 55(2), 415–433. <https://doi.org/10.1037/dev0000621> (<https://psycnet.apa.org/doi/10.1037/dev0000621>)

North Carolina School Report Cards. (2023). Retrieved April 5, 2022, from <https://ncreports.ondemand.sas.com/src/?county=Mecklenburg>

Underwood, S. (2018, January). *What Is the Evidence for an Uninterrupted, 90-Minute Literacy Instruction Block?* EDUCATION NORTHWEST LITERACY BRIEF . Retrieved April 25, 2022, from <https://educationnorthwest.org/sites/default/files/resources/uninterrupted-literacy-block-brief.pdf>



Q116.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).

Bright Scholars, Inc plans to open with 96 students in Grades K-1. This enrollment represents less than 1% of the LEA's Average Daily Membership of approximately 20,000. Enrollment is projected to grow over the next 4 years, as shown in our enrollment summary table in question 12, adding a grade level of 48 students each year. By year 5 we plan to reach the enrollment of 288 students in grades K-5 which will represent less than 1% of the LEA's total enrollment in these grades.

Citation:

Student Accounting Data. NC DPI. (2024, April 3). <https://www.dpi.nc.gov/districts-schools/district-operations/financial-and-business-services/demographics-and-finances/student-accounting-data>

Q117.Summarize what the proposed school will do differently than the surrounding schools serving the same population of students. What will make this school unique and more effective than the currently available public-school options?



Learning happens best within a community. We live and work in the community in which we plan to serve. We envision our community of parents, teachers and students working together towards common goals. Our parents will be encouraged to be a part of the Parent Teacher Organization as well as have opportunities to volunteer on school committees. We will strive to cultivate a climate of dual transparency whereby we know the needs of the family and they are informed about the goals of their education.

Our purpose is to improve student learning by increasing learning opportunities for our scholars by offering smaller class sizes for core academic instruction compared to schools within the targeted 28208 zip code of Charlotte. We plan to provide high quality uninterrupted reading instructions for all students with support from all staff members in the building. All teachers will be trained in the Orton Gillingham approach to teaching reading. Making learning for our students multi-sensory.

We want our future leaders to uphold ethical and moral values. Our mission is to provide a well-rounded, meaningful education to future leaders who are empowered and equipped with the necessary skills to embrace life's opportunities and challenges with character, which makes our school unique. Moreover, social emotional learning is also a key component for success. Scholars that know how to name and deal with strong emotions, have empathy, and know how to take care of their emotional health are better prepared for life and make better leaders (DeSmet, 2023). We will use the curriculum Second Step for this initiative. This is so important to us, that time is reserved in every grade level's schedule to teach everyday for 20 minutes, allowing teachers and students to participate in enrichment and extension activities. This will also allow time for teachable moments and reflection for students.

Furthermore, even with the best curriculum and the best teachers some students may still struggle because of unidentified learning disabilities. This is common when symptoms are mild or not seen. We want to train our teachers to be able to adequately teach in an inclusive classrooms of all students and know the signs of commonly undetected learning disabilities such as dyslexia, dysgraphia, dyscalculia, ADHD, anxiety, depression, oral written language, autism and nonverbal learning disabilities (Learning Disabilities Association of America, n.d). We plan to implement the education for teachers and parents to open the conversation about these common undetected learning disabilities so that the students can be identified and get the services or intervention plans and support they need. Guiding them to be valuable members in the classroom and society.

Lastly, as mentioned above, we want to have a positive impact on the whole child. We are well aware of the current food desert in the 28208 zip code and would like to help address this issue with the support of a food pantry for students in need of food over the weekend and long break. We plan to partner with churches and FoodLion to provide food and create bags of food items to go home with identified students in their backpack. We also plan and budget to provide school lunch for students.

In conclusion, we plan to use SEL and character building with Second Step, smaller class sizes of 16 students per class, food pantry, teacher training of inclusive classrooms, the uninterrupted literacy block to drive academic improvement and the Orton-Gillingham approach to teaching literacy, especially among our target population, to successfully further close the achievement gap.



Citation:

DeSmet, J. (2023, April 21). *Social and emotional skills new leaders need most*. Harvard Business Publishing. <https://www.harvardbusiness.org/the-social-and-emotional-skills-new-leaders-need-most-insights-from-harvard-business-publishing/>

Learning Disabilities Association of America. (n.d.). *New to LD*. Learning Disabilities Association of America. Retrieved February 26, 2023, from <https://ldaamerica.org/support/new-to-ld/>

Q118. 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

One of the strengths of our leadership team is that we live and work in the community of the proposed school. Because of this, we have strong ties that exist within the community.

We have extensive relationships with community churches in the area. In addition, we have met with school counselors from Central Piedmont Community College and have spent significant time surveying parents and guardians from different preschools with rising kindergarten and first grade students to generate support for our future school. All have stated that they supported our charter school and were interested in having additional options versus the current public education available.

We have assessed the demand for the school based on the research provided in question 115. When we looked closer at student performance within the 28080 zip code, 10 out of 11 schools had significantly low proficiency rates, especially for students in economically disadvantaged subgroups. This shows that 91% of schools in this area are failing this subgroup of students with the average proficiency rate of 21.1%. See chart of detailed results in question 115.

In addition we attended several community events where we talked with community stakeholders about our mission and vision and gained some of our initial interest. We gather evidence of support with surveys and written letters from community leaders and stakeholders. This is detailed further in the question below.






Q119. 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



Applicant Evidence :

			
Support Letter BSinc....	Bright Scholars Reco...	Bright Scholars Suppo...	SCAN0041.PDF
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Community Support S...			
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9.2. Purposes of the Proposed Charter School

Q120. [Select one or more of the six legislative purposes the proposed charter will achieve, 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:](#)

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

Q121. [Provide a brief narrative to coincide with each applicable legislative purpose\(s\).](#)



Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.

Bright Scholars, Inc. teachers will have opportunities to develop, rewrite and train peers on curriculum, pedagogy and best practice for leveraging rigorous implementation of subject matters. This will allow for best practices across our building of leaders.

Hold schools accountable for meeting measurable student achievement results.

In addition to adhering to all state and federally mandated testing, Bright Scholar teachers will manage each learner's academic progress by serving as their students' advisor /coach and implement personalized learning based on the needs of each student.

Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.

With the addition of Bright Scholars in the Charlotte community, parents and students will have the choice of selecting a school that strives to nurture and educate the whole child by having an intentional focus on character building and social emotional learning with Second Step curriculum. Our school will be working to gain a better understanding about how to build meaningful relationships and help all students to succeed. We will ensure a smaller teacher to student ratio compared to our LEA with the max of 16 students in grades K-5. Students will have the opportunity to experience an uninterrupted literacy block of instructions to allow focus on the big five components of literacy; phonological awareness, phonics, fluency, vocabulary and comprehension. Lastly, our mission is to provide a well-rounded, meaningful education to future leaders who are empowered and equipped with the necessary skills to embrace life's opportunities and challenges with character, which makes our school unique.

Improving student learning.

Bright Scholars plan to provide high quality uninterrupted reading instructions for all students with support from all staff members in the building. For example, the PE teacher will also have the role of reading coach for groups of students during the uninterrupted reading time. We will have a smaller teacher to student ratio and social emotional learning built in our schedule for each grade. Teachers will have data driven instructions and plan lessons using the learner focus model.

Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.



Our school will be working to gain a better understanding about how to build meaningful relationships and help all students to succeed. We will ensure a smaller teacher to student ratio compared to our LEA with the max of 16 students in grades K-5. Teachers will have data driven instructions that will identify students that are at risk to provide education support through intervention and/or MTSS. High performing students on assessments may give the teacher some indication that they may be gifted and enrichment will be provided through our personalized learning model.

Encourage the use of different and innovative teaching methods

Bright Scholar, Inc. instructional staff will engage in ongoing professional development, scheduled planning time with peers, weekly coaching, and collaboration with a professional learning community. These will encourage design and implementation of creative variations on best practices.

9.3. Goals for the Proposed Charter School

Q122. 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.



Goals for Bright Scholars, Inc

Operations:

We will operate as an elementary school serving K-5 with at least three classes per grade with the maximum class size of 16 students per teacher, based on the first five year ADM projections. We will meet annual enrollment goals.

We will maintain student attendance rates greater than 90% annually.

We will give parent satisfaction surveys to our parents and families, which we will obtain above 90% satisfaction score.

Academics:

Earn no NC Report Card grade lower than a B in each year of existence. Our subgroups (ELL, EC, Black, and Economically Disadvantaged) academic achievement gap will decrease by 5% each year per subgroup (Overall school proficiency in an area vs. subgroup proficiency).

By 2030 , the percentage of students in grades 3-5 who are College and Career Ready according to the NC Ready Model, will be at least 20 percentage points over the zip code average.

Establish a clear educational plan or intervention program/plan, that is well communicated with teachers, within the first 30 days of school that identifies students performing below grade level.

Establish a successful tiered education program that provides specific strategies and content to students performing below grade level (month 6).

Finances:

Teachers will have input on purchases that the Head of School can approve.

Maintain a balanced budget and achieve a minimum 5% surplus annually to build financial reserves for future growth and contingencies.

Bright Scholars, Inc. will build a cash surplus of \$300,000 by December 2030.

Governance:

Ensure compliance with all charter requirements, policies, and regulations while fostering a culture of transparency, accountability, and ethical conduct.



Bright Scholars, Inc. board will participate in annual professional development and fully participate in the NCDPI Ready-to-Open training sessions.

Bright Scholars, Inc. will meet all local, State and Federal regulations annually to ensure a 10 year charter renewal in 2030.

Communication:

Financial: Financial reports will be presented to the Governing Board monthly, with detailed budget analyses, revenue projections, and expenditure tracking provided by the school's finance committee.

Governance: Governance updates, including policy revisions, charter compliance reports, and board evaluations, will be provided to the Governing Board quarterly, with opportunities for stakeholder input and feedback.

Communication Plan:

Academic, enrollment, financial, and governance updates will be communicated to the Governing Board and stakeholders on a regular basis, with quarterly, monthly, and bi-annual reporting cycles established for each area of focus. Reports will be electronically posted to the general public. Dean of Operations, in collaboration with relevant staff members and committees, will be responsible for preparing and presenting progress reports to the Governing Board and stakeholders. In addition to monthly reports, an annual Report will be provided to families, stakeholders, and community partners disseminating the state of Bright Scholars, Inc.

Progress reports will be scheduled according to the established reporting cycles, with specific dates and deadlines communicated in advance on our calendar to ensure timely delivery of information.

Test results will be shared with parents, board members and stakeholders as they become available. School adopted benchmark assessment will be shared with the Board three times a year (Beginning, middle and end) at the end of each testing period. North Carolina End of Grade (NCEOG) testing information will be shared with parents and stakeholders yearly. From this information, a School Performance Analysis will be published each fall, in which the head of school and governing board will share with families and community stakeholders where we are as a school compared to other schools, and strategic planning to further push for greater academic success. This literacy will provide a clear vision of the school's goals and how we plan to achieve them.

Q123. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?



The mission of Bright Scholars, Inc. is to provide a well-rounded, meaningful education to future leaders who are empowered and equipped with the necessary skills to embrace life's opportunities and challenges with character. This mission will be a part of board meetings and everything our board does, should reflect our mission. Our school leader and committee reps will regularly meet with the board to discuss action, plans, events, professional development and school spending, related to our mission.

The governing board will know and can measure our schools capability of attaining our mission through committee reporting, and feedback from administration of teacher observation of well-rounded, meaningful instruction. Our governing board will also know if students are equipped with necessary skills through performance test scores, overall growth and the closing of the achievement gap. The school leaders will mention a data dashboard to track changes over time.

The governing board of Bright Scholars, Inc. will implement a comprehensive approach to assess the school's progress towards attaining its mission statement. Here's how the board will ensure alignment with the school's mission and monitor the effectiveness of the program:

- **Strategic Planning and Oversight:** The board will collaborate with the head of school to develop an outcomes-based board calendar and strategic plan. This plan will outline specific actions and performance goals aimed at achieving the school's mission. The board will provide ongoing support, resources, and training to ensure effective oversight and alignment with the school's goals.
- **Committee Structure:** The board will appoint committees focused on Academics, Finances, Development, and Governance. These committees, composed of board members, parents, community members, and experts, will be responsible for measuring and analyzing outcomes related to their respective areas. They will analyze data, identify trends, and make recommendations to address any issues identified, ensuring alignment with the school's mission. These committees are outlined further in Question 178.
- **Scheduled Reporting:** Committees will provide scheduled reports to the board according to the outcomes-based board calendar. These reports will include analyses of deliverable data, trends, and recommendations for action. The head of school will develop plans of action and solutions based on committee findings, with some actions requiring board approval.
- **Community Engagement and Feedback:** Mission success will be assessed through community demand for enrollment and overall organizational health. The head of school will keep the board informed of enrollment figures, prospective student numbers, and community feedback obtained through surveys and informal channels. The board will analyze data annually, including teacher working conditions surveys and turnover rates, to assess organizational health and address any concerns.
- **Regular Board Meetings:** The board will meet monthly to receive updates on the school's performance from the head of school. These meetings will provide opportunities for discussion, review of progress towards goals, and decision-making on initiatives to support the school's mission.
- **Objective Setting and Tracking:** At the beginning of each school year, school leaders will participate in an annual performance review from data dashboards to assess strengths and weaknesses so we can



make the necessary strategy adjustments for the following year. From the review, these changes will be implemented by the staff and the results will be continuously reviewed by our board to guarantee progress toward our mission for ongoing improvement, with any deviations or shortfalls explained by the head of school along with corrective actions to be taken. The board will direct initiatives as necessary to implement corrective actions and ensure alignment with the school's mission.

By implementing this structured approach to oversight and assessment, the governing board of Bright Scholars, Inc. will have the necessary tools and processes in place to monitor progress towards attaining the school's mission statement and ensure ongoing alignment with its goals and objectives.



10. Educational Plan

10.1. Instructional Program

Q124. 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



Major Instructional Methods

Bright Scholars, Inc will provide high-quality education to families in our community, building partnerships, and teaching with dual transparency with our families. Our intention is for our school to offer an instructional program that is research-based, data-driven, and aligned to state standards. We are committed to facilitating a meaningful education for our scholars to think critically with reason and think ethically through character building. Our major instructional method is to focus on student learning and provide teachers with protected planning time and uninterrupted instructional time with coaching and feedback from leaders. Planning time will be used to focus on student data to reflect on student learning and teaching. Upon this reflection teachers and leaders can build on their instruction and experienced instructional practices. We will do this to prepare students for college, careers and the life they will lead while building good character and helping scholars take care of their emotional health with social emotional learning.

Assessment Strategies

Assessment will be ongoing throughout the school year with the intention of accurately tracking student achievement. Teachers will use North Carolina standard based assessments. Teachers will be trained in informal assessments that could be done daily and use formal assessments at the end of each cluster / unit of standards. In addition all required state assessment will be administered.

Meeting the Unique Needs of All Students

Data drives instruction at our school. Moreover, data analysis and coaching among staff will result in data driven instruction and learning that is personalized and differentiated to meet the needs of all students. Our chosen schedule of an uninterrupted reading block is proven to be effective at meeting the needs of all students based on data. In addition, our chosen curriculum that follows the science of reading, such as the Orton Gillingham approach to teaching that is research-based evidence that effectively supports struggling readers, teachers will be trained to deliver instruction that is in alignment with the science of reading and multi-sensory. The instructional model at Bright Scholars simultaneously meets students at their current performance level, while also exposing them to grade-level material to ensure they meet and/or exceed grade level standards. The instructional model and program allows for this through the use of a coaching, co-teacher model, flexible groupings, as well as the intentional use of intervention programs for identified students.



Q125. Will the proposed charter school serve a single-sex student population?

- ☐ Yes
- ☒ No

Q129. 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.

At Bright Scholars, Inc. we choose to serve students in smaller classroom sizes with the maximum class load of 16 students in each grade, starting with Kindergarten and first grade. We will grow to serve students up to fifth grade by year 5. Students will engage in character building exercises daily and social emotional learning in the form of morning meetings to start their day. Student learning will be a mix of teacher lead instruction, independent study, independent projects with coaching, small group differentiated instruction and personalized learning. The school day will begin at 8:15 and end at 3:15 for all scholars. During this time students will receive instructional interventions as well as enrichment opportunities.

Q130. 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.



The mission of Bright Scholars, Inc. is to provide a well-rounded, meaningful education to future leaders who are empowered and equipped with the necessary skills to embrace life's opportunities and challenges with character. Our curriculum aligns with our mission because we have scheduled time for each grade to learn about social emotional learning and character building. As mentioned previously, the entire school is provided with over 90 minutes of uninterrupted literacy time. Elective teachers will push into classrooms to tutor small groups for they already had their 45 minute planning time and do not serve classes of students during the uninterrupted reading block. This time is protected from loud speaker announcements, fire drills, non-emergency phone calls to classrooms and other possible interruptions students could face during normal school days. This allows teachers and students to focus on the basic foundations of reading. According to Underwood (2018) at Education Northwest, research supports the use of the Uninterrupted 90-Minute Literacy Instruction Block being best practices for elementary schools to teach the Big 5 components of reading; phonological awareness, phonics, fluency, vocabulary and comprehension. Throughout the 1990s and early 2000, this implementation has increased the learning of at-risk students, English language learners and especially improvement of performance of low performing schools (Underwood, 2018). In conclusion, we plan to use SEL, character building and the uninterrupted literacy block to drive academic improvement, especially among our target population to successfully further close the achievement gap.

Citation: Underwood, S. (2018, January). *What Is the Evidence for an Uninterrupted, 90-Minute Literacy Instruction Block?* EDUCATION NORTHWEST LITERACY BRIEF . Retrieved April 25, 2022, from <https://educationnorthwest.org/sites/default/files/resources/uninterrupted-literacy-block-brief.pdf>

Q131. 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.

Academically, the primary instructional strategies that we expect teachers to master is Orton Gillingham teaching approaches associated with the science of reading. This includes whole group phonological awareness and phonics exercises, and differentiated small groups. Along with fluency and comprehension instruction on the elementary school level. Reading instruction will focus on reading using sound-spelling patterns for decoding (sounding out words) and encoding (spelling). In upper elementary the shift will be made to learning about prefixes, suffixes, and root meanings of words to support overall vocabulary and reading comprehension.

In addition, another one of our primary instructional strategies that we expect teachers to master in all grade levels is teaching SEL to students. As mentioned above, the research has proven that students who merely participate in SEL lessons have increased skills for learning. Furthermore, with emotional intelligence are able to make better decisions and make better leaders, which we are instilling in our scholars.



Q132.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.

Our proposed instructional plan will build the foundation of all further learning from grade to grade and the next span of grades upon program completion. Each grade level will assess students based on data aligned with the North Carolina Standard Course of Study (NCSCOS) for grade completion. Teachers will be in charge of collecting data on students throughout the school year building a portfolio on standards they have mastered and standards they are still working towards mastering. Teachers are expected to communicate data with parents at least twice quarterly. Teachers are also expected to communicate data to their community of grade level teachers and leaders of the school to build a plan for each student's learning based on need and performances after each pre-selected common formative assessment. This plan will be a part of the students personalized learning that will be implemented throughout the school day through small groups and their targeted performance task in class. Although all students will have access to high quality grade level instruction, students will be grouped based on need during small group instruction. The school will use a host of tutors, support teachers and elective teachers to push into classrooms to help remediate and accelerate students' learning based on their individual needs.

Q133.Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

The proposed calendar has been designed to provide students with the opportunity to learn the content included in the school's curriculum while providing instructional staff with the support of workshops and professional development they need to grow as teachers. The additional hours of instructional time will ensure the effective implementation of our mission, as well as, foster an environment that values high academic and moral character standards, clear expectations, and quality instruction. Time has also been added to foster our parental partnership by allocating time for parent-teacher conferences, curriculum night, and reading night. Research suggests that parent involvement is highly recommended to complement student learning at school (Manzon, Miller, Hong, Khong, 2015). Bright Scholars, Inc. fully intends to provide many opportunities for families to be a part of our school.

Citation

Manzon, M., Miller, R., Hong, H., & Khong, L. (2015). Parent Engagement in Education (NIE Working Paper Series No. 7). Singapore: National Institute of Education

Q134.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.



Instruction will be organized around a master schedule that provides time for daily grade-level team planning meetings while students participate in special and co- curricular areas (e.g., music, art, and physical education, etc.). Grade-level planning teams will meet twice a week to adjust teaching on the basis of student learning evidence. This approach to instruction will allow students to be critical thinkers, active collaborators, and eager contributors to their own learning.

Our school day is seven hours. Our year begins in August and ends in May. We will align our school year calendar with the local Public Schools' calendar to have similar breaks.

As currently envisioned, our school day will last seven hours, the doors will open at 8am and our day will begin at 8:15 a.m. Dismissal will begin at 3:15pm. We will provide 6.083 instructional hours each full day, and 3.833 instructional hours on half school days. We will have 171 school days that include 4 half days for a total of 1,031.19 hours total instructional hours. $[(167 \times 6.083) + (4 \times 3.833) = 1,031.19 \text{ hours}]$

We have included four professional development days in our calendar during the academic year. These professional development days will be held at the end of each half school day embedded in the calendar during the school year. We will schedule two parent-teacher conference days. We believe teachers and staff need to be in the classroom, just as we expect our students to be, and we will hold teachers and staff accountable for absenteeism. The schedule can and might be modified based on the needs of the students who eventually enroll.

Additionally, the entire school is provided with over 90 minutes of uninterrupted literacy time with elective teachers, tutors, and support staff pushed into classrooms to support student learning. This allows teachers and students to focus on the basic foundations of reading; phonological awareness, phonics, fluency, vocabulary and comprehension. In summary, we plan to use SEL, charter building and the uninterrupted literacy block to drive academic improvement to optimize student learning.

Q135. Describe a typical day for a teacher and a student in the school's first year of operation.



Teachers will arrive at school at 7:30 am each morning. They will have 30 minutes to prepare for the day and/or attend scheduled weekly staff meetings. Students will arrive between 8:00am and 8:15am daily. Upon arrival, students will be greeted at the door and listen to quick announcements/news. Students will also have independent morning work assignments to complete, which will review content covered in previous days' instruction.

On full days, after morning work, school will start with a teacher-led Morning Meeting based around their character trait or Social Emotional Learning (SEL) lesson for 20 minutes. Morning Meeting will be guided by our adopted Second Step program that builds community through discussion. During the 20 minutes, students and teachers build positive relationships and a sense of community with each other. In addition, students engage in brain building exercises, class and partner discussion, mock exercises of how to handle difficult situations, and reflection with self, class or teacher. Students will then enter a 90-minute uninterrupted literacy time for phonics/guided reading block. During this time, all staff will be utilized for reading instruction including enrichment teachers, because they will push into classrooms to tutor small reading groups. Enrichment teachers have this flexibility, because they do not serve whole classrooms of students during the uninterrupted reading block. After the school wide reading block students will transition to about 90 minutes of Math, 55 minutes for Lunch/Recess, 45 minutes of enrichment class from enrichment teachers, and students will have Science/Social Studies at the end of the day. While students are in enrichment classes, the homeroom teachers will have 45 minutes to meet and plan with their grade level. The school day will end at 3:15 and teachers will have afternoon duties until 3:30pm or as soon as students in their grade level have been picked up.

On scheduled Early Release Days, students and teachers will follow a similar schedule. They will still engage in social-emotional learning or character building activities first thing in the morning for 20 minutes, followed by a 70 minute literacy block. Students will still engage in all academic subject areas with enrichment classes being shortened to 25 minutes. Students will have a 25 minute lunch and all classes will dismiss at 12:35pm. All teachers will engage in a 2.5 hours Professional Development session after afternoon duties from 1:00-3:30pm.

Q136. Will this proposed school include a high school?

☐ Yes



☒ No

Q142. 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: 30 Total Files Count: 5




Applicant Evidence :

	
Bright Scholars Chart...	Curriculum for Uninte...
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Q143.**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

Applicant Evidence :


Bright Scholars 2026-...
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Q144.**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.

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 15

Applicant Comments :

Attached you will find the full day and half day schedule.

Applicant Evidence :


Bright Scholars Maste...
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10.2. Special Populations and “At-Risk” Students

Q145.**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.**



Bright Scholars, Inc. is committed to using best practices that are research-based. We believe that all students can learn and will ensure that all students do learn with character. As noted above, we have chosen our schedule intentionally and structured our school day and calendar with a focus on helping students who are performing below grade level to catch up and excel. Parents will have the opportunities to go to curriculum and parent workshops to help their student(s) further extend their learning at home. These workshops will all also include open questions and answer sessions to direct parents to any help they may need. In addition to these structural decisions, we will use the North Carolina Multi-Tiered Support System (MTSS) model to ensure the continued progress and academic growth of all students.

Multi-Tiered Support System (MTSS) has 3 tiers of implementation. Tier I is the general education curriculum, the NC Standard Course of Study will be taught to all students. For example, a teacher's whole group lesson and our core instruction is Tier I. Even within these Tier I instructions, teachers will differentiate instruction to meet students' needs. As mentioned earlier teachers will conduct regular assessments to determine if students are progressing. When data shows students are not mastering a concept, skill, and/or standard (scoring 79 percent or lower); teachers will provide reteaching and/or more personalized learning to meet the needs of the students. Mastery is 80 percent or above on all assessments. Anything below 80 percent will require reteaching and retesting. Students will always have the opportunity to retest after reteaching. Student assessment data will be reviewed as part of teachers' professional learning community meetings, ensuring data driven instruction, mutual accountability, and multiple teacher perspectives are included.

If students are performing below grade level in math, writing, reading, or behavior; the classroom teacher will create and implement a personalized education plan (PEP) with the help and support from his/her team, academic coach and/or guidance counselor. The PEP contains goals for the student which are specific, measurable, attainable, realistic and time-bound (SMART) goals.

With the creation of the PEP, parents are notified and students enter into Tier II of the model. In Tier I, the classroom teacher implements evidence-based instructional interventions for the students. These interventions must be in addition to anything else that is being provided in the classroom. The tier II student will receive both tier I and tier II instruction according to the personalized education plan. Teachers will also meet regularly with an intervention team. The intervention teams include: a Dean, the teacher, another teacher from the same grade level, a teacher from the grade level above, a teacher from the grade level below, and a member of the Special Education team.

Meetings of the intervention team include reviews of PEPs, student goals, and student progress. If student assessments show the student has consistently met SMART goals, the student will be exited from Tier II and re-enter Tier I. However, if the student does not meet the identified SMART goals in the PEP, the intervention team can suggest changing the failed intervention or move the student to Tier III of the intervention model.

In Tier III of the model, students will receive additional targeted interventions that are provided for the student in addition to the existing Tier I and Tier II interventions. Students may also enter Tier III of the model for behavioral challenges that are not improving with the Tier II plan. Students who enter Tier III



for behavioral concerns will receive evidence-based group mentoring and life-skills intervention with a behavioral contract. Evidence shows that mentors who attain at least a “somewhat close” relationship focusing mostly on social activities with their peers can also impact academic outcomes positively (Harper, 2018).

If a student does not demonstrate success in Tier III of the model the intervention team may propose different interventions or refer the student for special education testing. All teachers and Deans at the school will be constantly monitoring student academic and behavioral progress to ensure growth. In addition, the school will utilize technology to implement blended learning practices at all Tiers of the MTSS mode if needed.

Citation: Harper, A. (2018, March 6). *More students would benefit from having a mentor*. K-12 Dive. Retrieved April 10, 2024, from <https://www.k12dive.com/news/more-students-would-benefit-from-having-a-mentor/518472/>

Q146. 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, MLs, 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.

Multiple founding board members have experience working with special populations. Our Vice President Elaine Worthey, has over 20 years of experience as a special education teacher, principal, and director of a school with multiple students with disabilities, 504 plans, MLs, and students at risk of dropping out. Our President, Thomas Connors, is a PhD candidate in Special Education, has served as an administrator in three Title 1 schools, and has over 20 years of experience as a highly academic gifted teacher, magnet school coordinator for academically intelligent and gifted/ talented development, and served as assistant principal in two North Carolina schools. Board Member, Maria Hull has over 12 years of classroom teacher experiences in grades Kindergarten through fourth grade where she has served students in this special population (504, EC, ML, AIG). Mrs. Hull has completed GRS forms for classroom students, administered Cogat testing, has been a part of IEP teams, and more as a teacher leader in the classroom.

Q147. Explain how the instructional plan and curriculum will meet the needs of Multilingual Learners (ML), including the following:

1. Methods for identifying ML students (and avoiding misidentification).
2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ML students.
3. Plans for monitoring and evaluating the progress and success of ML students, including exiting students from ML services.
4. Means for providing qualified staffing for ML students.



Bright Scholars, Inc. will have an unwavering commitment to make sure Multilingual Learners (ML) students have access to both high- quality education and instruction. All teachers at Bright Scholars, Inc. will be teachers dedicated to providing essential academic vocabulary, knowledge, and skills needed for academic success within our school and beyond.

Bright Scholars, Inc. will work with our students and families by having them complete the Home Language Survey (HLS) similar to this template (<https://education.ky.gov/federal/progs/eng/Documents/Home%20Language%20Survey%20Template.pdf>). Should it be indicated that a student's home language is English, the screening process will be discontinued. If it is indicated through the HLS that a student's home language is not English, our staff will conduct an informal interview with that student in his/her native language and in English.

As our screening process takes place, our ML staff will take appropriate measures if a student is one with a disability that enrolls with an IEP or if the student has had interrupted formal education. The parent or guardian in parental relation to an ML student will be notified, in English and in their native language, of their child's eligibility for the ML program. Each new ML student will be offered an orientation session with his/her parents or guardians on the state standards, assessments, school expectations, and an overview of the ML program. This orientation will take place within the first semester of the child's enrollment in the school and, when needed to help parents/ guardians understand the student's progress. If identified, a letter will be provided in the first language of the student's parents or other persons in parental relation to the student to notify families that their child has been identified as an ML student.

Bright Scholars, Inc. will hire bilingual teachers and staff/support staff members with an ML background. We will hire an ML teacher if there is a need based on the number of ML students. Within our curriculum teachers will use the ML extensions within our Phonics and Reading programs to support ML readers which includes building background knowledge, vocabulary, use of graphic organizers, repeated practice, application and reteaching.

Bright Scholars, Inc. will track the academic achievement of ML students and progress being made towards proficiency in English. Our school will implement measures to monitor progress, including the progress-monitoring tool available within our program curricular tool, classroom assignments, formative assessments, grade-level assessments, and North Carolina assessments. ML students at Bright Scholars, Inc. will be required to take part in the state's ELA, mathematics, science, and social studies assessments that may be administered in English or alternative language with approved ML accommodations. These assessments are not ML specific tools but good indicators of baseline and growth data.

In order for an ML student to exit the ML program, the student must score at the proficient level on assessments and the WIDA-ACCESS Placement Test (WIDA-APT). The assessment tool will help us provide placements and instructional plans for ML students. Students will be monitored the following year for continued progress. We will track the grades of the monitored students to ensure academic success. Family involvement, and active learning techniques will continue to encourage individual students to achieve.



All ML students will have a Language Acquisition Plan created that documents their level of proficiency in English. The plan will provide a common understanding of the needs of the ML student for the classroom teacher and ML staff.

Q148. Explain how the school will identify and meet the needs of gifted students, including the following:

1. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
2. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.



Bright Scholars, Inc. believes students with exceptional gifts and talents deserve appropriate direction, encouragement, and resources just as much as any other child. We believe in partnering with parents and students to identify gifted students from all backgrounds to offer personalized instruction.

As it pertains to identifying gifted students, Bright Scholars, Inc. will use a formative assessment tool upon the enrollment of each student to determine their skill level as well as social and functional and functional performance ability level. Students will be identified by teacher observation and Gifted Rating Scale (GRS) screening scores from teachers; combined with assessment data and Cognitive Abilities Test (CogAT) data to identify gifted and talented students. These assessments will help determine if a scholar is performing at 2 to 3 years higher than his/her peers or 2-3 grades higher than his grade level peers.

For example, our kindergartners that exhibit gifted abilities will be capable of comprehending material several grade levels above their peers (but this can be a student in any grade level), have surprising emotional depth and sensitivity and are enthusiastic about unique interests and topics. Their teacher will point out scholars who have been identified at the 1st grade level to be performing at this level and the Academic Dean will be advised that these scholars may be candidates for further assessments. After conferencing with parents and presenting available data, appropriate permission to make formal assessments will be secured and those students will be met with by a school psychologist and tested.

The scholar will be given an assessment using an instrument called the "Gifted Ratings Scales (GRS), which the teacher will actually complete based on student performance and class observation of the scholar. That student will be administered the Wechsler and Preschool and Primary Scales of Intelligence-III (WPPSI-III) if in Kindergarten. This instrument is linked to the Gifted Rating Scales-Preschool and Kindergarten (GRS-P) which will measure the behaviors and skills that are developmentally appropriate for the age group. Further, the GRS-P is based on a multidimensional model that incorporates the Munich Model of Giftedness and Talent. (Munich Model features: above average ability, creativity, task commitment)

These instruments are co-mutually designed to measure intellectual ability, academic ability, creativity, artistic talent, and motivation. The WPPSI-III is widely used as a measure of intellectual ability to preschool and kindergarten age students and its validity is widely supported. (Identifying Young Gifted Children Using the Gifted Rating Scales Preschool/Kindergarten Form. Steven I. Pfeiffer and Yaacov Petscher. Gift Child Q 2008 Winter, 52(1).19-29.

Scholars who meet the criterion to be considered for advanced instruction will be encouraged by their teachers and the Academic Dean to pursue this curriculum path. In K-5 grades, scholars will participate in differentiated instruction daily in their regular classrooms. They will also participate in a daily enrichment block designed for extended learning. As the scholars perform higher, they will continue to work with peers of similar abilities in academics, as well as activities that extend beyond their typical classrooms and materials.

Bright Scholars, Inc. will monitor to ensure exceptional gifted students continue their academic growth, and our school will be committed to adjusting learning opportunities as their growth remains adequate.



Our teachers will provide gifted and talented students with differentiated instruction, extended opportunities, enrichment lessons, and individualized learning opportunities. Students achieving at or above grade-level proficiency will consistently be challenged with classroom curricular content and high-quality instruction.

In summary, teachers will routinely differentiate instructions for all students in all grade levels and for those scholars that are performing above their peers. Teachers will inform the Dean of Academics and will complete the GRS survey assessment of said student(s). Students will have the opportunity to take intellectual ability testing in Grade K-2. In grades 3-5, we can use the state end of grade test percentile as an indicator of intellectual ability and GRS scoring. Teachers will provide additional instructional materials and learning opportunities to enhance students skills and abilities. Those teachers will participate in professional development in how to provide instruction for those students that have been identified as gifted and talented. The Dean of Academics will work with teachers to develop plans for addressing the needs of identified gifted and talented students and evaluate services for progress toward learning goals. Additionally, teams will meet weekly to review lesson plans and provide feedback on instructional quality to continually meet the needs of all students, including those who are gifted and talented.

10.3. Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA)*, *IDEA regulations*, and *Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities*. **All public schools are responsible for hiring licensed and 'highly qualified' special education teachers pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

Q149. 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.

Bright Scholars, Inc. will have a comprehensive approach to identify students who may be struggling academically upon enrollment with our school. Prior to enrollment, we will seek out student records, including assessment outcomes, from a student's prior schools. This will assist in learning if that student was receiving services as part of an IEP, Section 504 Plan, or due to other academic needs. Our staff will be prepared to meet student needs and we will hire team members accordingly, as planned for in our budget.



Q150. 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.

As noted above, we will use the North Carolina Multi-Tiered Support System (MTSS) model to ensure the continued progress and academic growth of all students. All teachers and administrators at the school will be constantly monitoring student academic and behavioral progress to ensure growth. This system will also be used to help identify students that may be eligible for special services if they are unsuccessful with the given evidence-based interventions within the three tiers recommended by the intervention team. To help avoid misidentification of special needs students, the intervention teams will include multiple perspectives of professionals in the school, such as: a Dean, the teacher, another teacher from the same grade level, a teacher from the grade level above, a teacher from the grade level below, and a member of the Special Education team. The team and the child's parent(s) must agree to refer and evaluate for special services.

In addition to our MTSS team, our Exceptional Children Coordinator will review and educate staff on the causes of misidentification of students with disabilities to help avoid this at our school. A specific focus will be placed on preventing misidentification of EL students and students of color due to their over representation and being the commonly misidentified subgroups.

Parents can always request in writing to have a child receive accommodations under section 504 plan. Our school staff will meet with the parents to hear concerns and write a 504 plan if appropriate based on the individual child's needs. Documentation of medical condition(s) must be provided to write and implement a plan. Similar to the MTSS team, the 504 team will consist of a dean, two teachers, and one EC team member to ensure compliance.

Q151. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:

- 1. Requesting Records from previous schools**
- 2. Record Confidentiality (on-site)**
- 3. Record Compliance (on-site)**

Bright Scholars, Inc. will ensure compliance by hiring an Exceptional Children (EC) Coordinator. The coordinator will review students' records from previous schools, review existing IEPs and 504 plans, follow up with previous schools as needed to obtain the appropriate records, and ensure records are kept confidential and behind lock and key, or password protected if virtual. One our EC Coordinator, EC Specialist and Deans will have a key. The office will maintain a sign-in/sign-out process for all records to maintain confidentiality of the records.

Q152. 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.

Bright Scholars, Inc. believes in inclusion and will provide support to all students with disabilities. It is important and best practice for children to work and learn alongside their peers (disabled and non-disabled) in the regular general education classroom. When an IEP calls for out-of-class services, students will receive instruction and services as dictated by the IEP in the least restrictive environment with full continuum of alternative placement, as appropriate. We will make every effort to ensure that out-of-class services will take place only during least disruptive times so that all students within the exceptional program can still receive core instruction.

We anticipate that 12.75% of our school population will require EC service, which will be planned for accordingly. We plan to hire one highly qualified EC Coordinator our first year of operations. The EC Coordinator will oversee our special education of our exceptional children and serve as the EC teacher. As our EC population of students increases, we plan on hiring more highly qualified EC staff based on, no more than 16 students with disabilities per EC staff, depending on the continuum of services as well. Our budget outlines adding an EC teacher in year 3 and adding an additional EC teacher in year 5 if needed.

Q153. 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?

Kindergartners and first graders who are enrolled in Bright Scholars, Inc. may have previously been identified by their former learning centers such as Head Start or a child care facility as developmentally delayed as a result of the "Child Find" project. These students may already have been tested and given an Individual Education Plan and will be educated in the least restrictive environment as mandated by IDEA, which will be the general education classroom.

The school will support these students in their inclusive classrooms by providing both "push in" and "pull out" services for exceptional students. "Push in" entails a resource teacher who will come into the general education classroom to support the general education teacher who has already differentiated instruction for the class. The resource teacher may need to further modify the curriculum and provide accommodations for the student with special needs. The resource teacher will also "pull out" students that need support and provide individualized small group instruction or other services as identified on the IEP. Students with special needs will remain with their typical peers for at least 80% of the school day. These supports for the exceptional student will be provided as a part of Response to Intervention (RTI) that has been determined by the teachers as needed for the student in order to make adequate progress in light of their own specific circumstances and subsequently master the general education curriculum.

Bright Scholars, Inc will diligently work to employ and retain highly qualified teachers who will be responsible for providing a Free and Appropriate Public Education for special needs students and will report progress or concerns to the parents as specified in the IEP.



Q154. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

Bright Scholars, Inc. will provide a Free and Appropriate Education (FAPE) to all students who are qualified individuals with disabilities, needing special education, and or related aid and services.

Q155. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.

Each Bright Scholar that has been identified as an exceptional learner will be the focus of a school created IEP team. This team will include the student, parent, general education teachers, EC teacher(s)/ Director, appropriate professional staff, and a School Administrator that will serve as the school LEA. The team's focus will be the academic, behavioral and social competence of the student. They will create goals to help the student overcome any deficits in those areas. The team will meet annually to review the student's goals and progress made toward those goals or determine if goals that are more appropriate are necessary.

Parents will receive an IEP progress report for their scholar 4 times per year. Parents may also contact their child's teachers or the school administration if there are questions regarding the IEP and a subsequent meeting may be arranged if any clarification is needed or the IEP revisited. Progress will be monitored to determine the effectiveness of the goals as written as well as a triennial reevaluation meeting to determine if services need to be added or faded for the scholar's success.

Q156. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

Bright Scholars, Inc. will contract as necessary licensed, certified and qualified professionals to meet the various needs of our exceptional scholars. These services include but are not limited to: Exceptional Children's teachers, Exceptional Children's paraprofessional transportation, physical therapy, occupational therapy, speech, audiology, interpreting services and vision services. These professionals will also be instrumental in evaluating and re-evaluating the exceptional scholar in their areas of expertise and will write goals and accommodations to support the student as they work to overcome their deficits.

10.4. Student Performance Standards

Q157. Describe the student performance standards for the school as a whole.



Bright Scholars, Inc. is committed to high standards and high levels of academic performance for all of our scholars.

Our first school year will involve building relationships with parents and students. We believe that the “village” will be necessary to achieve the level of academic, cultural and character success we envision.

Teachers will collaborate frequently to create engaging and rigorous learning experiences that will teach our scholars “how to think” rather than “what to think.” We believe as knowledge builds on knowledge we will lay the foundation for habitual, lifelong learners. Our scholars will construct the platform to successfully achieve in our school, society and globally.

Bright Scholars, Inc. will begin each academic year with a formative assessment to determine the scholar’s academic skill level. Each school year will culminate with a summative assessment to determine the progress and increase in skills of each student. Teachers will provide regular assessments throughout the year to assess progress as well as locate learning gaps so that reteaching or tutoring can occur. The NCEOG does not begin for our scholars until grade 3; however, a challenging instrument such as Dibels 3D mclass, which is a norm referenced assessment, can be used to assess students in grades K-3 to prepare them for NCEOG.

Bright Scholars, Inc. will meet or exceed the overall state standard in our third academic year 2029 as we evaluate our first class of third graders. We will meet or exceed North Carolina’s state expectations for growth, ELA and Math proficiency.

Q158. 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.



Teachers at Bright Scholars, Inc. will use frequent classroom assessments created in their PLC's to track student achievement. Each grade level will share the same academic content and after teaching the content, teachers will use their classroom assessments and iReady assessment data to determine breakdowns in knowledge and create re-looping, spiral review, events or other tools to reteach the information when needed. In addition, iReady will automatically pace students' learning path, according to their ability level. We will have to create a schedule for computers sharing our first two years of operation because it is not in our budget for each student to have a computer until year 3 and then on. With the computer sharing schedule in place for two classes, for example one kindergarten class will share computers with one First grade class year one, students will be able to engage in digitally personalized learning designed by iReady for 10-15 minutes each day. These assessments create real time, and immediate data to close gaps in knowledge for the scholars. In learner focused lesson planning, teachers will use assessment materials to help focus instruction on what students need to know to master a standard. Teachers will create new ideas on the presentation of materials for more satisfactory results in evaluations.

Unit assessments and mClass will serve as tools to monitor skill development and proficiency. This type of classroom assessment will help monitor skill deficiencies that may require more intensive remediation for the student. Teachers will collaborate to create games such as Kahoots and other classroom assessments that can serve as pleasant, interesting and fun filled respites to the online or paper and pencil assessments, and they will provide necessary data to track student achievement.

Q159.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.



Bright Scholars will use several data points to determine if a student will be either promoted or retained. The school's administrator reserves the right to alter the following list of data points as long as no state regulations were violated.

The points are:

- Academic growth
- Grades based on classroom performance
- Teacher recommendation
- Maturity and age appropriateness
- Performance on state mandated test
- Light's Retention Scale score

Throughout the school year, parents will be informed of their scholar's progress, usually in quarterly progress reports and additional communication as necessary. If the scholar is not showing proficiency in the assessments that measure his skill acquisition, the teacher and PLC will assign him to tutoring, both in class and in enrichment, as well as small group instruction. Data and classwork samples will be documented to note progress or lack of any. Parents will be kept informed in writing as the student's position relative to promotion.

The PLC will provide the data, documentation, periodic teacher observations and assessment results from his classes to the school Administrator who will review the materials presented and hear the PLC's recommendation whether to promote. The Administrator has the final decision in the student's case.

Exceptional students will be promoted or retained using a modified grading system taken from the typical student's method. IEP progress and alternative assignments and assessments will be used to make a final determination for the student.

Q160. 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.



Bright Scholars will follow the NC state curriculum standards for existing standards through fifth grade, which will be our terminating year.

The scholar must meet the state's attendance policy guidelines, pass each core subject with at least a grade of 70 or above, score a Level III or higher on state mandated ELA, Math and Science EOG tests.

Reading and Math portfolio may be acceptable as proof of learning for Exceptional Children as well as for other students who have shown proficiency in each area except standardized testing (NCEOG). Scholars will be supported at every level, so that retention or drop out will not be an alternative for our bright scholars. We want our scholars prepared for the rigors of middle school.

10.5. School Culture and Discipline

Q161. 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.

Bright Scholars, Inc. is dedicated to building relationships with all stakeholders and this is a core value within our school culture. This includes creating a safe and welcoming environment for all students and their families as we partner to promote a sense of inclusion that will permeate throughout the building. Conceptually we strive to encourage an ethos of communication among faculty, parents, students, and building leadership in the endeavor to encourage relationships that are strong and undergirded by respect for all.

Academically, stronger relationships that are positive, serve all students as they allow faculty to drive expectations and foster learning experiences that are authentic and beneficial to students both academically and socially. For example, classroom teachers create environments that promote safety and acceptable responses to rigorous challenges and provide the necessary framework for learners to explore opportunities to engage failure and success both inside and outside of the classroom. These are critical elements in terms of school culture and presenting an environment for learners that encourages growth, responsibility, and leadership.

Q162. 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.



Implementing a culture that values relationships that are positive begins with (1) modeling the expectations related to it in our planning and in all facets of communication to stakeholders prior, during, and after opening day. This is a function of leadership by school administration and faculty alike, as (2) they set the cadence and tone for all students, stakeholders, and the community Bright Scholars will serve. Moreover, (3) the element of voice is important for learners and stakeholders and promotes higher levels of engagement that ultimately drive investment in school culture and community. This includes involving students in decisions, creating classroom representation for feedback to faculty and leadership, and a healthy Parent/Teacher Organization (PTO) that is inclusive and committed to the mission, vision, and values of Bright Scholars.

Students and their parent(s) or guardian(s) enrolling in Bright Scholars, Inc. mid-year will engage in a healthy orientation process that is designed to ease their transition by partnering with a classmate and faculty member to ensure there is a degree of comfort with Bright Scholar's mission, academics and social expectations. In fact, students and parents will sign off on our Bright Scholar's Handbook which will be provided to every student and family at enrollment and will communicate benchmarks and both academic and social expectations.

Q163. 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:

- 1. Practices the school will use to promote effective discipline.**
- 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.**
- 3. 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.**
- 4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.**



Student Conduct Governance Narrative

At Bright Scholars, Inc Charter School, student conduct is governed by a commitment to fostering a safe, inclusive, and respectful learning environment that aligns with our overall mission and educational plan. Our approach to student conduct is grounded in principles of character development, social-emotional learning, and restorative practices, which are integral to the leadership development of our students. The practices we plan to put in place to promote effective discipline is character building and social emotional learning lessons from Second Step for each grade level. Our school will build a community by first building relationships with our students and parents. Our trusted relationship between staff and students will be met with agreed upon rules.

1. Follow directions the first time, every time.
2. Keep your hands, feet and other objects to yourself.
3. We build others up, we do not tear others down. (being a bucket filler, spread kindness)
4. Give and get attention appropriately. (This rules needs a lesson/modeling how to raise your hand, pay attention in class, etc)

Promotion of Effective Discipline:

We believe in promoting positive behavior through proactive measures that empower students to make responsible choices and contribute positively to the school community. Our practices for promoting effective discipline include:

- 1. Character Education: Integrating character education into the curriculum to teach core values such as respect, responsibility, integrity, and empathy.
- 2. Social-Emotional Learning (SEL): Providing opportunities for students to develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- 3. Restorative Practices: Fostering a restorative approach to discipline that focuses on repairing harm, restoring relationships, and building a sense of community.
- 3. Positive Behavior Interventions and Supports (PBIS): Implementing a PBIS framework to establish clear expectations, reinforce positive behaviors, and provide support for students who may need additional guidance. All behavior will be monitored by the classroom teacher. We plan to use a positive behavior management program such as ClassDojo to incentivize positive behavior. Incentives will include celebrations, student of the month award, and positive office referral.

Preliminary List of Offenses Resulting in Suspension or Expulsion:

While our primary focus is on promoting positive behavior and preventing disciplinary incidents, there may be instances where suspension or expulsion is necessary to address serious violations of school rules or to ensure the safety of the school community. Offenses that may result in suspension or expulsion include:

- 1. Physical violence or aggression towards students, staff, or visitors.
- 2. Possession or use of weapons, drugs, or other prohibited substances on school premises.
- 3. Threats of harm or intimidation towards others.
- 4. Persistent defiance or disruption of the learning environment.



- 5. Serious violations of the school's code of conduct or policies.

Consideration of Rights of Students with Disabilities:

In accordance with state and federal laws, Bright Scholars, Inc. is committed to ensuring that the rights of students with disabilities are protected in all disciplinary actions, including suspension and expulsion. Before imposing disciplinary measures, the school will conduct a thorough review to determine if the behavior is related to the student's disability and whether appropriate accommodations or interventions are warranted. If a student with a disability is subject to disciplinary action, the school will follow the procedures outlined in their Individualized Education Plan (IEP) or Section 504 plan and provide due process protections to safeguard their rights.

Policies and Procedures for Due Process Rights:

Bright Scholars, Inc. will disseminate clear policies and procedures outlining students' due process rights in cases of suspension or expulsion. These policies will include:

- 1. Notice of charges and reasons for disciplinary action.
- 2. Opportunity for the student to respond to allegations and present their side of the story.
- 3. Right to be accompanied by a parent, guardian, or advocate during disciplinary hearings.
- 4. Right to appeal disciplinary decisions through a grievance procedure.
- 5. Provision of support services and resources to assist students during and after disciplinary proceedings.

At Bright Scholars, Inc. Charter School, our approach to student conduct governance reflects our commitment to creating a positive and supportive learning environment where all students can thrive academically, socially, and emotionally. By promoting effective discipline through character education, social-emotional learning, restorative practices, and positive behavior interventions, we aim to cultivate a culture of respect, responsibility, and accountability that aligns with our mission and educational plan. We are dedicated to upholding the rights of all students, including those with disabilities, and ensuring that disciplinary actions are fair, equitable, and conducted with due process. Through collaboration and partnership with students, families, and staff, we will work together to create a safe and nurturing school community where every student can reach their full potential.

10.6. Certify

Q164. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- ☒ Yes
- ☐ No



Q165.Explanation (optional):



11. Governance and Capacity

11.1. School Governing Body

Q166. [Organization Street Address \(if you have one\)](#)

- [On the Organization Information page, you already provided the mailing address.](#)


11.2. 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.


Q167. [Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.](#)

☒ Upload Required File Type: excel Max File Size: 30 Total Files Count: 3

Resources


Initial Members of the...

Applicant Evidence :


List of Board Member...

Uploaded on **4/26/2024**
by **Maria Hull**

Q168. [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.](#)



All Board members will be influential in sharing their expertise to make sure we implement best practices at Bright Scholars.

Roles and duties

We take pride in our mission and vision to make sure Bright Scholars, Inc. achieve their goals, and build a community where students achieve at their highest potential. Our decisions will be made in the best interest of our student population and in compliance with the school's charter, state and federal requirements, and the financial stability of Bright Scholars, Inc. The board will execute policies that provide necessary transparency and accountability of Bright Scholars, Inc.

The Board of Bright Scholars, Inc. will drive our mission throughout the school community holding the chairman accountable for the efficient and effective operation of the school and for the achievement of academic goals.

The Board will:

- Review and approve the school's annual budgets to ensure financial procedures are in place and implemented
- Review, approve, and monitor academic progress, financial
- Review and approve school policies
- Ensure enrichment programs are created to supplement the education program
- Appoint officers and committees as needed
- Adopt, amend, and add bylaws as needed
- Developing and maintaining good standings with NCDPI and the Office of Charter Schools
- Ensure the school remains in compliance with all federal, state, and local laws
- Ensuring that meetings are conducted in accordance with open meetings laws and in compliance with North Carolina conflict of interest and public records laws.

Lead Administrators

The school leadership recruitment team will recruit and evaluate school staff for their skills and experience. Thus, while our Deans will report as employees, the Deans will be responsible for regularly reporting about the school to the Board and be accountable for the school's performance.

The Governing Board is responsible for recruiting, hiring, and supervising the lead administrator (Head of School) of Bright Scholars, Inc. Charter School. The process typically involves the following steps:

1. Recruitment: The Governing Board initiates the recruitment process by defining the qualifications,



experience, and characteristics desired in a lead administrator. The governing board, alongside the school leadership recruitment team will review applications, conduct interviews, and recommend candidates for consideration.

2. Hiring: Upon identifying a suitable candidate, the Governing Board makes the final hiring decision and extends an offer of employment to the selected individual. The terms of employment, including salary, benefits, and contractual obligations, are negotiated and finalized by the Governing Board.

3. Supervision: The Governing Board provides ongoing supervision and support to the lead administrator, setting performance expectations, providing feedback, and evaluating their effectiveness in leading the charter school. Regular performance evaluations are conducted to assess progress towards goals and provide opportunities for professional growth and development.

The governance structure of Bright Scholars Charter School is characterized by a dedicated Governing Board responsible for overseeing the school's operations, strategic direction, and overall success. Through their leadership, the Governing Board ensures accountability, transparency, and excellence in all aspects of school governance, including financial management, policy development, personnel oversight, and community engagement. By recruiting, hiring, and supervising the lead administrator, the Governing Board plays a critical role in ensuring effective leadership and management of the charter school in alignment with our mission and educational focus.

Q169. Describe the size, current and desired composition, powers, and duties of the governing board.

Bright Scholars, Inc. Board presently has six members. Our Board will be restructured in the upcoming year, by adding one additional individual for a total of seven board members, that will include another community member of Bright Scholar, Inc., such as a parent of a student(s).

The board's goal will be to make certain our school is on a path to achieve the goals stated in Bright Scholars vision and mission and goals outlined in question 122 . The Board will do so by consistently reviewing data on academics, operations, and finances to determine future decisions in a timely manner.

Q170. 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.



Thomas Connors: Individually, Mr. Connors has extensive experience in terms of school operations. He has managed a magnet program, supervised program evaluation, and coached and supervised faculty regarding performance objectives and accountability regarding the mandate of state standards and curricular objectives. In addition, Mr. Connors has significant expertise regarding strategy, having consulted for business enterprises, and is committed to continuous improvement using a culture of transparency. Mr. Connors is also a career educator, having served school boards in Pennsylvania, Maryland, and North Carolina, bringing a wealth of experience to the process of community engagement and strategic partnerships in order to serve the school's mission and vision. In addition, Mr. Connors has served on a state board for North Carolina's Council of Exceptional Children in its TAG Division, and works to build community in all capacities that he has served in.

Willie Elaine Worthey: Ms. Worthey has been a classroom teacher for nearly 36 years. She co-founded Young Victors Christian Day School and Academy which evolved from a child care facility to a private school. Under her leadership the school graduated hundreds of preschoolers to become successful learners in both public and private schools. Many of her students from Young Victors Christian Day School were given academic scholarships to private schools in Charlotte as a result of their stellar academic achievement. Ms. Worthey is licensed in North and South Carolina as a highly qualified Special Educator and Principal. Ms. Worthey has been a teacher in Johnston County Schools, Wake County Schools, Charleston County Schools (South Carolina) and Charlotte-Mecklenburg Schools. While in Johnston County she was awarded a special honor by Community Partners of Smithfield, NC for her work with high school students with disabilities. Nominated for teacher of the year in Wake County, she was very instrumental in the Senior Project with high school students at Southeast Raleigh High School and was successful in guiding and supporting multiple students with Special Needs in this former state mandated requirement for graduation. In 2014 she became the Principal of Entrepreneur High school, a vocational high school in Charlotte in its first year. While at the school she was a non voting member of the school board but attended each board meeting and served as a liaison between the board, the teaching staff and parents. She supervised eleven teachers and non teaching staff and maintained curriculum and instruction leadership and evaluation of teaching staff. She held parent teacher meetings and maintained a professional relationship with parents and community partners on the school's behalf. Ms. Worthey maintained a strong relationship with NCDPI that monitored the charter school and was an active and avid attendee at all essential training for administration for the charter school making every effort to meet all requirements for general education and Special Education for the school.

Heather Pettitt: Mrs. Pettitt has 25 years of experience working in Early Childhood Education. She has held roles from teacher, administrator and owner. Currently, Mrs. Pettitt is working as a Property Management and Social Media Expert at L&E Properties. Her experience in these areas bring a wealth of knowledge to the team.



Iris Cotton: Ms. Cotton has served as a Pre-Kindergarten School administrator during a 5 year consecutive period, during her extension work history and experience. Ms. Cotton has worked with the families and community within the school as a part of the school's outreach programs.

Maria Hull: Mrs. Hull has served as an elementary teacher for the past 12 years in North Carolina. She has her Masters in Education in Teacher Leadership and has served as lead Mentor for 3 years when needed. She has worked in collaborative groups of teachers pacing curriculums for targeted groups of students. Worked with many different populations of students (Gifted, EC, ELL) and families.

Ngina Connors: Mrs. Connors understands the mandate of the school design and presents with significant experience in terms of managing curriculum and the necessary oversight to meet expectations and performance outcomes. As a department chair, she oversees and is ultimately responsible for the training of residents and ensuring they meet academic benchmarks in order to progress through their medical training. She has the capacity and the experience to ensure Bright Scholars maintains its vision and commitment to students and their academic growth.

Q171.Explain how this governance structure and composition will help ensure that

- 1. The school will be an educational and operational success;**
- 2. The board will evaluate the success of the school and school leader; and**
- 3. There will be active and effective representation of key stakeholders, including parents.**

The governing board will help ensure that Bright Scholars, Inc. will be an educational and operational success by first hiring a highly qualified Dean of Operations and Dean of Academics for daily direct oversight. The board will evaluate the success of Bright Scholars, Inc. by collaborating with Deans to establish their annual goals for operations and academics; and monitor progress throughout the year. The board will evaluate the Dean of Operations which is the Head of School, and the Head of School will evaluate the Dean of Academics, Dean of Students and Family Support, and EC Coordinator. The Dean of Academics and EC Coordinator will collaborate with teachers and evaluate teachers to ensure educational success for students.

In addition, Bright Scholars, Inc. plans to ensure active and effective representation of key stakeholders by including parents and direct community leaders on our board by our first year of operations.

Q172.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 founding board members have been recruited based on their past involvement in education and interest in Bright Scholars' mission and vision. When vacancies arise, it will be filled as quickly as possible, not exceeding 3 months. New board members will be nominated and voted on by a majority vote of the remaining board members. The new board member will serve the remainder of time of the member he/she replaced. The new member will bring diverse background and skills to the board; and will be committed to Bright Scholars, Inc. mission.

Q173. Describe the group's ties to and/or knowledge of the target community.

Our identified Head of School, Dean of Operations, currently serves the student population in our direct target community as a Owner/ Director of Absolute Childcare that is partnered with Meck Pre-K. She co-created Beautiful Brown Browns in the community which empowered and helped young girls build self-esteem through mentoring and community building activities.

Our Board President served as a Gifted Magnet Coordinator and Assistant Principal in our direct target community and brings a host of expertise in school leadership and academic progress students in the target community.

Our Board Vice President served many roles in education as Principal, Assistant Principal and Exceptional Children Specialist in Charlotte Mecklenburg public schools.

Our Board Secretary is the facility manager who is prepared to help Bright Scholars, Inc. manage leased facilities in our target community.

All members live and/or work(ed) in the Charlotte area and have knowledge and understanding of the culture of the community and the challenges it faces, specifically regarding public education and the achievement gap.

Q174. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.

During the planning stages of Bright Scholars, Inc. the Board will meet twice a month (In Person and Virtual), but when the planning stage is complete the board will maintain a schedule with monthly meetings only.

Q175. 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.



New board members will become familiar with NC Public Charter School Laws and Policies. Orientation will also include the culture and climate of Bright Scholars, Inc, our mission, goals, progress toward achieving our academic goals, and information about the community in which we serve.

Existing Board members will receive annual training on the follow topics:

Financial: After completion of training, participants will be able to demonstrate knowledge of monitoring and implementing a sound financial plan and an approved budget. Participants will identify overall financial strength - viability; return on investment - financial planning; revenue growth - enrollment projection.

Roles and Responsibilities: This annual training will ensure our members understand that their role is to govern "How Well" the plans of the operations team ("How Will") we are meeting the needs of the students, staff and stakeholders.

Legal Compliance: This session will review our organization's most critical documents, federal, statutory and regulatory requirements (including open meetings laws). We will use the NCDPI website to help the board to become familiar with North Carolina public school law to assist with training on open meetings/ public records, compliance with our bylaws and other pertinent legal matters dealing with education.

Q176. 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.



The board will receive, agree to, and follow steps outlined in our conflict of interest policy. In addition this policy will be reviewed annual to avoid actual conflicts.

- **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 Board of Directors or members of a committee with governing board delegated powers considering the proposed transaction or arrangement.

- **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, s/he shall leave the Board of Directors 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.

NOTE: 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.

- **Procedures for Addressing the Conflict of Interest**

1. An interested person may make a presentation at the Board of Directors or committee meeting, but after the presentation, s/he shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
2. The chairperson of the Board of Directors or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
3. After exercising due diligence, the Board of Directors or committee shall determine whether the School 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 of Directors or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the School'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.

NOTE: 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 established as provided in this subsection and applicable law.

- **Violations of the Conflicts of Interest Policy**

1. If the Board of Directors or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts 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 of Directors or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Q177. Explain the decision-making processes the board will use to develop school policies.

The Board will first implement important policies as required by North Carolina law, the Articles of Incorporation, and the charter contract. The Board will then create policies as necessary as they align with Bright Scholars, Inc. mission, goals, and achievement data. Initial recommendation can come from committees, head of school, parents and any stakeholder based on whether our policies are meeting our desired lawful purpose. According to the Bylaws, all matters before the Board shall be approved by a majority vote.

Outline of the Process:

- A need will be determined and identified by anyone a part of the organization.
- Conduct research and data will be collected to inform policy development.
- School will seek stakeholders engagement and input, from feedback from a diverse range of stakeholders, including students, parents, teachers, staff members, community members, and charter authorizers. Stakeholder input may be solicited through surveys, focus groups, town hall meetings, or advisory committees. From this, recommendations will be made.
- Policy will be drafted based on research and stakeholders input.
- Policy will be presented to the board for discussion and review. It can be refined by the board with legal counsel if needed, to be finalized later.
- Public Notice of the policy to all stakeholders before final adoption.
- Final adoption of policy with majority vote from the board. Policy will be integrated into the school's manual.
- Policy will be reviewed annually. The board ensures that adopted policies are effectively communicated to all stakeholders, including students, parents, staff members, and the broader community.

Q178. 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.



The governing board of Bright Scholars Charter School recognizes the importance of seeking input and guidance from various advisory bodies to ensure effective governance, academic excellence, financial stability, and community engagement. These advisory bodies play a crucial role in providing expertise, feedback, and recommendations to inform decision-making processes and support the school's mission and goals. The following advisory bodies will be formed:

- **Governance Committees:** (This one has two-subcommittees)
 - **Nominating Committee:** Comprising members of the board and a teacher representative, the Nominating Committee is responsible for recruiting and nominating new members to the board.
 - **Grievance Committee:** The Grievance Committee addresses grievances following the school's adopted process. It determines the validity of grievances and recommends next steps, with the issue potentially brought to the full board for a vote.
- **Academic Excellence Committee:**
 - The Academic Excellence Committee consists of board members and Core Knowledge experts from elementary, middle, and high school levels. This committee ensures that the school's mission is realized in the classroom by analyzing test data, conducting site observations, and gathering input from the school community. It reports findings and makes recommendations to the board.
- **Finance Committee:**
 - The Finance Committee includes board members and at least one parent representative with a strong financial background. This committee reviews and recommends decisions on the budget and other significant financial matters impacting the school. It reports directly to the board.
- **Parent-Teacher Organization (PTO):**
 - The PTO is an independent entity formed to support teachers and staff in their mission. It reports to the head of school and the board on a scheduled basis, providing input and support for school initiatives and activities.

Reporting Structure:

- Each advisory body has a designated reporting structure to ensure accountability and communication with the governing board and school leadership.
- The Nominating Committee and Grievance Committee report directly to the governing board, with recommendations for board consideration and potential voting on relevant issues.
- The Academic Excellence Committee and Finance Committee provide reports and recommendations to the governing board, which then considers and takes action on proposed measures related to academics and finance.
- The Parent-Teacher Association reports to the head of school and the governing board, sharing updates on PTO activities, initiatives, and areas where support is needed.

Roles and Duties:

- The advisory bodies serve specific roles and duties aligned with their areas of focus, including recruitment of board members, addressing grievances, ensuring academic excellence, managing finances, and fostering parent and community engagement.



- Members of each advisory body contribute their expertise, insights, and perspectives to inform decision-making processes and support the overall success of the school.

Q179. Discuss the school's grievance process for parents and staff members.



Bright Scholars' general grievance policy for parents/guardian and families is to meet with an immediate supervisor of the conflict to make a good-faith effort to resolve the matter. Parents/guardian/families should first meet with the child's teacher and/or Dean of Students/Family Support. If a grievance still remains after the meeting, parents can request, in writing, to meet with the Head of School. Within 15 days of the grievance, the Head of School will communicate a time and place for all parties involved to meet. The final resolution will be determined by the Head of School. If a guardian/parent disagrees or has an issue with a policy or procedure at the School, the guardian/parent should set a meeting with the Board. If the guardian/parent/student feels that their issue is still a concern after meeting with the Director and the issue meets the definition of a grievance set forth below, the guardian/parent/ may initiate the grievance procedures as described below. Many issues that a guardian/parent/student has with the classroom, teacher or School; will not rise to the level of a grievance and appropriate resolution will be found with the teacher and/or grade-level Head of School.

1. Definition of a grievance: a grievance is defined as a formal written complaint by a guardian/parent/student stating that a specific action has violated a School policy, board policy, or law/regulation. Complaints under other policies including those under Title VI, Title IX, IDEA, Section 504, the School's Non-Title IX Bullying policy and those pertaining to student discipline are not grievances and this policy does not apply to such complaints. Please refer to the School's policies and procedures for those matters.

2. Time Limits: A grievance will only be heard if the complaint has been filed within fifteen calendar days of the meeting with the Head of School. The fifteen-day deadline may be extended at the discretion of the Head of School.

3. The grievance process is as follows:

Step 1: If the parties are not satisfied with the decision of the Head of School, and the grievance meets the definition set forth above, the guardian/parent/student must submit a letter in writing stating the School policy, board policy or law/regulation that was violated including details of the actions and the place, date and time of the violation. The guardian/parent should make all efforts to include any details about the event that may be helpful in the decision making process. The written letter should be submitted to the Head of School and to the President of the Board. If the Head of School is implicated in the grievance, the grievance should only be submitted to the President or the Vice President of the Board.

Step 2: Where the grievance is filed directly with the Board as set forth above or after receiving the appeal letter, the appeal shall be considered by the Board at its next regularly scheduled board meeting provided such meeting is more than seven days after the filing, or the President of the Board may call a



special meeting of the Board to consider the appeal in accordance with the School's bylaws. The Board will consider and discuss the grievance in accordance with Open Meetings laws. At that meeting the Board will review the facts and notify the parties in writing (email accepted) if further action is necessary. If the Board decides that it needs additional time to consider the grievance, gather information and/or conduct an investigation, it may defer its decision until another regularly scheduled board meeting or schedule a special meeting. At the meeting where the board makes a decision on the grievance, the board will give the individual filing the grievance or appeal notice and the opportunity to attend the meeting. Once the board reaches a decision on the grievance, the Board will communicate that decision to the individual who filed the grievance within five School days. The Board's decision concerning the grievance is final. The Board reserves the right to appoint a Board Panel to address the grievance. In such cases, the Board Panel's decision is final and there is no appeal rights to the Board. Notwithstanding any other provision, the Board may conduct an investigation and/or gather additional information regarding the grievance, including interviews or engagement of an investigator, at any time.

In the case of a staff member grievance, they will consult with their immediate supervisor in writing to express their concerns; then they will meet in-person to make a good-faith effort to resolve the issue. However, if such good-faith efforts or attempts are unsuccessful or, in rare circumstances, are not feasible, the employee has the right to meet with any school leader (a Dean) to come up with a satisfactory resolution. If a satisfactory resolution is not reached, then the employee can submit a formal grievance in writing to the President of the Board or any other Board member within fifteen days of complaint filing with a Dean. The Board will respond to the request within 30 days by scheduling a meeting with the staff member(s). A final decision will be made by the Board as a result of the hearing and grievance process within 10 business days of the hearing and grievance process, unless the Board decided to defer its decision until another regularly meeting to allow more time to investigate/consider grievance

1. Definition of a grievance: a grievance is defined as a formal written complaint by an employee stating that a specific action has violated a School policy, board policy, law or regulation. Complaints that do not raise an alleged violation of a School policy, board policy, law or regulation do not raise grievance issue and are not subject to these procedures. In addition, a grievance does not include: the non-renewal or termination of employment, disagreements on day to day operation issue, employee discipline or employee reviews unless they violate a specific policy, law or regulation. And, a grievance does not include a complaint covered by another policy including complaints under Title VII, Title IX, the ADA/ ADAA, the PUMP Act, the PWFA and the School's non-Title VII and non-Title IX harassment and bullying policy which shall be handled in accordance with those policies.



2. Time Limits: A grievance will only be heard if the complaint has been filed within fifteen calendar days of the act that is being reported or fifteen days from the date the issue was brought to the attention of a supervisor, whichever is shorter. The fifteen-day deadline may be extended at the discretion of the Head of School.

3. The grievance process is as follows:

Step 1: To file a grievance, an employee must submit a letter in writing (email accepted) stating The School policy, board policy or law/regulation that was violated including details of the actions and the place, date and time of the violation. The employee should make all efforts to include any details about the event that may be helpful in the decision making process. The written letter should be submitted to the Head of School. If the Head of School is implicated in the grievance, the grievance should be submitted to the President of the Board or to any other Board member with whom the individual(s) feel comfortable disclosing the information.

Step 2: In response to the formal grievance, the Head of School shall have up to five business days from the time they receive the formal grievance to respond to the grievance in writing. If the employee is satisfied with the decision after they receive the response from the Head of School, the issue is considered resolved. The employee shall submit their satisfaction to the Head of School in written form such as email.

Step 3: If the employee is not satisfied with the response from the Head of School, the employee may file an appeal by submitting a letter in writing (email accepted) stating The School policy, board policy or law that was violated including details of the actions and the place, date and time of the violation. The employee should make all efforts to include any details about the event that may be helpful in the decision making process to the Board of Directors. This must be done within five business days of the initial response from the Head of School.

Step 4: Where the grievance is filed directly with the Board as set forth above or after receiving the appeal letter, the appeal shall be considered by the Board at its next regularly scheduled board meeting provided such meeting is more than seven days after the filing, or the President of the Board may call a special meeting of the Board to consider the appeal in accordance with The School's bylaws. The Board will consider and discuss the grievance at the meeting in accordance with Open Meetings laws. At that meeting the Board will make a decision on how to handle the grievance. If the board decides that it needs additional time to consider the grievance or gather information or conduct an investigation, it may defer its decision until another regularly scheduled board meeting or schedule a special meeting. At the Board's sole discretion, the Board may conduct an investigation or gather additional information regarding the grievance, including interviews or engagement of an investigator, if needed. At the meeting where the board makes a decision on the grievance, the board will give the individual filing the grievance or appeal the opportunity to attend the meeting with a meeting notice. Once the board reaches a




decision, the Board will communicate that decision to the individual who filed the grievance within five school days. The Board's decision concerning the grievance is final. The Board reserves the right to appoint a Board Panel to address the grievance. In such cases, the Board Panel's decision is final and there is no appeal rights to the Board.

Q180. **Attach as 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

Applicant Evidence :


Organization Chart.pdf


Uploaded on **4/26/2024**
by **Maria Hull**

Q181. **Attach as 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













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Resources


2024 Charter School B...



Applicant Evidence :

 T_Connors_Resume.pdf Uploaded on 4/26/2024 by Maria Hull	 NConnors resume.pdf Uploaded on 4/26/2024 by Maria Hull	 Resume Elaine Worth... Uploaded on 4/26/2024 by Maria Hull	 Maria Hull Resume .pdf Uploaded on 4/26/2024 by Maria Hull
 Iris Cotton Resume.pdf Uploaded on 4/26/2024 by Maria Hull	 Heather Resume.pdf Uploaded on 4/26/2024 by Maria Hull	 I.C. 2024 Charter Scho... Uploaded on 4/26/2024 by Maria Hull	 T.C. 2024 Charter Sch... Uploaded on 4/26/2024 by Maria Hull
 H.P. 2024 Charter Sch... Uploaded on 4/26/2024 by Maria Hull	 M.H 2024 Charter Sch... Uploaded on 4/26/2024 by Maria Hull	 E.W 2024 Charter Sch... Uploaded on 4/26/2024 by Maria Hull	 N.C. 2024 Charter Sch... Uploaded on 4/26/2024 by Maria Hull

Q182.Attach Appendix I For Each Board Member


1. Charter School Board Member Background Certification Statement and
2. Completed Background Check

PLEASE NOTE: A background check that does not meet the following requirements will be deemed incomplete and could jeopardize the submission status of your application.

- Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- Background check must include any additional aliases that have been used by the individual.
- Background check must include a completed county level check for any county returned in the Social Security Trace.
- Background check must include a completed nationwide check.









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Resources

 2024 Charter School B...




Applicant Evidence :

			
Background Certificat...	Thomas Connors BC.p...	Elaine Worthey BC.pdf	Heather BC.pdf
Uploaded on 4/26/2024 by Maria Hull	Uploaded on 4/26/2024 by Maria Hull	Uploaded on 4/26/2024 by Maria Hull	Uploaded on 4/26/2024 by Maria Hull
			
Ngina Connors BC.pdf	Iris Cotton Backgroun...	Maria Hull BC.pdf	Background Certificat...
Uploaded on 4/26/2024 by Maria Hull	Uploaded on 4/26/2024 by Maria Hull	Uploaded on 4/26/2024 by Maria Hull	Uploaded on 5/15/2024 by Maria Hull

Q183.**Attach as 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.

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Applicant Evidence :



Bright Scholars Propo...
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Q184.**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

Applicant Evidence :


Articles of Incorporati...
Uploaded on 4/26/2024 by Maria Hull




11.3. Staffing Plans, Hiring, and Management

Q185. 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.

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Resources



Staffing Chart Templa...

Applicant Evidence :



Projected Staff.xlsx

Uploaded on **4/26/2024**
by **Maria Hull**

Q186. Staffing Plans, Hiring, and Management Explain the board's strategy for recruiting and retaining high-performing teachers.



The board will have primary oversight for hiring the Head of School. The identified Head of School, Africa Cherry, will have total oversight over hiring and retaining all faculty and staff.

Staffing Plans

Effective staffing plans are essential for ensuring that the school has the right personnel in place to support its educational mission and goals. School administrators are responsible for developing staffing plans that align with student needs, budgetary constraints, and strategic objectives. Key components of the staffing plan may include:

- Assessing student enrollment projections and class size requirements.
- Identifying staffing needs based on curriculum requirements, special programs, and extracurricular activities.
- Analyzing teacher workload and scheduling to optimize resource allocation.
- Considering factors such as teacher qualifications, certification requirements, and diversity goals.

Hiring Procedures

Hiring high-performing teachers is critical to the success of the school and the achievement of its academic goals. School administrators should follow a systematic and transparent hiring process to attract, select, and onboard qualified candidates. The hiring procedures may include:

- Developing job descriptions that clearly outline the roles, responsibilities, and qualifications for teaching positions.
- Advertising job vacancies through multiple channels, including online job boards, professional networks, and community outreach.
- Reviewing applications, conducting interviews, and assessing candidates based on their qualifications, experience, and fit with the school's culture and values.
- Conducting thorough background checks, reference checks, and credential verifications for selected candidates.
- Extending job offers and facilitating the onboarding process for new hires.

Management Strategies

Effective management strategies are essential for supporting and retaining high-performing teachers and staff members. School administrators should create a supportive work environment that fosters collaboration, professional growth, and job satisfaction. Management strategies may include:

- Providing opportunities for ongoing professional development and training to enhance teaching skills and instructional practices.
- Offering competitive compensation and benefits packages to attract and retain top talent.
- Recognizing and rewarding teachers for their achievements, contributions, and dedication to student success.
- Implementing mentorship programs and peer support networks to promote collaboration and sharing



of best practices.

- Establishing clear expectations, goals, and performance standards for teachers and providing regular feedback and coaching to support their growth and development.

Board's Strategy for Recruiting and Retaining High-Performing Teachers

The school's Board of Directors plays a crucial role in setting the overall strategy for recruiting and retaining high-performing teachers. The board's strategy may include:

- Allocating resources to support competitive salaries, professional development opportunities, and other incentives to attract and retain top talent.
- Collaborating with school administrators to develop recruitment and retention initiatives that align with the school's goals and priorities.
- Establishing partnerships with colleges, universities, and teacher preparation programs to identify and recruit promising educators.
- Conducting regular reviews of teacher retention data and feedback to identify areas for improvement and implement targeted strategies.
- Creating a positive and inclusive school culture that values diversity, equity, and inclusion and fosters a sense of belonging among all staff members.

By implementing effective staffing plans, hiring procedures, and management strategies, school administrators and the Board of Directors can work together to recruit and retain high-performing teachers who are committed to the success and well-being of all students.

Q187.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.



The Head of School Mrs. Africa Cherry comes to Bright Scholars, Inc. with over 24 years in the education field, offering 14 years of experience impacting and facilitating student growth and achievement. She has served in multiple roles as a teacher, administrator, educational mentor, and for the past two years served on the board of the Early Childhood Executive Board Committee to help move Mecklenburg county toward ensuring that all children have access to high quality education with equal opportunities regardless of gender, race, ethnicity, or income. Africa Cherry holds a Bachelors of Arts and Science in Sociology with a Minor in Early Childhood Education, a Master's in Urban Education, a Graduate Certificate in Anti-Racism, and a passion to make a difference in the community. Africa Cherry has successfully founded and operated three educational facilities, and the current owner of an Early Childhood Meck PreK facility in Mecklenburg County (Graduating 36 preschoolers every year and in the process of adding a third classroom to graduate 54 students that will foster the enrollment of Bright Scholars, Inc.), the founder of a non-profit empowerment organization, and co-creator of a community tutoring program, with a passion to inspire to make change in our community and a difference in society. Africa Cherry is dedicated, committed, and sincere about the mission and vision of the school and has proven that she has the ability and stamina to manage a high-performing educational facility for our community scholars. Africa Cherry along with the Governing Board of Bright Scholars, Inc. will bring the best resources, tools, and training to make sure our teachers have the best at hand to produce outstanding scholars for generations to come by creating a school that will:

- Improve learning opportunities for all children
- Offer smaller class sizes for core instruction
- Teach character and social emotional learning
- Reverse the lower performing group of children in our community that are at risk of failure
- Facilitate After-School Tutoring/Mentoring program.
- Offer volunteer and employment opportunities to the community
- Offer Summer Camp to the community and children enrolled at Bright Scholars, Inc.

Our team will provide a well-rounded, meaningful education to future leaders who are empowered and equipped with the necessary skills to embrace life's opportunities and challenges with character. Our team is embracing our mission and ready to partner with a community of parents, educators, and stakeholders to educate future leaders with good character in society.


The entire Board of Bright Scholars, Inc. will be a voice in the community; to listen, comprehend, and be aware of our differences, so together we will give hope to societal problems.



Q188.If the school leader has been identified, attach the school leader's one-page resume as Appendix O.

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

Applicant Evidence :


Africa Cherry Resume...

Uploaded on **4/26/2024**
by **Maria Hull**

Q189.Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.



The relationship between school employees and the school's Board of Directors is one of collaboration, mutual respect, and shared commitment to the mission and goals of the school district. As outlined in the Staff Handbook, the Board of Directors serves as the governing body responsible for setting policies, overseeing operations, and ensuring accountability within the district. School employees, including teachers, administrators, and support staff, play a critical role in implementing the Board's vision and objectives on a day-to-day basis.

Collaboration and Communication:

Effective communication and collaboration between school employees and the Board of Directors are essential for fostering a positive and productive work environment. School employees are encouraged to provide input, feedback, and recommendations to the Board on matters related to curriculum, instructional practices, student support services, and other areas of expertise. Similarly, the Board should actively seek input from school employees to inform decision-making and policy development processes.

Alignment with Mission and Goals:

School employees are expected to align their efforts and initiatives with the mission, vision, and goals established by the Board of Directors. By understanding and embracing the overarching objectives of the school, employees can contribute to the collective effort to enhance student learning outcomes, promote equity and inclusion, and support the overall success of the school community. The Board, in turn, should provide clear direction and guidance to employees to ensure alignment with the district's strategic priorities.

Accountability and Transparency:

Both school employees and the Board of Directors are accountable to each other, as well as to students, parents, and the broader community. School employees are responsible for upholding professional standards, adhering to school policies and procedures, and fulfilling their job duties with integrity and diligence. The Board is accountable for providing effective governance, stewardship of resources, and oversight of schools operations to ensure transparency, accountability, and ethical conduct.

Support and Recognition:

The Board of Directors should demonstrate support and appreciation for the dedication and hard work of school employees by recognizing their contributions, accomplishments, and achievements. This may include acknowledging exemplary performance, providing professional development opportunities, and



celebrating milestones and successes within the school community. Likewise, school employees should demonstrate respect for the authority and decisions of the Board, while advocating for the needs and interests of students and staff.

Continuous Improvement:

The relationship between school employees and the Board of Directors should be characterized by a shared commitment to continuous improvement and excellence in education. By working collaboratively to identify challenges, address concerns, and pursue innovative solutions, both parties can contribute to the ongoing enhancement of teaching and learning practices, organizational effectiveness, and student outcomes.

In summary, the relationship between school employees and the school's Board of Directors should be characterized by collaboration, communication, alignment, accountability, support, and a shared commitment to continuous improvement. By fostering a strong and positive partnership, both parties can work together to advance the mission and goals of the school and ultimately promote the success and well-being of all students.

Q190. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.



Employee Policies/Procedures

Hiring Practices

Bright Scholars, Inc. is dedicated to attracting and selecting highly qualified individuals who share our commitment to excellence in education. Our hiring practices are designed to ensure fairness, transparency, and compliance with applicable laws and regulations. This section outlines the procedures and principles governing the hiring process within the school.

Equal Employment Opportunity

Bright Scholars, Inc. strives for each employee to be treated with respect and in a fair and just manner. In keeping with this policy, Bright Scholars, Inc. does not discriminate in employment opportunities or practices on the basis of race, color, religion, gender, national origin, age, physical disability or any other characteristic protected by law. All employment decisions, including recruitment, selection, promotion, and compensation, are based on merit, qualifications, and job-related criteria.

Bright Scholars, Inc. guarantees fair treatment of all employees. The school strives to maintain a work environment in which all staff are free from harassment, and expressly prohibits any form of unlawful harassment of employees and co-workers on race, color, religion, creed, gender, national origin, age, marital or veteran status, sexual orientation, or the presence of handicaps or disabilities. However, all employees must be physically able to safely supervise our scholars.

Recruitment

Vacant positions within Bright Scholars, Inc. are advertised through various channels, including the district website, job boards, professional organizations, and local media outlets. Job postings include information about the position, qualifications required, application instructions, and deadlines for submission.

Application Process

Prospective candidates are required to submit a complete application package, which typically includes a resume or curriculum vitae (CV), a cover letter, and any other requested documents, such as transcripts, certifications, or letters of recommendation. Applications are reviewed by a designated hiring committee or administrative team to identify candidates who meet the qualifications for the position.



Screening and Selection

Qualified candidates are invited to participate in the screening and selection process, which may include one or more of the following:

- Initial interviews conducted by a hiring committee or designated personnel.
- Demonstrations of teaching or job-related skills, such as lesson planning or technical proficiency.
- Reference checks to verify qualifications, experience, and character.
- Background checks, including criminal history, employment verification, and other pre-employment screenings as required.

Interview Process

Candidates who successfully pass the initial screening may be invited to participate in one or more rounds of interviews. The interview process provides an opportunity for candidates to demonstrate their suitability for the position and allows the hiring committee to assess factors such as communication skills, subject matter expertise, and alignment with the district's mission and values.

Selection Decision

Following the completion of the interview process, the hiring committee or designated personnel will make a selection decision based on the qualifications and performance of the candidates. The selected candidate will be extended a job offer, contingent upon successful completion of any remaining pre-employment requirements, such as background checks and drug testing.

Onboarding and Orientation

Once a candidate accepts a job offer with Bright Scholars, Inc., they will participate in an onboarding and orientation program designed to familiarize them with district policies, procedures, expectations, and resources. New hires will receive training and support to facilitate a smooth transition into their roles and responsibilities within the district.

Background Checks

As part of our commitment to maintaining a safe and secure learning environment, Bright Scholars, Inc. conducts background checks on all prospective employees prior to their appointment. These background checks are conducted in accordance with state and federal laws and may include, but are not limited to, criminal history checks, employment verification, and reference checks.



Criminal History Checks

All prospective employees are required to undergo a criminal history check as a condition of employment with Bright Scholars, Inc. This check may include a review of national and state criminal databases to identify any past criminal convictions or pending charges that may impact the individual's suitability for employment in a school setting.

Motor Vehicle Report (MVR)

Prospective employees whose positions require driving as part of their job responsibilities may be required to provide a Motor Vehicle Report (MVR) from the Department of Motor Vehicles (DMV) or an equivalent agency. The MVR will be used to assess the individual's driving history, including any traffic violations, accidents, or license suspensions, that may impact their ability to safely operate a vehicle as part of their duties.

Drug Test

As a drug-free workplace, Bright Scholars, Inc. is committed to maintaining a safe and healthy environment for all employees and students. Prospective employees may be required to undergo drug testing as part of the pre-employment screening process. Drug testing may be conducted through urine, saliva, or other approved methods in accordance with applicable laws and regulations.

Employment Verification

Bright Scholars, Inc. verifies the employment history provided by prospective employees to ensure accuracy and authenticity. This verification process helps to confirm the individual's qualifications, experience, and suitability for the position they are applying for.

Reference Checks

References provided by prospective employees are contacted to gather additional information about the individual's character, work ethic, and professional conduct. These reference checks help to ensure that [Name of School District] hires individuals who are well-suited to the demands of their respective roles and who uphold the district's values and standards.



Background Check Compliance

Completion of background checks is mandatory for all new hires and is a prerequisite for employment with Bright Scholars, Inc. Failure to pass the background check process may result in the withdrawal of a job offer or termination of employment, in accordance with North Carolina policies and applicable laws.

Completion of the Motor Vehicle Report (MVR) and drug test is mandatory for employees in positions that require driving or are otherwise deemed necessary by the board. Failure to comply with these requirements may result in the withdrawal of a job offer or termination of employment, in accordance with North Carolina policies and applicable laws.

Confidentiality

All information obtained through the background check process, Motor Vehicle Report (MVR) and drug testing process is treated as confidential and is used solely for employment-related purposes. Access to this information is restricted to authorized personnel involved in the hiring process, and appropriate measures are taken to safeguard the privacy and confidentiality of prospective employees.

Ongoing Monitoring

In addition to pre-employment background checks, Bright Scholars, Inc. may conduct periodic background checks on current employees as part of our commitment to maintaining a safe and secure learning environment. Employees are required to notify the district of any changes to their criminal history or employment status that may affect their suitability for continued employment.

Employees are required to comply with Bright Scholars' drug-free workplace policy throughout their employment. Random drug testing may be conducted periodically to ensure ongoing compliance with this policy. Employees are also required to report any changes to their driving record or drug-related incidents that may affect their suitability for continued employment.

Q191. Outline the school's proposed salary range and employment benefits for all levels of employment.



We will recruit, hire and retain talented educators. We have budgeted for annual salary increases of 3% for teachers and all support staff. All full-time staff will receive access to health insurance packages and retirement savings plans upon hire date. We as the employer will pay 3% of full-time employees income towards retirement.

Salary Range

Deans: \$65,000 - \$100,000

CFO and CIO: \$65,000 - \$100,000

EC Coordinator: \$55,000 - \$75,000

Transportation and Custodians: \$30,000- \$45,000

Teacher Assistants: \$30,000 - \$45,000

Teachers: \$37,000 - \$70,000

For the 2023- 2024 school year, North Carolina certified teacher salary schedule started at \$39,000 (Source: NCDPI, 2023). We want to offer a competitive salary to teachers in order to recruit and retain talented teachers, with the budget average teacher salary of \$52,000.

All full-time employees will have the option to elect life insurance, health insurance and retirement planning with employer matching up to three percent of income.

Q192. Provide the procedures for handling employee grievances and/or termination.

Any employee who feels that they have been treated unjustly or unfairly for any reason (including termination) has recourse to have the issue heard. Employees should normally attempt to address concerns informally, directly, and expressly, with those immediately involved in the matter. However, if such good-faith efforts or attempts are unsuccessful or, in rare circumstances, are not feasible, the employee has the right to meet with any school leader (a Dean) to come up with a satisfactory resolution. If a satisfactory resolution is not reached, then the employee can submit a formal grievance in writing to the President of board of directors or their designee within ten days of complaint filing with Dean. The Board will respond to the request within 30 days by scheduling a meeting with the staff member(s). A final decision will be made by the Board as a result of the hearing and grievance process within 10 business days of the official hearing. Board grievance decisions are final and can include termination. Board will adhere to the Grievance policy in place outlined above in question 179.

Q193. Identify any positions that will have dual responsibilities and the funding source for each position.



In our initial three years many of our employees will have dual positions, and we anticipate the majority of our funding to be supported by local, state and federal funds. Personnel that may be obligated to dual responsibilities include:

- Dean of Operations will also have the responsibilities of the financial administrator in year one.
- Dean of Family Support will also fulfill the roles of Student Support Positions (e.g. social workers, and guidance) and School Operation Support Staff to meet the compliance and reporting requirements.
- Exceptional Children Coordinator will also may also serve as an EC teacher to meet the compliance of student service and reporting.
- Some Teacher Assistants will also fulfill the role of elective teachers the first three years, as we will hire 1 elective teacher each year, starting on year 2 until we reach 3 elective teachers at the start of year 4. The Teacher Assistants(TAs) that are assigned to elective teacher responsibilities will only have two blocks of elective teacher responsibilities in year one, 3 blocks in year two and only one block year 3 as we will split responsibilities among the TAs for the one missing elective teacher. We plan to have hired all 3 elective teachers by year 4 that will complete the elective education team.
- Elective teachers will also serve as literacy tutors/coaches during the uninterrupted literacy block and push into the classrooms to support students during small group literacy instruction. Elective teachers will work directly with the classroom teacher to get lessons/close reading materials to support students' reading education along with teacher assistants.

Q194. 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.



As part of our commitment to providing a high-quality education for all students, including those with special needs, English Learners (EL), and academically gifted students, we have developed a comprehensive plan to ensure that our staffing and teacher qualifications align with the unique needs of these student populations. This plan outlines our strategies for recruiting, hiring, and supporting qualified staff members who can effectively meet the diverse learning needs of our students.

Special Needs Population

Identification and Assessment

- We will collaborate with our EC Coordinator and North Carolina Special Education Department to identify students with special needs through a comprehensive assessment process.
- Assessment tools and procedures will be regularly reviewed and updated to ensure accuracy and effectiveness in identifying students' unique learning needs.

Staffing and Teacher Qualifications

- We will prioritize hiring and retaining qualified special education teachers, paraprofessionals, and support staff who have experience working with students with diverse learning needs.
- All special education teachers will hold appropriate state certifications and endorsements in special education and will receive ongoing professional development to enhance their knowledge and skills in supporting students with disabilities.
- Paraprofessionals and support staff will receive training and supervision to ensure they have the necessary skills and competencies to provide effective support to students with special needs.

Individualized Education Plans (IEPs)

- We will ensure that all students with disabilities have access to Individualized Education Plans (IEPs) that are tailored to their unique strengths, needs, and goals.
- Special education teachers and support staff will collaborate with general education teachers and parents to develop and implement IEPs that address students' academic, social-emotional, and behavioral needs.



Multilingual Learners (ML)

Identification and Assessment

- We will identify Multilingual Learners (ML) through language proficiency assessments and home language surveys.
- Ongoing monitoring of ML students' language development and academic progress will inform instructional planning and support.

Staffing and Teacher Qualifications

- We will recruit and retain qualified ESL (English as a Second Language) teachers and bilingual educators who have expertise in language acquisition and culturally responsive teaching practices.
- All ESL teachers and bilingual educators will hold appropriate state certifications and endorsements in ESL or bilingual education and will receive professional development to enhance their instructional strategies for ML students.

English Language Development (ELD)

- We will provide English Language Development (ELD) instruction and support services to ML students to help them develop proficiency in English language skills across listening, speaking, reading, and writing domains.
- ELD instruction will be integrated into core content areas to provide meaningful and authentic language learning opportunities for ML students.

Academically Gifted Students

Identification and Assessment

- We will identify academically gifted students through a comprehensive assessment process that includes multiple measures of aptitude, achievement, and creativity.
- Ongoing assessment and progress monitoring will inform instructional planning and support for academically gifted students.



Staffing and Teacher Qualifications

- We will recruit and retain qualified teachers who have experience and expertise in gifted education and differentiated instruction.
- Professional development opportunities will be provided to teachers to enhance their ability to differentiate instruction and meet the diverse learning needs of academically gifted students.

Enrichment and Acceleration

- We will provide enrichment and acceleration opportunities for academically gifted students through advanced coursework, enrichment programs, and extracurricular activities.
- Individualized learning plans will be developed for academically gifted students to ensure that their unique talents and interests are nurtured and developed.

Collaboration and Support

- We will foster collaboration and communication among general education teachers, special education teachers, ESL teachers, and other staff members to ensure coordinated support for all students.
- Ongoing professional development and support will be provided to all staff members to enhance their ability to meet the diverse learning needs of our student population.

Evaluation and Monitoring

- We will regularly evaluate and monitor the effectiveness of our staffing and teacher qualification plan through data analysis, stakeholder feedback, and program review.
- Adjustments and revisions to the plan will be made as needed to ensure that we are meeting the needs of all students and providing them with equitable access to high-quality education.

By implementing this specialized staffing and teacher qualification plan, we are committed to providing all students, including those with special needs, Multilingual Learners, and academically gifted students, with the support and resources they need to succeed academically, socially, and emotionally.

Q195. 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).

Deans- Hold at least a bachelor degree and/or advanced degrees in education and/or social worker. Duties include providing leadership, and data driven decision making for all functions of the school, operations, finances, instructional and academic data. All staff will be interviewed by the Dean of Operations, Academics, and Family Support and will possess the requisite qualifications, and appropriate licensing as required for each position. No staff will be directly hired by the school's Board of Directors, but the Board will be responsible for ensuring that the school is hiring qualified licensed teachers and that licensure requirements are being maintained.

EC Coordinator- Hold advanced degree and licensed in serving exceptional children. Duties include reviewing students' records from previous schools, writing entering and existing IEPs and 504 plans, follow up with previous schools as needed to obtain the appropriate records, and ensure records are kept confidential and behind lock and key, or password protected if virtual.

Teachers- Hold a bachelor degree and NC license or equivalency. Duties include lead student achievement, social and emotional growth with empathy and a focus on success regardless of student background, race or socioeconomic status; engage students in charter building and social and emotional learning lesson; promote a positive classroom environment; maintain a willingness and passion to exude professionalism, participate in ongoing professional development and promote the school's diversity, equity and leadership mission while increasing positive relationships with parents and families; maintain accurate records and grading procedures and policies and provide differentiated instruction to diverse learners.

Teacher Assistant- Hold an associate's degree, or 65 college credit hours, or appropriate Child Care licensure, or significant experience in serving children. Duties include collaborating with the teacher to provide support to at-risk student populations and assist with small group and individualized instruction, tutoring, and instructional coverage for elective classes within the first 3 years of operation.

11.4. Staff Evaluations and Professional Development

Q196. Identify the positions responsible for maintaining teacher license requirements and professional development.

The Dean of Academics will be responsible for maintaining teacher license requirements and professional development for all licensed staff. This will also be overseen and monitored by the board.

Q197. 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. The 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.



Staff Mentoring, Retention, and Evaluation Plan

Mission Alignment:

At Bright Scholars, Inc., we believe that investing in our staff is essential for fulfilling our mission of providing a well-rounded, meaningful education to future leaders. Our staff mentoring, retention, and evaluation plan are designed to support teachers in delivering high-quality instruction focused on the science of reading, phonics, social-emotional learning, and character development, in alignment with our school's mission and educational program.

1. Staff Mentoring:

- New Teacher Mentoring Program: Bright Scholars, Inc. will establish a comprehensive mentoring program to support new teachers in their transition to the school. Experienced teachers will be assigned as mentors to provide guidance, support, and resources to new staff members, helping them acclimate to the school culture, curriculum, and instructional practices.
- Ongoing Professional Development: In addition to formal mentoring, all staff members will have access to ongoing professional development opportunities tailored to their needs and interests. Professional learning communities, workshops, conferences, and peer observations will be encouraged to foster collaboration, reflection, and growth among staff. It is detailed below in the next question.

1. Staff Retention:

- Competitive Compensation and Benefits: Bright Scholars, Inc. is committed to offering competitive salaries and benefits packages to attract and retain talented educators. We will regularly review and adjust compensation structures to remain competitive in the local market and provide incentives for staff retention.
- Professional Growth Opportunities: Our school will invest in professional development and career advancement opportunities for staff, including leadership training, certification programs, and opportunities for advancement within the school or district.

1. Staff Evaluation:

- Teacher Evaluation Framework: Bright Scholars, Inc. will implement a comprehensive teacher evaluation framework aligned with state and federal guidelines. Evaluations will be conducted annually and will include multiple measures of teacher effectiveness, such as classroom observations, student growth data, and evidence of instructional practices aligned with the school's mission and educational program.
- Feedback and Support: Evaluation feedback will be provided to teachers in a timely and constructive



manner, focusing on areas of strength and areas for growth. Teachers will have access to ongoing support and coaching to help them improve their instructional practices and meet performance expectations.

1. Teacher Certification and Licensure:

- Compliance with State and Federal Requirements: Bright Scholars, Inc. will ensure that all teachers meet the certification and licensure requirements prescribed by state and federal law. Our school will verify the credentials of all teaching staff to ensure they hold valid teaching licenses and endorsements in their respective subject areas or grade levels.
- Professional Development for Certification: We will provide support and resources for teachers seeking additional certifications or endorsements, including on-site training, on-going professional development in reading and content, exam preparation courses, and mentorship opportunities. Our goal is to help teachers advance their professional qualifications and expertise to better serve our students.

Budget Projection:

The implementation of our staff mentoring, retention, and evaluation plan is integral to our proposed budget. Funding will be allocated for mentor stipends, professional development activities, compensation adjustments, and compliance-related expenses to ensure the effective recruitment, development, and retention of high-quality staff members.

At Bright Scholars, Inc., we are committed to fostering a supportive and enriching work environment where staff members are empowered to excel and grow professionally. By implementing a comprehensive staff mentoring, retention, and evaluation plan aligned with our school's mission and educational program, we aim to cultivate a team of dedicated educators who are equipped with the skills and knowledge to provide exceptional learning experiences for our students.

Q198. 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.



Core Components of the Professional Development Plan:

The professional development plan at Bright Scholars, Inc. is designed to equip teachers with the knowledge, skills, and resources they need to effectively implement the educational program and support the holistic development of students. By offering a combination of internal and external opportunities, as well as individualized and uniform components, the school aims to create a culture of continuous learning and professional growth among its staff. Through ongoing support and collaboration, teachers will be empowered to deliver high-quality instruction that prepares students for success in academics, social-emotional development, and character formation.

1. Curriculum Training: Professional development will include comprehensive training on the school's curriculum, with a focus on the science of reading, phonics instruction with the Orton Gillingham approach, social-emotional learning, and character development. Teachers will receive guidance on curriculum mapping, lesson planning, and instructional strategies aligned with the educational program's objectives.

1. Pedagogical Techniques: Teachers will engage in workshops, seminars, and peer observations to enhance their pedagogical skills and instructional practices. Topics may include differentiation, personalized learning, assessment strategies, classroom management, and incorporating technology into instruction.

1. Data-Informed Instruction: Professional development will emphasize the use of data to inform instructional decision-making and drive student achievement. Teachers will learn how to analyze student data, identify learning gaps, and adjust instruction to meet the diverse needs of learners.

1. Social-Emotional Learning (SEL): Given the school's focus on social-emotional learning, professional development will include training on SEL principles, strategies, and interventions. Teachers will learn how to create a supportive classroom environment, promote positive relationships, and integrate SEL into daily instruction.

1. Character Education: Professional development will support teachers in integrating character education into the curriculum and fostering the development of core values such as integrity, respect, responsibility, and empathy. Teachers will receive resources and guidance on implementing character education initiatives and modeling positive behavior for students.

Supporting Effective Implementation of the Educational Program:



- By providing training on the school's curriculum and instructional approaches, professional development will ensure that teachers are equipped with the knowledge and skills to effectively implement the educational program.
- Training on pedagogical techniques and data-informed instruction will enable teachers to deliver high-quality instruction tailored to the needs of individual students, leading to improved learning outcomes.
- Professional development on SEL and character education will support the holistic development of students, fostering their social-emotional well-being and character growth in alignment with the school's mission.

Internal vs. External Professional Development:

- Internal Professional Development: The school will prioritize internal professional development opportunities, leveraging the expertise of experienced staff members, instructional coaches, and administrators. Internal training sessions, workshops, and collaborative learning communities will facilitate the sharing of best practices and promote a culture of continuous improvement among staff.
- External Professional Development: While internal professional development will be emphasized, the school recognizes the value of external resources and expertise. External professional development may include attending conferences, workshops, and seminars led by experts in education, as well as participation in online courses and webinars. External opportunities will be selected based on their relevance to the school's goals and priorities.

Individualized vs. Uniform Professional Development:

- Individualized Professional Development: Recognizing that teachers have diverse backgrounds, experiences, and professional goals, professional development will be tailored to meet the individual needs of teachers. Teachers will have opportunities to pursue areas of interest or areas where they seek growth through personalized learning plans, coaching sessions, and self-directed learning opportunities.
- Uniform Professional Development: While individualization will be encouraged, there will also be a set of core professional development offerings that all teachers are expected to participate in to ensure alignment with the school's educational program and priorities. These uniform components may include foundational training on the school's curriculum, instructional approaches, and assessment practices.

Q199. Provide a schedule and explanation of professional development that will take place



prior to the 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 professional development program conducted prior to the school opening aims to prepare teachers for the unique challenges and opportunities associated with Bright Scholars, Inc. curriculum, instructional methods, and school culture. The induction period is designed to foster a shared understanding of the school's mission, vision, and values, while equipping teachers with the knowledge, skills, and resources necessary for successful implementation. The professional development program will span approximately four days leading up to the start of the school year. Sessions will be held on weekdays, with a combination of full-day workshops, half-day sessions, and online modules to accommodate teachers' schedules and learning needs.

Schedule Overview:

Day 1: Orientation and Introduction to School Culture

- Welcome and Introductions: Overview of school mission, vision, and values. Introduction to key staff members and school leadership.
- State Required Trainings: such as bloodborne pathogens, code of ethics, EpiPen, Title 9, etc.
- School Policies and Procedures: Review of school policies, code of conduct, emergency protocols, and administrative procedures.
- Classroom Setup and Organization: Guidance on classroom layout, materials management, and technology integration.
- Curriculum Overview: Introduction to the school's curriculum frameworks, standards alignment, and scope and sequence.

Day 2: Pedagogical Training and Instructional Methods

- Understanding the Science of Reading: Training on evidence-based reading instruction, phonics strategies with the Orton Gillingham approach, and literacy development.
- Differentiated Instruction: Strategies for meeting the diverse needs of learners through differentiated instruction, tiered assignments, personalized learning, and flexible grouping.
- Project-Based Learning: Introduction to project-based learning (PBL) methodologies, inquiry-based approaches, and authentic assessment practices.
- Technology Integration: Hands-on training on educational technology tools, digital resources, and online learning platforms; to enhance instruction and student engagement.

Day 3: Social-Emotional Learning and Classroom Management

- Introduction to Social-Emotional Learning (SEL): Training on SEL principles, emotional intelligence, and fostering a positive classroom climate, and promoting students' social-emotional well-being.
- Behavior Management Strategies: Techniques for proactive behavior management, conflict resolution, and restorative practices.
- Culturally Responsive Teaching: Strategies for creating inclusive and culturally responsive learning environments that honor diversity and promote equity.
- Inclusive Classroom Training: Teachers will learn to be aware of common misconceptions associated with ELL students and students with learning disabilities such as dyslexia, dysgraphia, dyscalculia, ADHD, anxiety, depression, oral written language, autism and nonverbal learning disabilities.
- Parent and Community Engagement: Training on effective communication strategies, building



partnerships with families, and engaging with community stakeholders; fostering a collaborative school-home relationship.

Day 4: Curriculum Implementation and Assessment Practices

- Curriculum Planning and Instructional Design: Workshop on lesson planning, unit design, and curriculum mapping aligned with standards and objectives.
- Assessment Literacy: Training on formative and summative assessment strategies, data analysis, and using assessment data to inform instruction.
- Differentiated Assessment: Strategies for assessing student learning across diverse populations, including English Language Learners (ELLs) and students with disabilities.
- MTSS: what is MTSS? Why? How/Procedures?
- Wrap-Up and Reflection: Reflection on professional growth, goal-setting for the school year, and final preparations for the start of classes.

Through a combination of workshops, hands-on training, collaborative activities, and reflective practice, teachers will be equipped with the knowledge, skills, and confidence to effectively implement the school's curriculum and instructional methods, foster a positive learning environment, and support the success of all students.



Q200. 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.

Bright Scholars, Inc. prioritizes professional development as an essential component of ongoing teacher growth and school improvement. The school allocates dedicated time for professional development throughout the school year to ensure that teachers have opportunities to refine their skills, stay current with best practices, and collaborate with colleagues. Professional development sessions are strategically scheduled regularly throughout the school year, with both full-day and half-day teacher workdays incorporated into the academic calendar to minimize disruption to instructional time, while providing professional growth for our staff. Teachers will participate in professional development activities for approximately 8 days per school year, equivalent to 64 hours of professional learning. These days are outlined in purple on our academic school calendar. In addition, once a week during teacher's planning, teachers will participate in a collaborative culture of learning, with opportunities for peer collaboration, mentorship, and shared inquiry. Teachers are encouraged to collaborate across grade levels, subject areas, and departments to leverage collective expertise and support each other's professional growth.

By integrating professional development into the school calendar, daily schedule, and staffing structure, we ensure that teachers have consistent and meaningful opportunities for growth, reflection, and collaboration throughout the school year. This commitment to ongoing professional learning supports the school's mission of providing a high-quality education and nurturing the professional excellence of its educators.

11.5. 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.

Q201. 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)).



The marketing for Bright Scholars, Inc. has already begun and will continue through the development of our board of directors and hosting meetings with business leaders, future parents, prospective vendors in the targeted area and surrounding communities. The targeted and surrounding community is predominantly economically disadvantaged communities, and our mission is to provide a well-rounded, meaningful education to future leaders who are empowered and equipped with the necessary skills to embrace life's opportunities and challenges with character. Bright Scholars will do this by providing exceptional educational options to families who otherwise might not have access to them at all. We will enter the targeted area and raise achievement for students in this historically underserved area and surrounding communities and provide rigorous and personalized educational experiences to meet the unique needs of each scholar.

Bright Scholars, Inc will strive to build relationships with families in the targeted area and surrounding communities with language barriers, students struggling academically, students with disabilities, and other youth at risk. We will always be mindful of students' cultural and language differences, so it is essential to create a welcoming space with translated marketing materials including flyers, web and social media posts, videos and more to reach wider audiences and ensure that we can communicate with families. To ensure we are inclusive to the mission of Bright Scholars, Inc. provides a well-rounded, meaningful education to all future leaders to provide education for students from all walks of life. We are working to design marketing that reaches the parents and families of a disabled child(ren) with disabilities. Bright Scholars, Inc. will connect with local organizations and businesses that provide services for at-risk youth including the local YMCA, Boys & Girls Club, and more. Through these partnerships, Bright Scholars, Inc. will be able to expose these students and their families to enhanced educational opportunities.

Bright Scholars, Inc. will also host events inviting the parents to community events, such as open houses, giving families the opportunity to connect, talk with staff, and learn more about Bright Scholars, Inc. educational model and enrichment programs. Fostering meaningful engagements generating strong leads in the recruitment process and supporting retention after enrollment.

Over the next year, members of the board will visit local child care/pre-k centers, churches, other age appropriate community organizations to create and continue discussion about the school's opening and distribute educational material. As part of the marketing plan, the Head of School and Board Members will become advocates in the community for the school vision, mission, core values and purpose.

Bright Scholars, Inc. will:

- Improve learning opportunities for all children
- Offer smaller class sizes for core instruction



- Teach character and social emotional learning
- Reverse the lower performing group of children in our community at risk for failure
- Facilitate After-School Tutoring/Mentoring program.
- Offer volunteer and employment opportunities to the community
- Offer Summer Camp to the community and children enrolled at Bright Scholars, Inc.

Our team will provide a well-rounded, meaningful education to future leaders who are empowered and equipped with the necessary skills to embrace life's opportunities and challenges with character. Our team is embracing our mission and ready to partner with a community of parents, educators, and stakeholders to educate future leaders with good character in society.

Q202. Describe how parents and other members of the community will be informed about the school.

To meet the unique needs of each scholar, Bright Scholars, Inc. will strive to build relationships with families in the targeted area and surrounding communities with language barriers, students struggling academically, students with disabilities, and other youth at risk. Marketing has begun with the creation of social media accounts as well as surveys to gather information from prospective parents. Bright Scholars, Inc. launched its website and in the summer of 2024 will begin advertising to the public the school's potential arrival into the community. Our plan of action is to partner with housing developments and provide marketing materials to residents that otherwise would not be reached by our digital marketing efforts. We will do this with the following:

- Door-to-door recruitment efforts in the targeted area and surrounding communities
- Posting in the targeted area and surrounding communities
- Attending community events in targeted area and surrounding communities
- Yard Signs in the targeted area and surrounding communities
- Billboards in targeted area and surrounding communities
- Radio Communities

Q203. 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.



Bright Scholars, Inc. will also host events inviting parents to community events, such as open houses, giving families the opportunity to connect, talk with staff, and learn more about Bright Scholars, Inc. educational model and enrichment programs. Fostering meaningful engagements generating strong leads in the recruitment process and supporting retention after enrollment.

Over the next year, members of the board will visit local child care/pre-k centers, churches, other age appropriate community organizations to create and continue discussion about the school's opening and distribute educational material. As part of the marketing plan, the Head of School and Board Members will become advocates in the community for the school vision, mission, core values and purpose.

To reach and maintain full enrollment we plan to implement an ongoing marketing plan that includes, but is not limited to, the following:

- Connect with local organizations and businesses that provide services for at-risk youth including the local YMCA, Boys & Girls Club, and more.
- Participate in local community events, utilize social media to recruit
- We will utilize our best marketing tool, our enrolled families, and utilize them to host community gatherings, public charter school town hall meetings and potential employment fairs.
- Board members will visit local preschools, day care centers, churches, and other child-related organizations to distribute information.
- We will conduct community meetings open to the public populated with our ideal students at local public libraries or churches, to be sure that we are reaching all demographics. At these meetings, we will use a powerpoint presentation to provide information about the school and the application process.
- Marketing information will be provided in both English and Spanish, so as to attract those members of the community
- Identify all of the possible feeder schools (pre-k, private and public) and educate them about Bright Scholars, Inc. as an option, and ask to drop off promotional materials or if they will work with us to connect with prospective parents.
- Ensure our website is up to date (everywhere) and "Apply for Enrollment" is big and bold on the home page.
- Invest in print ads in local newspapers, family-targeted flyers, restaurant menus, and local billboards.
- We will ask enrolled parents to recruit multiple new families (offer incentives like uniform vouchers). They will be our best marketing tool.
- Drop off promotional material to churches, and community centers
- Reach out to and attend the meetings for the local Chamber of Commerce, and other local meet ups.



- Attend local fairs, parades, and events, set up a table or booth.
- Obtain local mailing lists and send out postcards or newsletters sharing key dates for school tours and events, as well as the impact the school is having on the community.

Q204. 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.

The team will go to a variety of communities, shelters, neighborhoods and pass out flyers, brochures and business cards that represent why this school is the school for them. Families will be given a list of resources that provide detailed descriptions of any student with a condition, disability or weakness they may be struggling with and what solutions we provide to help face these challenges.

Q205. What established community organizations would you target for marketing and recruitment?

We will target daycares and preschools in the community for marketing and recruitment of our kindergarten students each year. In addition, the team will network together and reach out to families that have also agreed on the survey, that a new charter school will be a great idea for students in the community. The community outreach that has been completed this year at daycares and preschools will be how we recruit for grade 1 because those preschool students will be in first grade our opening year. We will also target community events such as back to school events for students to receive school supplies, community libraries, and advertisement flyers in local neighborhoods.

11.6. Parent and Community Involvement

Q206. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

The team will send out surveys, pamphlets, brochures, handbooks and host events such as, volunteer opportunities, town hall forums, and invite them to board meetings, to give them insight of what the school will be consisting of and to get them excited for the upcoming school year. We will establish open and transparent communication channels to keep parents informed about school events, policies, and their child's academic progress. This includes regular newsletters, emails, and updates on the school website and social media platforms. Additionally, we will encourage two-way communication through parent-teacher conferences, feedback surveys, and open-door policies for parent visits.

Q207. 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.



At Bright Scholars, Inc., we recognize the vital role that parents play in the education and development of their children. We are committed to fostering strong partnerships between families and the school to support student learning and success. Our plan for engaging parents in the life of the school involves several key components:

- **Open Communication Channels:** We will establish open and transparent communication channels to keep parents informed about school events, policies, and their child's academic progress. This includes regular newsletters, emails, and updates on the school website and social media platforms. Additionally, we will encourage two-way communication through parent-teacher conferences, feedback surveys, and open-door policies for parent visits.
- **Parent Involvement Opportunities:** We will provide various opportunities for parents to actively participate in school activities and decision-making processes. This may include volunteering in classrooms, serving on parent advisory committees, participating in school events and fundraisers, and attending workshops or informational sessions on topics related to education and parenting.
- **Family Engagement Events:** We will organize family engagement events throughout the school year to foster a sense of community and belonging among parents, students, and staff. These events may include family nights, cultural celebrations, parent workshops, and educational seminars. By providing opportunities for families to come together and connect, we aim to strengthen the bond between home and school.
- **Parent Education and Empowerment:** We will offer parent education workshops and resources to empower parents with the knowledge and skills to support their child's learning at home. Topics may include literacy strategies, math support, technology use, social-emotional development, and college and career readiness. By equipping parents with tools and information, we aim to enhance their ability to support their child's academic growth and success.
- **Home-School Partnerships:** We will encourage collaborative partnerships between parents and teachers to support student learning both inside and outside the classroom. This may involve sharing learning goals and expectations, providing resources and materials for home learning activities, and fostering ongoing communication and collaboration between parents and teachers to address individual student needs.
- **Cultural Responsiveness:** We will strive to be culturally responsive in our approach to family engagement, recognizing and respecting the diverse backgrounds, languages, and traditions of our students and families. We will work to create inclusive environments where all families feel valued, respected, and welcomed as partners in their child's education.



By implementing these strategies, we aim to build strong and meaningful partnerships between families and the school that strengthen support for student learning, enhance student outcomes, and promote a positive school culture conducive to academic success and personal growth.

Q208.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.

Currently, we are in the process of identifying programs that will offer parents and the community additional support for students, aligning with our school's mission and vision. While specific programs have not yet been finalized, we are exploring the following options:

1. After-School Program: We are considering offering an after-school program to children enrolled at Bright Scholars, Inc. This program would provide students with opportunities for enrichment, academic support, and extracurricular activities beyond the regular school day. By extending learning beyond the classroom, we aim to reinforce key concepts, foster student engagement, and promote holistic development.
2. Volunteer-Based Tutoring/Mentoring Program: We are exploring the possibility of implementing a volunteer-based tutoring/mentoring program, where community members, parents, and qualified volunteers provide academic support and mentorship to students. This program would offer personalized assistance to students who may benefit from additional help in specific subjects or areas of development, enhancing their academic success and overall well-being.
3. Summer Camp: We are considering offering a summer camp program to the community and children enrolled at Bright Scholars, Inc. This camp would provide a fun and educational environment for students during the summer months, offering a range of activities such as arts and crafts, outdoor adventures, STEM workshops, and academic enrichment opportunities. By engaging students in meaningful learning experiences outside of the traditional school year, we aim to prevent summer learning loss, promote socialization, and support ongoing academic growth.

As we continue to explore and develop these programs, we will ensure that they are designed to benefit students, support our school's mission and vision, and meet the needs of our diverse community. We will also seek input from stakeholders, including parents, teachers, and community members, to ensure that these programs are aligned with our school's goals and values. Through collaborative efforts, we aim to provide comprehensive support to students and families, fostering a thriving learning community at Bright Scholars, Inc.

11.7. Admissions Policy

Q209.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

Q210.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 specific mission of our school, as outlined in the application, necessitates the utilization of a weighted lottery to ensure alignment with our core values and objectives. Our mission emphasizes the commitment to providing an equitable and inclusive learning environment that meets the diverse needs of all students. We believe that every child deserves access to high-quality education, regardless of their background or circumstances.

Utilizing a weighted lottery allows us to prioritize enrollment for students who may face barriers to accessing educational opportunities, such as those from low-income families, English language learners, students with disabilities, or other historically marginalized groups. By implementing a weighted lottery, we can ensure that our student body reflects the diversity of our community and that all students have an equal chance of enrollment, in line with our mission of equity and inclusivity.

Additionally, our school's mission emphasizes the importance of meeting the unique educational needs of each student through personalized learning approaches and specialized support services. By using a weighted lottery, we can intentionally select students who will benefit most from our school's educational model and who will contribute positively to our inclusive and supportive learning community.

Overall, the utilization of a weighted lottery aligns with our school's mission by promoting equity, inclusivity, and personalized learning opportunities for all students, regardless of their background or circumstances. Bright Scholars, Inc. strives to provide educational challenging programs that will build future leaders from all races, nationalities and backgrounds who will build disciples in our community, together we can foster stronger relationships within the community. In the effort to increase access to the program and ensure the school represents the community demographics for the educationally disadvantaged students, Bright Scholars, Inc. will allocate at minimum 75% of its seats to Educationally disadvantaged students for a weighted lottery prior to the general lottery.

Bright Scholars, Inc. will be participating in the weighted lottery because the board of directors believes in removing barriers from the educationally disadvantaged scholars, including subgroups that are under-resourced in comparison to other communities in the county who are not educationally disadvantaged. Bright Scholars believes that diversity makes a learning community better for everyone. Bright Scholars, Inc. seeks this diversity because of the academic, social, and community benefits for all scholars.

Q211.2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.



During enrollment Head of School will work with Deans to identify the number of educationally disadvantaged seats available, in order to balance students admitted across the total seats available targeting free and reduced lunch enrollment of 75% of available seats per grade level!

The families of Bright Scholars, Inc. will have the opportunity to complete an information form to determine if a student is eligible for educationally disadvantaged status. This information form for parents will give Bright Scholars the consent to the verification of eligibility by Bright Scholars, Inc. staff and will request no information other than what is required to establish eligibility status.

The applicant intends to utilize the following processes and procedures to effectuate the lottery:

- **Application Submission:** All interested families will be required to submit an application for enrollment during the designated application period. The application will collect basic demographic information about the student and their family, as well as any additional information relevant to the weighted lottery criteria.
- **Weighted Criteria Identification:** The applicant will identify specific criteria for weighting in the lottery, in alignment with the school's mission and goals. These criteria may include socioeconomic status, English language learner status, special education status, or other factors indicative of historically marginalized groups.
- **Documentation Verification:** Applicants who indicate eligibility for weighted consideration will be required to provide documentation or verification of their status, as outlined in the application guidelines. This may include income verification, free or reduced lunch status, language proficiency assessments, or Individualized Education Programs (IEPs) for students with disabilities.
- **Lottery Selection:** The lottery selection process will be conducted using a randomized computerized system, ensuring fairness and transparency. Applicants eligible for weighted consideration will have their entries weighted accordingly, increasing their chances of selection in the lottery.
- **Notification and Enrollment:** Following the lottery selection, families will be notified of their enrollment status. Selected applicants will be provided with instructions for completing the enrollment process, including submitting additional required documentation and attending orientation sessions.
- **Waitlist Management:** In the event that the number of applicants exceeds available slots, a waitlist will be established based on the lottery results. Waitlisted applicants will be ranked according to the lottery



selection order and notified accordingly. As slots become available due to withdrawals or rejections, waitlisted applicants will be offered enrollment based on their position on the waitlist.

Overall, these processes and procedures are designed to ensure fairness, transparency, and adherence to the school's mission of promoting equity and inclusivity in student enrollment.

Q212.3) The underlying research, pedagogical, educational, psychometric, and legal, that supports the request and the procedures the applicant is requesting.



The request for utilizing a weighted lottery is supported by extensive research, pedagogical principles, educational best practices, psychometric considerations, and legal compliance. The underlying rationale for the weighted lottery request is grounded in the following:

- **Research on Equity in Education:** There is a significant body of research demonstrating the importance of equitable access to education and the detrimental effects of socioeconomic, linguistic, and disability-related disparities on academic achievement and educational outcomes. By prioritizing enrollment for students facing barriers to access, such as low-income students, English language learners, and students with disabilities, the weighted lottery promotes equity and addresses systemic inequalities in education.
- **Pedagogical Principles of Inclusion and Diversity:** The utilization of a weighted lottery aligns with pedagogical principles that emphasize the value of diversity, inclusion, and personalized learning approaches. By intentionally selecting students from diverse backgrounds and with varying educational needs, the school can create a rich learning environment that fosters collaboration, empathy, and mutual respect among students and promotes positive academic and social-emotional outcomes.
- **Educational Best Practices for Personalized Learning:** Personalized learning approaches recognize the individual strengths, interests, and needs of each student, allowing for tailored instruction and support. By prioritizing enrollment for students who will benefit most from the school's educational model, the weighted lottery ensures that resources and support services can be effectively allocated to meet the unique needs of all students, thereby enhancing overall student success and achievement.
- **Psychometric Considerations for Fairness and Transparency:** The lottery selection process will adhere to psychometric principles of fairness, reliability, and validity to ensure that all applicants have an equal opportunity for enrollment. By using a randomized computerized system, the lottery selection will be conducted in a transparent and unbiased manner, promoting trust and confidence in the enrollment process among families and stakeholders.
-
- **Legal Compliance and Non-Discrimination:** The utilization of a weighted lottery will comply with state and federal laws prohibiting discrimination on the basis of race, religion, ethnicity, gender, or disability. The criteria for weighting in the lottery will be based solely on educationally, psychometrically, and legally sound practices and research, ensuring that the lottery process is fair, transparent, and non-discriminatory.

Overall, the request for utilizing a weighted lottery is supported by robust research, pedagogical principles, educational best practices, psychometric considerations, and legal compliance, demonstrating its alignment with the school's mission and goals of promoting equity, inclusivity, and personalized learning opportunities for all students.

Q213. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

1. 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.

2. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.
3. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.
5. Clear policies and procedures for student withdrawals and transfers.



Immediately following preliminary approval Bright Scholars, Inc. will conduct a highly publicized campaign, to inform the public of the dates for open enrollment and lottery date. This campaign will include publication in all local newspapers, social media, distributing flyers at churches, daycares and other community oriented locations and the holding of public meetings in various parts of the county. The tentative open enrollment period will begin in November of 2024, and will tentatively run through March 31, 2025 at 5:00 P.M.

The application will be available to be filled out online, in print format, and available in English and Spanish. Immediately following the closing of the enrollment period, Bright Scholars, Inc. will determine if a lottery is needed, in accordance with NCGS 115C-238.29F(g)(6).

In the event a lottery is needed, a date will be set for the lottery, which will take place no more than two weeks from the close of the enrollment period. The lottery will be open to the public and names will be decided by a computerized randomization system in accordance with the policies adopted in the North Carolina Charter Schools Act and by the State Board of Education. Once the names are chosen, the parent or guardian will have five business days until 5:00 P.M. to respond about their child(ren)'s acceptance of admission.

As set forth in NCGS 115C-238.29F(g)(5a), Bright Scholars, Inc. will abide by the following:

- For every year of operation, children of the active board members and full time staff members will receive priority admission, up to 15% of the total enrollment;
- Multiple birth siblings will be entered into the lottery as one surname, and should that surname be chosen in the lottery, all will receive admission; and
- After the first year of operation, siblings of current students will receive priority within the previous four years.

We anticipate developing a waiting list of students. If a student withdraws, the next name on the waiting list will be offered a seat and that student's parents or guardians will be given one business day to respond. The head of school will develop a process to maintain effective student records and transfer documentation in a timely manner.

In the event that a student from the school transfers, the parent or legal guardian should immediately notify the school. Bright Scholars will verify the withdrawal by letter, and when verified that seat will be open.

11.8. Certify

Q214. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒ Yes



☐ No

Q215.Explanation (optional):



12. Operations

12.1. Transportation Plan



Q216. 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:

1. 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.
2. Describe how the school will transport students with special transportation needs and how that will impact your budget.
3. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services

Bright Scholars, inc will open with 96 students. Our plan is to ensure transportation for our students, we anticipate half of the students will need transportation services. Bright Scholars, Inc. has already been given 2 vans, that will seat a total 25 children, and we anticipate running four routes to accommodate all the transportation needs or any challenges our families may have with transportation.. Bright Scholars, Inc. plans on maintaining our own transportation system and staff. Additional costs that we anticipate include:

\$4,000 for gas for cluster stops up to 5 miles \$2,000 Oil, Tires and Maintenance

We will look into different options during our planning year should the actual cost of self-maintained transportation services prove to be overly substantial for our budget.

Prior to the start of school, Bright Scholars, Inc. will send a parent survey to ensure no child is denied access to Bright Scholars, Inc. on the basis of transportation.

For students with special transportation needs, Bright Scholars, Inc. will work with the child's family to provide an alternate mode of transportation as needed. Other options for transportation service for short durations. We will add additional funds to our transportation budget as needed to accommodate these unique requests.

Bright Scholars, Inc. will ensure compliance with state and federal laws and regulations related to transportation service by hiring qualified staff. Drivers will have a qualifying driver's license and good driving records. Bright Scholars, Inc. will also obtain appropriate insurances for drivers, students and vehicles . We also understand that we must abide by state and federal regulations regarding transaction services for McKinney-Vento Homeless Assistance Act.

12.2. School Lunch Plan

Q217. 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:

1. How the school will comply with applicable local, state, and federal guidelines and regulations;
2. Any plans to meet the needs of low-income students; and
3. 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.

Bright Scholars, Inc. students either bring a bag lunch to school or order a hot lunch through a local caterer Charter 1 Foods who Bright Scholars, Inc. will partner with. We have determined it was more cost effective to cater our hot lunches. Families will receive a monthly menu. Hot meals will be delivered and served in the classrooms. Currently, Charter 1 Foods price for a child sized portion is \$3.10 which includes milk. Charter 1 does an awesome job of serving balanced meals based upon USDA guidelines.

Bright Scholars, Inc. intends to participate in the National School Lunch Program for all meals. Students will have the opportunity to participate in the program and eligibility will be determined on whether the meals will be free, reduced, or full-priced based on the application completed by their parents/guardian at the time of their enrollment and at the beginning of each academic year. Our Dean of Operations-Head of School is already trained by the staff of the Child and Adult Care Food Program on the proper procedures for implementation.

Bright Scholars, Inc. also intends to develop and maintain a food pantry for students and families who are in need. The pantry will be in addition to the school meal program.

12.3. 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




Q218. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

☒ Upload Required File Type: excel Max File Size: 30 Total Files Count: 10

Resources


Insurance Coverage T...

Applicant Evidence :


Insurance Quote.xlsx


Uploaded on **4/26/2024**
by **Maria Hull**

Q219. 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

Applicant Evidence :


NC Charter School Pre...

Uploaded on **4/26/2024**
by **Maria Hull**

12.4. 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.

Q220. 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

12.5. Start-Up Plan

Q221. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).



Start Up Plan:

June - December 2025

- Press/media announcements regarding launch
- Brand establishment, copyright logo, graphics, website pages, media accounts
- Promote on all digital platforms, starting with interest surveys.
- Collect parent interest information for future recruiting and promotional use
- Release updates across all platforms to keep momentum
- NCDPI trainings

January - March 2026

- Launch Recruitment Campaign
- Begin targeted marketing for Fall 2026 enrollment
- Collect parent interest information for future enrollment and promotional use
- Participate in community events, recruit and establish a volunteer base and engage board members to maintain visible presence in the community by hosting monthly events promoting the school

February - March 2026

- Early Outreach and Bids
- Begin working on contract for possible services including:
 - Catering
 - Transportation
 - Janitorial
 - PT/OT/Speech/Psych
 - Charter Site Location

March - April 2026

- Promote on all digital platforms
- Continue targeted digital marketing toward Fall 2025 enrollment
- Analyze interest lists for targeted communication
- Purchase radio advertisements
- Networking with local daycare centers, PreK sites, Churches, Recreational Centers, colleges, universities
- Secure Marketing Partners
- Review scope of marketing and outreach needs, covered by marketing budget
- Start the process of obtaining catering contracts and USDA Certification



May 2026

- Board review and select contracts.
- Sign contracts and update the budget to reflect contract actuals
- Secure Charter Site
- Building permits and occupancy
- Complete building inspection for Charter
- Complete final inspections for certificate of occupancy for educational use and USDA approval
- Post all job positions on all media platforms
- Market roles on social media site via Facebook, Google ad words, LinkedIn
- Host virtual and in-person job fairs, and highlights the benefits of working a small school that promotes morale, respect and mentoring support for beginning and seasoned teachers to partner them others within to foster personal and professional growth
- Host employment events with the intent of making hiring offers for certain staff on the spot
- Prioritize interviews for Dean of Operations, Academics, and Family Support
- Build applicant pool
- Complete initial round of interviews with target to fill of 40% of staffing needs

June 2026

- Continue to promote job postings on all platforms with target to fill 80% of staffing needs
- Offer referral bonus to newly hired staff for referrals

July - August 2026

- Continue to promote job postings on all platforms with target to fill 100% of staffing needs
- Reach out to current and newly hired teachers for referrals
- Offer referral bonus to newly hired staff for referrals
- Leadership prepares the building for staff
- Staff moves in and set up for school launch

Q222. 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.



Our biggest potential challenges for our start-up year are student and teacher recruitment.. To handle this challenge, we will review support interest forms in fall 2025, we will track our application rates weekly. and compare them to the benchmarks we know we must meet to reach our enrollment goals. If we see that we are tracking behind, we have multiple ways to increase our community outreach.

Recruitment strategy will rely heavily on parent referrals and digital advertising, followed by in person meetings and tours. If these strategies are not producing enough student candidates, additional strategies include:

- Door-to-door recruitment efforts in the targeted area and surrounding communities
- Posting in the targeted area and surrounding communities
- Attending community events in targeted area and surrounding communities
- Yard Signs in the targeted area and surrounding communities
- Billboards in targeted area and surrounding communities
- Radio Communities
- Direct Mail
- Hiring a part-time student recruitment specialist

As with our student recruitment, we will start the hiring window fall 2025, to ensure with our early hiring window, we will be able to know if we are tracking behind and adjust course.

If staff recruitment is behind, we will add the additional recruitment strategies to our initial recruitment plan that will include:

- Begin or increase employee referral bonuses
- Contract with the 3rd-party talent recruitment firms who has assisted in recruitment hiring
- Increase use of virtual and in-person recruitment events
- Target college and school of education job fairs

12.6. Facility



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.

Q223. 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.

Currently Bright Scholars, Inc. is in negotiations with a local church to house the first two years, and year three will consider purchasing and constructing a facility for the charter school!

See below for initial purchase, construction, and permitting timeline (Property has not been identified but is accounted for in the budget will the increased lease and mortgage rates in year 3-5).

- Year two locate and close on potential property no later than September 2027
- Receive early grading permit and begin land clearing and grading the building pad for construction no later than 11/1/27
- Construction Drawings and permit submission with the City of Charlotte in early February 2027
- Receive permits and begin potential property construction in mid March 2027
- Precast panels and roof installed late August 2027
- Duke energy transformers set and energized October 2027
- Asphalt paving, curb cuts, and parking islands installed early December 2027
- Interior mill work and all internal terminations finishing early February 2028
- Substantial Completion and building turnover scheduled for 3/15/2028, we will not move until summer of 2028.

Q224. 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.

Bright Scholars, Inc. projected enrollment, we anticipate we will need 28,800 square feet of space inclusive of 18 classrooms, two group rooms, administrative offices, a cafe, a small gym, group and individual bathrooms, storage space, a small catering kitchen, and some small individual offices or conference room areas. On average our classroom size will be between 650-800 square feet. We will have room for kindergarten through 5th grade and a large outdoor area adjacent to the school for a playground and other outdoor recreational opportunities.



Q225. 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, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.

Bright Scholars, Inc. purpose is to improve student learning by increasing learning opportunities for our scholars by offering smaller class sizes for core academic instruction, teaching character, social emotional learning, and student development. To support this initiative, we will have all of the following in our space: a media center, rooms for special instruction, a room dedicated for our EC students, administrative office space, a waiting area and reception area for parents, a small catering kitchen, a cafe for student lunches, a small gym, classrooms for general instruction, group rooms as needed for staff and students, a conference room and smaller offices to be used as needed, a workroom/copy room, multiple storage closets varying in size, multiple janitorial closets, group and individual restrooms, and a large outdoor recreation area.

Q226. 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.

Bright Scholars, Inc. will be leasing space year 1 and 2 based on the future agreed upon lease. For 7 classrooms, 3 small offices, 2 sets of bathrooms, access to the gym, cafeteria, and outside areas; we are projected a cost of \$36,000 and reserved funds of \$40,000 year 1 and \$50,000 year 2 as we add 3 more classroom rentals and more time in the gym, cafeteria and outside areas.

Bright Scholars, Inc. anticipates year three a per square foot for the future potential building around \$195 per square foot. Our Architect finds this cost to be in line with some similar commercial construction and finds it to be much more economical than most educational spaces in our area. We will get bids from multiple subcontractors to keep our pricing competitive and when compared to the market at-large we are traditionally coming in below others when factoring in finishes, equipment, and the type of facility we put forth.

Q227. 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.



Bright Scholars, Inc. has identified other suitable alternatives in our schools desired area that are still accessible to our target demographic of students. Through pre-established relationships with large local nonprofits and churches in the area, the board is assessing multiple short-term lease scenarios that utilizes existing classroom, gym, administrative and outdoor play spaces that are currently unoccupied during the traditional school day. Some of these facilities have existing commercial kitchen space that would accommodate meal service, but we are in talks with multiple catering contractors who could supply school meals throughout the duration of the short term lease. The terms that seem most suitable to the board include a Monday-Friday 7am-5pm lease option with a term of three years at a rate of \$14 PSF for rent. Given the types of facilities the board is identifying as contingency options, we anticipate that all of our programming can still be achieved throughout the three year term.

Q228. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Heather Pettitt has considerable experience in facilities acquisition and building management, and will be working alongside Bright Scholars, Inc., architect Harold Johnson, who has over 25 years' experience in all aspects of the design/building of various construction projects including build-out and renovations. Currently, she is the maintenance coordinator at L&E Properties. Overseeing, work orders/maintenance for over 500 properties. Working with vendors, property owners, and tenants on property upkeep as well as invoicing and bringing on new vendors.

12.7. Certify

Q229. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- ☒ Yes
☐ No

Q230. Explanation (optional):



13. Financial Plan

13.1. Charter School Budget

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


Q231.If applicable, attach as Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

There are no additional sources of revenue.

Q232.Attach as Appendix N: Proposed Budget for Year 1 through Year 5 [Click here to access and download the Budget Template. \(https://www.dpi.nc.gov/2024-budget-template/download?attachment\)](https://www.dpi.nc.gov/2024-budget-template/download?attachment)

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

Applicant Evidence :


BScholars 2024 NC Ch...

Uploaded on **4/26/2024**

by **Maria Hull**

13.2. Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.

Q233.How was the student enrollment number projected?



Enrollment is conservatively projected based on an initial enrollment that includes three classes of kindergarten students and three classes of first grade students (16 students per class) for a total first year enrollment of 96 students. Grade levels will be increased by one preceding grade per year by enrolling 48 kindergarten students each year. Bright Scholars, Inc. will operate as a full K-5 program by year five of operations.

We want to start small to build on our nurturing culture while being recognized as a fully operational charter school. Year 1 is our opportunity for building a foundation that we can reflect and grow further. Year two, our goal is to operate as a K-2 school with at least nine classes total with the average class size of 16. This slow increase will provide our teachers with a teammate to collaborate with, plan vertically among grades levels and potentially co-teach within grade levels.

Bright Scholars, Inc. understands the positive outcomes of having smaller class sizes for our scholars. As we grow in the student population, we want to still ensure students are getting individualized attention to be empowered and equipped with the necessary skills to embrace life's opportunities and challenges with character.

Q234. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

After surveying preschool and school age parents at the community outreach events, we have gain strong interest in enrollment for Bright Scholars, Inc., We also have a community relationship with preschool Absolute Child Care, who Graduates 36 preschoolers every school year (Absolute Child Care is in process of adding a third classroom to graduate 54) which will foster some of the enrollment of Bright Scholars indicating that within the first year enrollment, of 96 students, is realistic. Additionally, Charlotte-Mecklenburg Schools has an enrollment that exceeds 140,000 students, and we anticipate year 1 to draw in potentially .01% of these students.

Q235. Provide the break-even point of student enrollment.

Break-Even Point:

Year 1 – 96 Students Projected

Projected Total Revenue- **\$1,008,414.43** Total Expenditures- **\$955,510.35**

Surplus-**\$52,904.08**

Our budget projects that our reserves will grow exponentially in years 4-5

Q236. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.



Bright Scholars will support its operations mainly through state and local funding. Prior to opening, the school board will develop a contingency plan that will be used if anticipated revenues are not received or are lower than estimated. This plan may include reallocations of funds and/or a reduction in non-instructional personnel. The board will in addition apply for grants to increase revenue and provide other resources the school needs to meet all expectations.

Q237. 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 does not include any sources of funds such as loans or donations, but our board does plan to apply for applicable grants.

Q238. Provide the student to teacher ratio that the budget is built on.

The budget is built on a 16:1 student teacher ratio.

Q239. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.



The Board members of Bright Scholars, Inc. had/have a history of serving title 1 and under-served communities. All Board members not only believe, but have shown through their commitment of time and energy throughout their lives, that generational poverty can be eliminated by bridging the gap in our community and the education of scholars by facilitating a meaningful program for them to think critically with reason and think ethically through character building. Our team will provide a well-rounded, meaningful education to future leaders who are empowered and equipped with the necessary skills to embrace life's opportunities and challenges with character. Our team is embracing our mission and ready to partner with a community of parents, educators, and stakeholders to educate future leaders with good character in society. The Board of Bright Scholars, Inc. is ready to be a voice in the community, listen, comprehend, and be aware of our differences so together we will give hope to societal problems.

Bright Scholars Board consists of individuals with various experiences that have required financial planning and budget management related to school operations.

Thomas, the President of the board, holds an MBA in Business Management from Wake Forest University, a Masters of Education (K-6) from University of Pennsylvania, and is a PhD Candidate for Special Education at the University of North Carolina at Charlotte. In terms of capacity, Mr. Connors has managed school and program budgeting totalling over 1 million dollars, and managed grants and community donations that have served to reinforce school vision and mission. Funding that has been under his purview includes Title 1, having served as a Title 1 coordinator, and industry related grants.

Ngina Connors is the board treasurer and has significant experience working with budgets at the departmental level given her role as Chair of the Department of Obstetrics & Gynecology at Atrium Health. She understands accountability and associated expectations and the importance of deadlines and the auditing process.

Elaine Worthey, Vice President of the board, holds Masters of Arts in School Administration from the University of Scranton, and a Masters of Science in Special Education from the Grand Canyon University. In terms of capacity of overseeing financial plans, Ms. Worthy has operated a preschool, as a director, and is aware of the cost associated with running a school.

Iris Cotton has 5 years of experience of operating a daycare and is aware of the cost associated with running operations of a school.

Heather Pettitt has 14 years of school administration and a background in facilities management and is familiar with implementing financial budgets, and managing pre-school budgets, and records.

Additionally, the board plans to consult with a Financial advisor, accountant, and auditor to ensure that financial plans are implemented successfully.

Q240. 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.



Bright Scholars, Inc. has included in our staffing plan to hire a full-time EC Coordinator and EC teacher to ensure compliance with all IEPs and 504 plans. The budget surplus in year one of **\$52,904.08** can be used to meet any additional needs of students with disabilities. Bright Scholars will apply for grants to increase revenue to further support the needs of students with disabilities if/when needed.

Q241.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.

The starting of years for Bright Scholars, the Head of School/Dean of Operations will work coincided with the Financial Official until the budget allows for this role to be full-time by taking on most of the responsibilities for payroll, benefits, and other school financial needs to meet compliance requirements. The board plans to hire an auditor to conduct annual audits, and is investigating the possibility of using:

Mary-Grace Keller, CPA, P.A
PO BOX 1028
105 South City St.
Kings Mountain, NC 28086
704-739-0771

Q242.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.

The school will leverage internal human resources to fulfill services, such as accounting, EC support and custodial as available. However, the board is not opposed to contracting services as needed. Bright Scholars will leverage services for EC support services, custodial, school nutrition services, as well as some professional development. Vendors will be selected based on reputation, experience with other charter schools, references, and a criminal background check for vendors who come in contact with students.

Once bids are reviewed, the Deans will approve the appropriate vendor. The board will use a request for proposal (RFP) process to facilitate a selection process for services. The process will be public and transparent to avoid unethical business practices, and all vendor contracts will be subject to an annual review.

Q243.Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.



A five-year projected budget has been prepared and has been included below.. It should be noted that the five-year projected budget is a draft only but demonstrates the sustainability of Bright Scholars. The budget will be approved by the Board of Directors of Bright Scholars yearly. The Board is responsible for ensuring that it has adequate resources to fulfill its obligations under the employees' contracts, including but not limited to the organization, negotiation of the contract and any amendments, payment of employee costs, insurance required under the contract, the annual financial audit and retention of the Board's legal counsel, consultants, and employees. The budget may be amended from time to time as deemed necessary. At present, the five year budget anticipates the following revenues and expenditures:

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 749,045.75	\$ 1,202,697.53	\$ 1,659,567.30	\$ 2,113,945.38	\$ 2,588,877.91
Total Operations	M	\$ 206,464.60	\$ 254,539.40	\$ 304,276.00	\$ 341,126.00	\$ 362,126.00
Total Expenditures	N = J + M	\$ 955,510.35	\$ 1,457,236.93	\$ 1,963,843.30	\$ 2,455,071.38	\$ 2,951,003.91
Total Revenue	Z	\$ 1,008,414.43	\$ 1,531,157.30	\$ 2,053,900.16	\$ 2,567,375.20	\$ 3,080,850.24
Surplus / (Deficit)	= Z - N	\$ 52,904.08	\$ 73,920.37	\$ 90,056.86	\$ 112,303.82	\$ 129,846.33

The budget aligns with our mission's goal to provide a well-rounded, meaningful education to future leaders who are empowered and equipped with the necessary skills to embrace life's opportunities and challenges with character. The five year budget was developed to include salaries to hire teachers, support staff, and specialists to ensure that the student-teacher ratio was 16:1 and that students were presented with opportunities to become well rounded and provide a meaningful education. Funds were set aside for staff development, curriculum development, mentoring, and intervention to ensure that teachers are equipped with the necessary skills and resources to provide high quality instruction for all.

We have budgeted \$10,500 in year 1 to provide transportation needs for students. This amount increases each year thereafter as we anticipate growth in enrollment.

We have budgeted \$40,000 in year 1 for facility leasing. The board will make final decisions about facilities during the planning year.



Q244. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

Bright Scholars goal for our general fund balance for year 1 is \$100,000, and the goal will increase each year. We plan to apply for grants to increase our revenue and to enhance our general fund balance.

Q245. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.

Bright Scholars will operate primarily from state and local revenue and grant opportunities. The board will make decisions about Charter location for facility leasing and financing in our planning year. We have and will continue to search for Charter Sites through community organizations which have facilities, such as local churches.

Q246. 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.

We will not have assets for other sources, but will acquire them at the time of approval of our application.

13.3. Financial Compliance

Q247. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?



Bright Scholars will ensure that there are clear lines between roles and responsibilities of the Board of Directors, Head of School, and outside Auditing services for allocated monies with monthly reports for the Board of Directors to review. Bright Scholars will also create a Finance Committee to receive monthly tracking and monitoring of funds.

The Board of Directors will annually contract with the auditor to ensure positive usage of funds.

Bright Scholars will provide monthly assurances for the board's review that will include:

Additional controls the board will oversee include:

- Separation of powers and duties between the Head of School, and Board of Directors
- Compliance with state and federal reporting requirements
- Reviews of business insurance coverages
- Ensure prohibited commingling of personal and business-related expenses
- Frequent reconciliation of current expenditures against the annual budget
- Income statement (revenue and expenses) with budget comparison.
- Balance Sheet showing financial position at the previous month end.
- Asset status report listing asset acquisitions, disposals and needed repairs/maintenance.
- Enrollment report. Fundraising status report.
- General ledger summary report with details available.

In addition, Bright Scholars, Inc. will develop an internal control checklist that includes:

- Are accounting records kept up-to-date and balanced monthly?
- Is a standard chart of accounts with descriptive titles in use?
- Are adequate and timely reports prepared to insure control of operations?
- Monthly financial statements (Balance Sheet, Income Statement) Comparison of actual results with budget
- Are personal expenses kept separate from business expenses?
- Are monthly bank reconciliations reviewed by Admin?



-Is there any separation of duties?

-Are governmental reporting requirements being complied with in a timely manner?

-Is insurance maintained and is this coverage reviewed periodically by a qualified individual?

We will develop systems for payroll, accounts receivable, donations and fundraisers, petty cash and credit card usage. Vendor contracts will be evaluated annually to ensure the school is receiving the best return on investment in addition to us being effective partners.

Q248. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).

There are no known related party transactions.

Q249. 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.

The Board is investigating the possibility of using:

Mary-Grace Keller, CPC, P.A

PO BOX 1028

105 South City St.

Kings Mountain, NC 28086

704-739-0771

13.4. Certify

Q250. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒ Yes

☐ No

Q251. Explanation (optional):






14. Other Forms


Q252. [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


Charter School Requir...

Applicant Evidence :


Signature Certificatio...

Uploaded on **4/26/2024**
by **Maria Hull**



15. Third-party Application Preparation

Q253. Was this application prepared with the assistance of a third-party person or group?

☒ Yes

☐ No

Q254. Give the name of the third-party person or group:

The team at Leaders Building Leaders supported Bright Scholars, Inc. in the preparation of the application through providing feedback and recommendations on our application.

Q255. Fees provided to the third-party person or group:

\$2,000



16. 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 **April 26, 2024, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 26, 2024, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash nor credit cards are accepted.

Q256.*Application Note: The applicant must mail the certified check or money order along with the Application Fee Payment Form (see the resources to download Payment Form) before or on the due date of April 26, 2024, at 5:00 pm EDT.

Payments should be made payable to the 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

Applicant Comments :

Payment was delivered in person to NCDPI Office on Thursday, April 25.

Resources



2024 Payment Form.pdf



17. Signature page

Q257. 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


Signature Page.docx

Applicant Evidence :


signature page.pdf

Uploaded on **4/24/2024**
by **Maria Hull**

Q258. Board chair, please digitally sign your application here.
Signature



Final Status

☐ Reject ☐ Approve



Approver Comments

<u>Board Member Name</u>	<u>Board Title</u>	<u>Phone Number</u>
Thomas Connors	President	336-671-1427
Willie Elaine Worthey	Vice President	704-777-9996
Heather Pettitt	Secretary	704-8539069
Ngina Connors	Treasurer	980-833-4566
Iris Cotton	Board Member	704-441-1068
Maria Hull	Board Member	704-530-8297

<u>Email Address</u>	<u>County of Residence</u>	<u>Current Occupation</u>
thomas.connors@alumni.wfu.edu	Mecklenburg	Graduate Assistantship
Elaineworthey1@gmail.com	Mecklenburg	Special Education Teacher
pettittheather22@gmail.com	Mecklenburg	Extention/ ID Mild Property Managment
nina.connors@yahoo.com	Mecklenburg	Maintenance Coordinator
irercott@gmail.com	Mecklenburg	Endowed Chair in Obstetric and Gynecology
mhull495@gmail.com	Catawba	Retired Postal Employee
		Elementary Teacher

Past or Present Professional Licenses Held	<u>Any disciplinary action taken against any of these professional licenses?</u>
NC Academically and Intellectually Gifted NC Administration Elementary/Secondary NC Secondary Social Studies NC Middle Grades Social Studies NC Elementary (K-6)	No
NC Administrator NC Elementary Education NC High School Education NC Special Education and ID Mild SC Special Education K-12 NC Child Care Administrator	No
NC Notary Republic NC Ordained Minister Early Childhood Education Admin 1	No
ABOG (OB/GYN) Board Certified in Obstetrics & Gynecology Board Certified in Maternal & Fetal Medicine North Carolina Medical License Texas Medical License,	No
NC Childcare Administrator 3	No
NC Elementary Education	No

Date of this notice: 04-21-2022

Employer Identification Number:
~~88-1898902~~

Form: SS-4

Number of this notice: CP 575 E

BRIGHT SCHOLARS INC
4111 FREEDOM DR
CHARLOTTE, NC 28208

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 88-1898902. This EIN will identify your entity, accounts, tax returns, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for business and tax purposes. Some taxpayers receive CP575 notices when another person has stolen their identity and are operating using their information. If you did **not** apply for this EIN, please contact us at the phone number or address listed on the top of this notice.

When filing tax documents, making payments, or replying to any related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status, organizations must complete an application on one of the following forms: Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1023-EZ, Streamlined Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1024, Application for Recognition Under Section 501(a); or Form 1024-A, Application for Recognition of Exemption Under Section 501(c)(4) of the Internal Revenue Code.

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

If you become tax-exempt, you will lose tax-exempt status if you fail to file a required return or notice for three consecutive years, unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File). We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter. For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.



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

BRIGHT SCHOLARS, INC.

the original of which was filed in this office on the 19th day of April, 2022.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 19th day of April, 2022.

Elaine F. Marshall

Secretary of State

Document Id: C202210001988

Verify this certificate online at <https://www.sosnc.gov/verification>

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

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

1. The name of the nonprofit corporation is: Bright Scholars, 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: Maria Elaina Hull
4. The street address and county of the initial registered agent's office of the corporation is:
Number and Street: 4111 Freedom Drive
City: Charlotte State: NC Zip Code: 28208-1951 County: Mecklenburg
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>Africa Cherry</u>	<u>4111 Freedom Drive Charlotte NC, 28208-1951 United States</u>
<u>Maria Hull</u>	<u>4111 Freedom Drive Charlotte NC, 28208-1951 United States</u>
<u>Adrian Cherry</u>	<u>4111 Freedom Drive Charlotte NC, 28208-1951 United States</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. ☒ Attached are provisions regarding the limitation of activities of the corporation.



Bright Scholars, Inc.
BYLAWS

ARTICLE I
NAME, OFFICES AND AGENT

Section 1 Name. The name of the non-profit corporation is Bright Scholars, Inc. (Corporation), duly authorized under the statutes of the State of North Carolina.

Section 2. Principal Office: The principal office of corporation shall be located at (unknown at this time) .

Section 3. Registered Office: The registered office of the corporation required by law to be maintained in the State of North Carolina may be, but need not be, identical with the principal office. The Corporation shall continuously maintain in North Carolina a registered office at such place as may be designated by the Board of Directors.

Section 4. Other Offices: The corporation may have offices at such other places, either within or without the State of North Carolina, as the Board of Directors may from time to time determine, or as the affairs of the corporation may require.

Section 5. Agent. The Corporation shall continuously maintain within North Carolina a registered agent, who shall be designated by the Board of Directors.

ARTICLE II
PURPOSE

Section 1. IRS Section 501(c)(3) Purposes. The Corporation is organized for charitable and educational purposes, including for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding provisions of any future United States Internal Revenue Code.

Section 2. Statement of Purpose. The purpose of the Corporation is to establish and govern charter schools under North Carolina charter school legislation and to pursue the advancement of public education.

ARTICLE III
MEMBERS

Section 1. No Members. The Corporation shall have no members. All functions and affairs of the Corporation shall be directed entirely by the Board of Directors thereof.

ARTICLE IV
BOARD OF DIRECTORS

Section 1. General Powers. The activities, affairs and business of the Corporation shall be managed, controlled, and directed by the Board of Directors.

Section 2. Number, Qualifications, and Election. The Board of Directors consists of not less than five (5) nor more than thirteen (13) directors. A board term is equal to a term of three (3) years, unless a Director is elected to serve the remainder of a term. A Director may serve a maximum of 2 (two) consecutive terms unless approved as set forth herein. To ensure continuity of work and duties of the Board, members having served at least two terms total, either consecutive or not, may be granted additional partial or full terms by a majority vote of the remaining board members in advance of each subsequent term. The number of Directors each year shall be determined by the Board of Directors based upon need. A person needs to be at least twenty-one years old and in good standing to be qualified as a Director. If required by law or regulation, a majority of Directors and Officers shall be reside within the State of North Carolina.

Section 3. Elections: Directors after the First Board of Directors shall be elected at the annual meeting by the current Board of Directors or during any other meeting of the Board of Directors. Election procedures to the Board of Directors are outlined as follows: nominations may be made by any Director; votes may be taken publicly by show of hands; nominees receiving the highest number of votes shall be deemed elected.

Section 4. Duties. The Board of Directors shall perform any and all duties imposed on them collectively and individually by law, the Articles of Incorporation, or the Bylaws. Directors shall stand in a fiduciary relation to the Corporation and shall discharge the duties of the respective positions in good faith, with the diligence and care which reasonably prudent persons would exercise in similar circumstances and like positions.

Section 5. Resignation, Removal and Vacancies. A Director may resign at any time by giving notice in writing to the President or Secretary of the Corporation. Such resignation shall take effect at the time specified, or if no time is specified, at the time such resignation is received by the President or Secretary. Directors may be removed from office at any time, with or without cause, by a majority vote of the Board of Directors at any meeting. If a vacancy should occur in the Board of Directors by death, resignation, removal, disqualification, and/or for any other reason, the remaining Directors may continue to conduct the Corporation's business. The vacancy may be filled using the same procedure to elect a Director. A Director who is chosen in this manner shall hold office for the unexpired portion of the term of their predecessor.

Section 6. Compensation. Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Director's travel and related expenses incurred in the conduct of the Corporation's business as are authorized by the Board through a vote pursuant to these bylaws. The Corporation shall carry liability insurance covering the Directors and officers of the Corporation in the conduct of the corporation's business.

Section 7. Certain Director Liability. A Director shall be subject to the liabilities imposed by law upon the Board of a non-profit corporation. In addition, all Directors who vote for or assent to any distribution of assets of the Corporation contrary to any lawful restrictions in the Non-profit Corporation Act of the State of North Carolina, the Articles of Incorporation, or the Bylaws, shall be jointly and severally liable to the Corporation for the amount of such distribution. Furthermore, such liabilities shall not exceed the debts, obligations and liabilities existing at the time of the vote or assent where the Director relied on, and acted in good faith in the belief that, financial statements of the Corporation were correct and based on generally accepted principles of sound accounting practice used by the President or the Treasurer, or certified by an independent public accountant or firm of such accountants to fairly reflect the financial condition of the Corporation.

ARTICLE V OFFICERS

Section 1. Designation of Officers. Officers of the Board of Directors shall include the President or Co-Presidents, Vice-President, Secretary, and Treasurer. The Board shall designate and fill other offices as needed. Any two offices except for the office of the President or Co-President may be held by one person. No officer shall sign or execute any document in more than one capacity.

Section 2. Election and Term. The Board of Directors shall elect officers from among its own members. The officers shall serve for a term of one year during the fiscal year after their election, or until their successors are elected. Such election may be held at the annual meeting of the Board of Directors. The officers shall serve no more than three consecutive terms unless approved by a vote of the majority of the Board.

Section 3. Resignation, Removal and Vacancies. An officer may resign at any time by giving notice in writing to the Board of Directors. Such resignation shall take effect at the time specified, or if no time is specified, at the time such resignation is received by the Board. Officers may be removed from office at any time, with or without cause, by a majority vote of the Board of Directors at any meeting. If a vacancy should occur in the offices by death, resignation, removal, disqualification, and/or for any other reason, the remaining Board of Directors may continue to conduct the Corporation's business. The vacancy may be filled using the same procedure to elect a Director. An officer who is chosen in this manner shall hold office for the unexpired portion of the term of their predecessor.

Section 4. Compensation. Officers shall serve without compensation for their services to the Board, except for travel and related expenses as may be authorized by the Board.

Section 5. President/Co-President. The Board shall elect the President or two Co-Presidents from among its own members using the same procedure to elect a Director. The President or Co-Presidents shall be the principal person(s) charged with supervising, organizing and managing the business of the Board. The President or Co-Presidents shall conduct and preside over Board meetings. They shall sign any deeds, mortgages, bonds, contracts, checks or other instruments which may be lawfully executed on behalf of the Corporation. The President or Co-Presidents shall perform such other duties as may be assigned by the Board and may be removed, with or without cause, by a majority vote of the Board.

Section 6. Vice-President. The Board may elect the Vice-President from among its own members using the same procedure to elect a Director. At the request of the President, or in absence of the President, the Vice-President shall perform all the duties of the President and when so acting shall have all the powers of and be subject to all the restrictions upon the President. The Vice-President shall perform such other duties as may be assigned by the Board and may be removed, with or without cause, by a majority vote of the Board.

Section 7. Secretary. The Board shall elect the Secretary from among its own members using the same procedure to elect a Director. The Secretary shall keep the minutes of the meetings of the Board of Directors and shall see that all notices are duly given in accordance with the provisions of the Bylaws or as required by law. The Secretary shall be the custodian of statements, books, records, reports, certificates, and other documents of the Corporation. They shall sign such instruments as may require their signature. The Secretary shall maintain a current record of all Directors of the Corporation, showing their respective addresses, telephone numbers, email addresses, and any other means of contact, and such book shall be open for inspection as prescribed by law. The Secretary shall perform such other duties as may be assigned by the Board and may be removed, with or without cause, by a majority vote of the Board.

Section 8. Treasurer. The Board shall elect the Treasurer from among its own members using the same procedure to elect a Director. The Treasurer shall have primary responsibility of budget oversight as well as serve as chair of the audit committee. The Treasurer will render at least quarterly to the Board an account of all transactions and financial conditions of the Corporation. The Treasurer will be authorized to sign checks. The Treasurer shall perform such other duties as may be assigned by the Board and may be removed, with or without cause, by a majority vote of the Board.

ARTICLE VI

Committees

Section 1. General. The Board shall appoint committees as needed. These committees shall function under direction from the Board of Directors. The Board shall nominate and elect the chair of each appointed committee. The committee chair shall nominate members for each committee, and membership on the committees shall not be restricted to the Directors of the Board. Committees shall meet and conduct business between Board meetings and make reports and recommendations at Board meetings. Each Director shall serve on at least one standing committee. The roles and responsibilities of each committee shall be established and formally approved by the Board of Directors.

ARTICLE VII

Board Meetings

Section 1. Regular Meetings. Regular meetings, including annual board retreats, of the Board of Directors shall be held at least 10 times per year at such time and place as designated by the Board. Regular meetings of the Board of Directors are held monthly except in July unless a meeting is deemed necessary. Meetings are typically held the third Sunday of the month in the afternoon. The annual meeting of the Board of Directors shall be held in June of each year for the purpose of electing directors of the corporation, and for transacting the normal business of the Board. The Board shall inform the public about the meetings using any feasible means of communication as permitted by law and consistent with North Carolina's Open Meeting laws.

Section 2. Special/Emergency Meetings. Special or Emergency meetings of the Board of Directors may be called by the President, any Officer, or any two Directors. The meetings shall be held at such time and place as designated by the Board. The Board shall inform the public about the meetings, as soon as practical under the circumstances, using any feasible means of communication as permitted by law and consistent with North Carolina's Open Meeting laws.

Section 3. Notice of Meetings. Notice of any regular meeting, including annual board retreat, of the Board of Directors shall be given to the Directors at least seven days prior thereto. Notice of any special meeting of the Board of Directors shall be given at least two days (48 hours) prior thereto. Notice of Emergency meetings shall be made consistent with North Carolina's Open Meeting laws. All notices shall be delivered by any feasible means of communication as permitted by law and consistent with North Carolina's Open Meeting laws. Directors shall be required to notify the President of their inability to attend any meeting at least twenty-four hours prior to meeting time.

Section 4. Waiver Notice. Notice does not have to be given to any director who indicates, before or after the meeting, either a consent to the holding of the meeting, or an approval of the meeting's minutes, or who attends the meeting without protesting the lack of notice prior to the beginning of the meeting. All such indications, consents, and approvals shall be included in the minutes to the meeting to which they pertain.

Section 5. Quorum. The presence of the majority of the current Board of Directors having voting authority at a meeting shall constitute a quorum for the transaction of business. If less than a quorum is present at the time and place of any meeting, the Directors present may adjourn the meeting until a quorum shall be present.

Section 6. Electronic Meetings and Attendance. Board meetings may be held virtually as long as all members participating in the meeting can hear one another. For any meetings, whether in person or virtually, Directors may individually participate by means of a conference telephone, video conference, or any other electronic communication so long as all members participating in the meeting can hear one another. Such participation constitutes personal presence at the meeting for purposes of conducting business and meeting the

quorum requirements.

Section 7. Voting. If a quorum is present when a vote is taken, the action of a majority of the Directors is the action of the Board of Directors. Voting by proxy is not permitted. If any Director abstains from voting on a particular motion before the Board due to a conflict of interest, then the remainder of the Directors shall still constitute a quorum for that particular vote and a majority of those voting Directors shall be required to approve the motion.

Section 8. Open Meetings Law. The Board of Directors shall abide by the public policy of the State of North Carolina in regards to Board meetings as describe in the North Carolina Open Meetings Law.

Section 9. Conduct of Meetings. The President of the Board, or in their absence, the Vice President or any director selected by the directors present, shall preside at meetings of the Board of Directors. The Secretary of the Board, or in their absence, any person appointed by the presiding officer shall act as Secretary of the Board. The Board may elect to use Robert's Rules of Order as a guideline for conducting all meetings.

ARTICLE VIII

Financial Provisions

Section 1. Third-Party Contracts. No third-party contracts shall be executed on behalf of the Corporation unless authorized by a majority vote of the Board of Directors. If the Board authorizes an officer or agent of the Corporation to enter into a contract, such authority may be general or confined to specific transactions.

Section 2. Loans. No loans shall be executed on behalf of the Corporation unless authorized by a majority vote of the Board of Directors. If the Board authorizes an officer or agent of the Corporation to enter into a loan, such authority may be general or confined to specific transactions.

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

Section 4. Deposits. All funds of the Corporation not otherwise employed shall be deposited to the credit of the Corporation in such depository or depositories as shall be determined by the Board of Directors.

Section 5. Gifts. The Board or any agent may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the benefit or perpetuation of the purposes of the Corporation consistent with federal and state law and regulation and representations made in the Corporations 1023 filing.

Section 6. Audits. The Board shall retain an independent auditor approved by the North Carolina Local Government Commission to conduct an annual audit of the Corporation's finances. The Corporation shall adhere to the auditing and reporting procedures and requirements adopted by the North Carolina State Board of Education for charter schools.

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

ARTICLE IX

General Provisions

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

Section 2. Books and Records. The Corporation shall keep at its principal office (a) a copy of the Corporation's Articles of Incorporation and the Bylaws as amended to date; (b) a record of its Directors, indicating their names, physical and email addresses, and telephone numbers, dates of election to the Board and to office(s), if applicable; (c) a record of its committees and committee members, including the specific task for which each committee was formed and members' names, physical and email addresses and telephone numbers; (d) minutes of all Board and committee meetings, indicating the time and place of such meetings, names of those present and the proceedings thereof; and (e) adequate and correct books and records, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains, and losses. Every Director has the absolute right to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

Section 3. Indemnification. Every person who is or shall have been a Director or officer of the Organization and their personal representatives shall be indemnified to the fullest extent permissible under law by the Corporation against all costs and expenses reasonably incurred by or imposed upon them in connection with or resulting from any action, suit, or proceeding to which they may be made a party by reason of their being or having been a Director or officer of the Corporation, except in relation to such matters as to which they shall finally be adjudicated in such action, suit, or proceeding to have acted in bad faith and to have been liable by reason of willful misconduct in the performance of their duty as such director or officer. The Board of Directors shall take all such action as may be necessary and appropriate to authorize the Corporation to pay the indemnification provided by this Bylaw. "Costs and expenses" shall include, but without limiting the generality thereof, attorney's fees, damages, and reasonable amounts paid in settlement.

Section 4. State Indebtedness Clause. To the extent required by law, every contract of the Organization shall include the following provision: "No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions as required by NCGS Section 115C-218.105(b)."

Section 5. Conflict of Interest. No Director, officer, or agent of the Corporation shall obtain any direct or indirect economic stake in any entity participating in the programs of the Corporation, and the Corporation shall not employ any individual who serves as a Director or officer of such an entity or an individual who owns a stake in any such entity. It is the policy of the Corporation that no Director, officer, or agent of the corporation shall receive any personal or private benefit resulting from the activities of the Corporation or from the receipt of funds by the Corporation from the State of North Carolina or from any other source, apart from reasonable compensation for services rendered and reimbursement for reasonable expenses incurred in the conduct of the business of the Corporation. In furtherance of this policy, the Board of Directors shall have the power to make such rules and regulations concerning conflicts of interest as it deems appropriate and consistent with applicable laws and regulations, including with regulations set forth by the Office of Charter Schools..

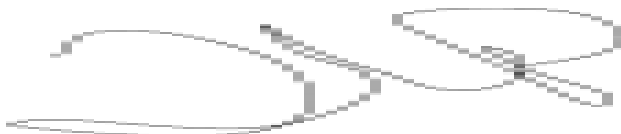
Section 6. Prohibited Activities. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to, its members, Directors, officers, or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these Articles of Incorporation. 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. Notwithstanding any other provisions of these articles, the Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Section 7. Distribution Upon Dissolution. Upon the dissolution or final liquidation of the Corporation, after payment or provision for payment of all liabilities of the Corporation, the Corporation's remaining assets shall be disposed of as required by North Carolina law (N.C. Gen. State. Section 55A-14-03). Specifically, and only as long as required by state law pursuant to the Charter Act or its successor provisions, all net assets of the charter school purchased with public funds shall be deemed the property of the local school administrative unit in which the charter school is located. To the extent otherwise allowed by law, all assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, or shall be distributed to the federal government, or to a state or local government, for a public purpose, all as the board of directors of the Corporation may determine, in accordance with applicable laws or any successor provisions thereto. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the Corporation is located, exclusively for such purposes or to such organization or organizations as such court shall determine, which are organized and operated exclusively for such exempt or public purposes.

Section 8. Non-Discrimination Policy. The Corporation shall not discriminate on the basis of race, religious preference, national or ethnic origin, disability, gender, sexual orientation, creed, ancestry, age, marital status, military status, political affiliation or belief, and any other legally protected categories, in either the hiring and other employment practices of the school or in its admission policies for students. Further, the Corporation shall be open to all students as authorized on a space available basis and shall not discriminate in its admission policies or practices. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of charter public schools in the State of North Carolina.

Section 9. Bylaw Amendments. The Bylaws may be altered, amended, or repealed, and new Bylaws may be adopted at any regular or special meeting of the Board of Directors upon a vote of a majority of the members of the Board of Directors, provided that notice of such proposed action, including the content thereof, be included in the call for the meeting. To the extent required by law, bylaws will be submitted to the regulators, including the Office of Charter Schools and Department of Public Instruction.

These bylaws were approved at a meeting of the Board of Directors on April 25, 2024. They were most recently revised by the Board of Directors on April 25, 2024



Board Secretary



Bright Scholars, Inc.
Conflict of Interest Policy and Annual Statement
For Board Members

CONFLICT OF INTEREST

Definitions for the purposes of this policy:

Article I - Purpose

1. Bright Scholars, Inc. will adopt a conflict of interest policy and establish disclosure of conflict of interest by all members as a normal practice. We will mitigate conflicts of interest by disclosing our interests in a public forum, allowing the board to determine the best course of action, and create procedures and guidelines for the management of conflicts of interest.
2. The purpose of the Board Members and Members of a Committee conflict of interest policy, is to protect Bright Scholars' interests when entering a transaction or arrangement that might benefit the private interests of a Board Member or Members of a Committee of Bright Scholars. Board Members with any conflict of interest must make all Board Members aware of the potential conflict concerning financial interest, officer, general partner of another party, family ties or serving as a Board Member. The Board Member with the conflict of interest may participate in the discussions but may not vote on the transaction.
3. This policy is intended to supplement, but not replace any applicable state and federal laws governing the conflicts of interest applicable to nonprofit and charitable organizations.

Article II - Definitions

1. Interested Person

Any director, principal officer, or member of a committee of the Board of Directors who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

- A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
- a. An ownership or investment interest in any entity with which the School has a transaction or arrangement,
 - b. A compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board of Directors decides that a conflict of interest exists.

Article III - Procedures

1. 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 Board of Directors or members of a committee with governing board delegated powers considering the proposed transaction or arrangement.

2. 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, s/he shall leave the Board of Directors 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.

NOTE: 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.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the Board of Directors or committee meeting, but after the presentation, s/he shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the Board of Directors or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the Board of Directors or committee shall determine whether the School 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.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board of Directors or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the School'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.

NOTE: 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 established as provided in this subsection and applicable law.

4. Violations of the Conflicts of Interest Policy

- a. If the Board of Directors or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts 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.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board of Directors or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV - 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 governing board's or committee's decision 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.

Article V - Compensation

- a. A voting member of the Board of Directors who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the Board of Directors or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI - Annual Statements

Each director, principal officer and member of a committee with Board of Directors delegated powers shall annually sign a statement, which 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 School 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.

Article VII - Periodic Reviews

To ensure the School 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 School's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in insurance, impermissible private benefit or in an excess benefit transaction.

Article VIII - Use of Outside Experts

When conducting the periodic reviews as provided for in this policy, the School may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of Directors of its responsibility for ensuring periodic reviews are conducted.

Bright Scholars, Inc.
Board Conflict of Interest Annual Statement

1. Name: _____ Date: _____

2. Position:

Are you a Board Member? Yes () No ()

Are you an Administrator? Yes () No ()

If you are an Administrator, what position do you hold: _____.

3. I affirm the following:

I have received a copy of the Conflict of Interest Policy. _____ (initial)

I have read and understand the policy. _____ (initial)

I agree to comply with the policy. _____ (initial)

I understand that Bright Scholars is non-charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of tax-exempt purposes. _____ (initial)

4. Disclosures:

a. Do you have a financial interest (past, current or potential), including a compensation arrangement, as defined in the Conflict of Interest policy with Bright Scholars, Inc?

Yes () No ()

i. If yes, please describe it (if past include when approximately): _____

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes () No ()

Signature: _____ Date: _____

_____ Date: _____

Signature of President or Vice-President

Academic School Year	Grade Levels
Year 1: 2026-2027	K-1 (3 Kinder & 3 1st Grade) 6 classes x 16 students
Year 2: 2027-2028	K-2 (3 Kinder, 3 1st Grade, 3 2nd Grade) 9 classes x 16 Ss
Year 3: 2028-2029	K-3 (3 Kinder, 3 1st Grade, 3 2nd Grade, 3 Third grade) 12 classes
Year 4: 2029-2030	K-4 (add 3 4th grade classes) 15 classes
Year 5: 2030-2031	K-5 (add 3 5th grade classes) 18 classes

Total Projected Student Enrollment	
	96
	144
	192
	240
	288

Ethnicity/Race	# of Students	Percentage (%)
American Indian or Alaska Native	3	1.00%
Asian	20	6.50%
Black or African American	135	43.00%
Hispanic	71	22.50%
Native HI or Pacific Islander	3	1.00%
Two or More Races	50	16.50%
White	30	9.50%
EDS Subgroups		
Economically Disadvantaged Students	205	71.00%
Students with Disabilities	36	12.75%
English Language Learners	28	10.00%
Students Experiencing Homelessness	8	3.00%

Charter Building / Social Emotional Learning

	Unit	K	1st	2nd	3rd	4th	5th
Q1 Week 1	FIRST WEEK OF SCHOOL - Getting to Know One Another, Create Class Shared Vision and Code						
Q1 Week 2	SECOND WEEK OF SCHOOL - Building Learner Profiles / Goals						
Q1 Week 3 Lesson #1	Growth Mindset and Goal-Setting	We Watch. We Listen. We Think	Time to Pay Attention	How to Get Good at Something	Changing Your Brain	Setting a Good Goal	The Right Goal for Me
Q1 Week 4 Lesson #2		Why We Pay Attention	Everyone Gets Distracted	What Mistakes Tell Us	Getting Better with Practice	Making a Plan	My Plan
Q1 Week 5 Lesson #3		Mistakes are Okay!	You Did It!	Helpful and Unhelpful Thoughts	More Than Practice	Checking Our Progress	Changing My Plan
Q1 Week 6 Lesson #4		Practice Makes Better	Helpful Thoughts	We Can Change Our Thoughts	Planning for Practice	Reflecting On Our Journey	Time to Reflect
Q1 Week 7 Lesson #5		PT - Let's Practice and Learn	PT - We Can Do It!	PT - Learn and Get Better	PT - Make a Practice Plan	PT - Ready, Set, Goal!	PT - My 10-Minute Goal
Q1 Week 8/9	TEACHER DISCRETION of "I Am" / "This is Me" lessons						
Q2 Week 1	TEACHER DISCRETION of Honesty Lessons						
Q2 Week 2 Lesson #6	Emotion Management	Sometimes We Feel Happy	Noticing Feelings	Feeling Proud	Why Emotions?	The Balanced Brain	Strong Emotions
Q2 Week 3 Lesson #7		Sometimes We Feel Sad	Sometimes We Feel Worried	Feeling Disappointed	How Angry?	What is Rethinking?	What is Stress?
Q2 Week 4 Lesson #8		Sometimes We Feel Mad	Feeling Calm	Help Yourself Feel Better	Take a Break	How to Rethink	Planning for Change
Q2 Week 5 Lesson #9		We Can Feel Calm	Feeling Frustrated	Different Feelings	How Happy?	Take Another Look	What Can I Change?
Q2 Week 6	TEACHER DISCRETION of "Growing Grateful"						
Q2 Week 7 Lesson #10		PT - What Are They Feeling	PT - Noticing Clues	PT - How Do You Feel?	PT - Strength of Feelings	PT - Rethink It!	PT - Making a Change
Q2 Week 8 Lesson #11	Empathy and Kindness	We Can Be Kind	The Power of Kind Acts	What's Empathy	Kindness and Friendship	The Same, But Different	Empathy in the Community
Q2 Week 9	Embrace Diversity						
Q3 Week 1	TEACHER DISCRETION of "Begin with the End in Mind", Goal Setting/ Creating a Vision or Stair Step Goal Ladder						
Q3 Week 2							
Q3 Week 3 Lesson #12	Empathy and Kindness	Why Kindness	Ways to Be Kind	Empathy In Action	Building a Friendship	Ask, Listen, Learn	What's the Problem
Q3 Week 3 Lesson #13		Showing Kindness	Offering Kind Acts	Having Empathy	My Kind of Kindness	Seeing It Differently	A Differnt Point of View
Q3 Week 4 Lesson #14		Kindness at School	Practicing Kind Acts	Empathy at School	Asking Questions	Changing Your Mind	Community Solutions
Q3 Week 5 Lesson #15		PT - Demonstrating Kindness	PT - Demonstrating Kind Acts	PT - Empathy and Kindness	PT - Do Something Kind	PT - A New Point of View	PT - Your Solution
Q3 Week 6	TEACHER DISCRETION of "Caring about other people"						
Q3 Week 7	TEACHER DISCRETION of "Integrity"						
Q3 Week 8	TEACHER DISCRETION of "Leadership"						
Q3 Week 9 Lesson #16	Problem-Solving	We Can Say the Problem	How To Say The Problem	The Way to Say a Problem	STEP by Step	A Good Problem-Solver	Beginning to STEP
Q4 Week 1 Lesson #17		Ready to Solve Problems	Was it an Accident?	Thinking of Solutions	S: Say the Problem	Saying It Respectfully	When? Where? Who?
Q4 Week 2 Lesson #18		Apologizing Can Help	Ask for What You Need	Which Solution?	T: Think and E: Explore	Exploring Outcomes	Solutions Web
Q4 Week 3 Lesson #19		Taking Turns and Sharing	We Can Make It Better	What Would I Want?	P: Pick a Solution	A Good Solution	Let's Reflect
Q4 Week 4 Lesson #20		PT - We Can Solve Problems	PT - Solving Problems	PT - Be a Problem-Solver	PT - Solving a Problem	PT - STEP into Problem-Solving	PT - Putting It All Together
Q4 Week 5	TEACHER DISCRETION of "Responsibility"						
Q4 Week 6	TEACHER DISCRETION of "Citizenship"						
Q4 Week 7	REVIEW/RE-TEACH SKILLS						
Q4 Week 8							

Bright Scholars, Inc. Organization Chart



Governing Board

Dean of
Operations
(Head of School)

Financial
Administrator

Dean of
Academics

Dean of Students
and Family Support

Technical
Administrator

Teachers

Support Staff

EC Coordinator

EC Teachers

Custodian
(starting
year 3)

Transportation

Reading Scope and Sequence for Bright Scholars, Inc.



Resources: Recipe for Reading by Nina Traub and Frances Bloom, How to Teach Spelling by Laura Toby Rudginsky and Elizabeth C. Haskell, M A Rooney Foundation Website (<https://www.maroonfoundation.org>), Fairleigh Dickenson Center for Dyslexia Studies, North Carolina Department of Public Instruction (NCSCOS),

Uninterrupted Literacy Block Grades K-3 (90 to 120 minutes)

Phonological Awareness	Standards Alignment:	Reading Foundational Standards; Language Standards
	Instructional Resource:	Heggerty Phonemic Awareness
	Time Allotted:	10-15 minutes
	Grouping Structure:	Whole Group
Phonics	Standards Alignment	Reading Foundational Standards; Language Standards
	Instructional Resource:	Letterland Phonics, Recipe for Reading, https://www.marooneyfoundation.org
	Time Allotted:	20-40 minutes
	Grouping Structure:	Whole Group
Interactive Read Aloud <ul style="list-style-type: none"> - Mini Lesson with mentor text - Intentionally planned standards-aligned questions (ncdpi.com) - Anchor Chart - Vocabulary (preview and embed) - Graphic Organizers - Collaboration (ncdpi.com) - Summarizing, Sequencing 	Standards Alignment	Reading Literature, Informational; Language; Speaking & Listening
	Instructional Resource:	Interactive Read Aloud Kits, Big Books, Picture Books, i-Ready (Ready NC)
	Time Allotted:	15-30 minutes (Time will vary based on time of year and standard)
	Grouping Structure:	Whole Group
Small Group Targeted Instruction	Standards Alignment	Rdg Foundational; Rdg Lit. and Info; Lang.; Speaking and Listening
	Instructional Resource:	Heggerty, Letterland, letter tiles, Elkonin boxes, counters, whiteboards, pencil/paper, Decodable Readers, sets of readers
	Time Allotted:	15-25 minutes per group (Time will vary based on data/group needs)
	Grouping Structure:	Small Groups with 4-6 students for most effective instruction
Writing	Standards Alignment	Writing Standards, Language; Speaking and Listening
	Instructional Resource:	WfTB(Narrative and Expository), Mentor Texts (Picture Books, Interactive Read Alouds), chart paper, Graphic Organizers
	Time Allotted:	30-40 minutes (Time will vary based on time of year and standard)
	Grouping Structure:	Whole Group/Small Group (as needed)

Uninterrupted Literacy Block Grades 4-5 (90 to 120 minutes)

Phonological Awareness	Standards Alignment:	Reading Foundational Standards; Language Standards
	Instructional Resource:	Heggerty Bridge the Gap
	Time Allotted:	10 minutes
	Grouping Structure:	Whole Group
Phonics	Standards Alignment	Reading Foundational Standards; Language Standards
	Instructional Resource:	Teacher reference book: How to Teach Spelling, Teaching of syllabication, homonyms, morphology with focus on roots, and affixes.
	Time Allotted:	20-30 minutes
	Grouping Structure:	Whole Group
Interactive Close Reading / Novel Study <ul style="list-style-type: none"> - Mini Lesson with mentor text - Intentionally planned standards-aligned questions (ncdpi.com) - Anchor Chart, Graphic Organizers, Projects - Vocabulary (preview and embed) - Collaboration (ncdpi.com) - Text Structure, Inferencing 	Standards Alignment	Reading Literature, Informational; Language; Speaking & Listening
	Instructional Resource:	Readworks, i-Ready (Ready NC), Novel sets, Close Reading Passages , assessments
	Time Allotted:	20-30 minutes (Time will vary based on time of year and standard)
	Grouping Structure:	Whole Group / Small group (mixture of different group structure)
Small Group Targeted Instruction (Tuesday - Friday)	Standards Alignment	Reading Lit. and Info; Lang.; Speaking and Listening
	Instructional Resource:	Heggerty Bridge the Gap, Letterland, letter tiles, Elkonin boxes, counters, whiteboards, pencil/paper, Novel Sets
	Time Allotted:	15-25 minutes per group (Time will vary based on data/group needs)
	Grouping Structure:	Small Groups with 4-6 students for most effective instruction
Writing (Monday Focus and integrated throughout reading instruction)	Standards Alignment	Writing Standards, Language; Speaking and Listening, Research
	Instructional Resource:	Opinion, Informative and Explanatory, Narrative and Expository, Mentor Texts and Teacher Modeling, Chart paper, Graphic Organizers
	Time Allotted:	30-40 minutes (Time will vary based on time of year and standard)
	Grouping Structure:	Whole Group/Small Group (as needed)

Curriculum Outline

Phonemic Awareness and Phonics

Teaching sound/letter correspondence of all the English phonograms to mastery is a critical component of reading proficiency. For this reason, it is the most important section on the scope and sequence, with mastery of short vowels being the most important skill to master first.

Short Vowels – when teaching short vowels it is preferred to separate short vowel sounds that students often confuse, i.e., /i/ and /e/. When teaching short vowels, do not introduce them too close together. In addition, teach proper lip formation for producing sounds.

Order of teaching short vowels (with keywords):

- a – apple
- i – itch
- o – ox
- e – edge
- u – up

Short vowels must be learned to mastery of reading, i.e., 90% correct in isolation, in controlled lists of single words and in nonsense words (accuracy in connected text dependent on other factors). Short vowels must be learned to mastery for spelling, i.e., 80%-90% mastery in isolation and in spelling single words. Therefore, it is necessary that instruction includes repeated exposure to and practice in reading and spelling taught short vowel words (through word lists, controlled text, dictation exercises) before introducing a new short vowel.

While waiting to teach the next short vowel...

- Continue teaching not yet learned consonants:
 - Teach no more than one each lesson
 - Teach to mastery
 - Do not teach confusing consonants close together, i.e., m and n; keep it simple
 - Mastery of d, p, b, qu may lag

While waiting to teach the next short vowel or other phoneme/phonogram...

- Teach Language Structure
 - syllable concepts, i.e.:
 - Closed syllable
 - Open syllable

- Phoneme/Phonics:

- initial blends - teach only blends for which the student knows both consonants using words made of short vowels that are known:
 - S blends are the easiest
 - L blends are the next easiest
 - R blends are the most difficult

Pacing for the teaching of blends:

- For students slowly learning short vowels sounds, introduce blends one at a time.
- For children learning short vowels more easily, i.e., three to five lessons to mastery, teach as a category, i.e., introduce the whole category.

The priority is teaching letter/sound correspondence with a focus on short vowels, so it follows that a lot of initial instructional time (three to five lessons each) will be spent on specific short vowels with moving on to other phonemes as a next choice.

- all
- digraphs
- FSZL or Floss Rule
- _ck (duck)

The following scope and sequence is color coded to reflect general skills that are usually taught at each elementary grade. Be sure to align this scope and sequence with that of your core instruction to insure grade level appropriateness of the skills. Note: If you are using a ready-made program for intervention that includes a placement test, it is best to follow the scope and sequence of that program for delivering instruction.

Grade Level Key					
Kindergarten	First	Second	Third	Fourth	Fifth
Student focus is on mastery of CVC, CCVC and CVCC words.	Student focus is mastery of short and long vowels, one syllable words. Some two syllable words with known sounds.	Students apply short vowel protector rules and spelling rules for taught suffixes.	Students apply understanding of the six syllable types to reading and spelling. Master schwa and prefixes	Students can decode and spell multisyllabic words using syllabication. Apply known spelling rules in writing.	Syllabication of more multisyllabic words. Apply understanding of greek and latin (root, prefix and suffix) meaning to reading and writing.

Phoneme/Phonics	Language Structure	Teaching Strategies, Background Knowledge and Spelling Generalization
<ul style="list-style-type: none"> • c, d, s, t, m • short a 	VC and V (open/closed syllables) Knowing the difference between an open and closed syllable will help students understand why vowels are long (go), or short (got).	Introduce a limited set of consonants + one short vowel. When teaching short a, avoid using –an, and –am words. The a is not a true short /a/ sound when followed by a nasal sound like in those words.
Concept of vowels and Consonants		Vowels are a, e, i, o, u, sometimes y. Consonants are all the other letters.
<ul style="list-style-type: none"> • p, r, n, h, • short i 		Introduce the next set of consonants + another short vowel. It is best to separate short e and short i because they are easily confused. -Short lip is a voiced smile sound with teeth slightly separated from each other. -r is not pronounced /er/ , it is a quick sound /r/ as in rat (think happy puppy). Practice in the initial position to help prevent it from being pronounced as /er/.
<ul style="list-style-type: none"> • g, l, v, k, z, f • voicing contrast /t/ and /d/ • short o • long o (no, so, go) • Concept of open syllable • short e 		When teaching the voicing contrast between /t/ and /d/, have students ‘read’ each letter card while placing their fingers on their throat to hear and feel the difference in the sound each letter makes. No English words end with v, unless followed by an silent e (love, give, have, curve) k usually spells /k/ before e, i, and y (kite, key, bike, sky, skip, keep, kind) A syllable is a word, or part of a word, with one vowel sound. Meaning all words need a vowel. Each syllable that you clap out has a vowel.
<ul style="list-style-type: none"> • h, z, j, qu, w, y, x • short u • long i (hi) • long e (he, we, be) 		qu is always considered as a consonant. A vowel follow after qu (quit, quack, queen) qu has two sounds /k/ /w/. x says two sounds /k/ /s/. No English words ends with j. The sound /j/ is spelled -dge (after short vowels) or ge

		<p>j never spells /j/ at the end of a word.</p> <p>q is always followed by u</p> <p>w is never doubled</p> <p>y as a consonant at beginning of word</p> <p>x is never doubled</p>
<p>• digraphs (H brothers)</p> <ul style="list-style-type: none"> • ch (check) • sh (ship) • th (think) • wh (when) • ph (phone) 		<p>Teach the concept of consonant digraphs while teaching ch, sh, th, wh.</p> <ul style="list-style-type: none"> • Generally, teach one at a time. • Can be introduced as the “H Brothers” (from https://www.maroonneyfoundation.org/)
_ck	Closed Syllable	-ck spells /k/ at the end of a 1-syllable word followed by a short vowel (back, neck, trick, sock, truck). Vowel protector rule.
voiced s /z/ (his, beds, is)		<p>s says /s/ after unvoiced consonants: /p/, /t/, /k/, /f/, /th/.</p> <p>s says /z/ after voiced consonants: /b/, /d/, /g/, /l/, /v/, /th/, /z/, /zh/, /j/; never at the beginning of a word.</p> <p>s says /z/ in five short words (is, as, was, his, hers)</p>
Concept of base and suffix -s (dog, dogs)		<ul style="list-style-type: none"> • -s – plural suffix –s; introduce the concepts of base word and suffix at the same time; be sure the student understands the concept of plural. • -es – at another time, choose plural –es because the plural is spelled –es at the end of a word that ends in s, x, sh, or ch)
voiced th (e.g., these, those, bathe)		Voiced th in final position is always followed by silent e

all (wall)		an easy one for most children; may do this before r blends for some children
S blends (st, sw, sc sp, sm, sn, squ, sr)		
L blends (bl, cl, pl, sl, fl, gl)		Intro concept of Suffix –ing
R blends (dr, br, cr, pr, tr)		
tw blend		
-st, -nt, -mp final blends (easier blends)		Suffix –es is used after ch, sh, s, x, z
Past Tense verbs		<p>-ed says /id/ after t or d. In this case, /id/ is its own syllable (wanted)</p> <p>-ed says /d/ after voiced consonants (grabbed)</p> <p>-ed says /t/ after unvoiced consonants (tracked)</p>
• -nd, -ng, nk, -ct (harder blends)		<p>-ng and -nk can be taught as rime patterns: -ang, -ing, -ong, -ung; –ank, -ink, -onk, -unk</p> <p>The preceding vowel is always short.</p>
Floss Rule	Closed syllable	<p>Teach the fszl or Floss rule as a vowel protector rule: double f, s, z, l at the end of a 1-syllable word followed by a short vowel.</p> <p>Example: Jeff will pass Buzz.</p> <ul style="list-style-type: none"> • Some children can learn all variants of the fszl or Floss rule for reading in the same lesson, although they may or may not be able to learn the rule for spelling as quickly. • Some children may need to learn the phonograms (-ff, -ss, -zz, -ll) for reading one at a time. They may not be able to learn the rule for spelling. • Some children can already read words with -ff, -ss, -zz, -ll and can be taught the rule for

		<p>spelling.</p> <p>fszl: double f, s, z, l at the end of a 1-syllable word following a short vowel (staff, miss, jazz, bell)</p> <p>A syllable is a word, or part of a word, with one vowel sound. Meaning all words need a vowel. Each syllable that you clap out has a vowel.</p>
<p>Magic e</p> <ul style="list-style-type: none"> • long a (a_e) • long i (i_e) • long o (o_e) • long u (u_e) 	<p>VCe</p> <p>(vowel consonant silent e syllable) all vowels in VCe words</p>	<p>There are no English words that end in the single letters v, z, or s (if the s is not a suffix). We add e to the end of these words.</p> <p>e as a friend to v, z, s (have, freeze, house). Final e does not always make the preceding vowel long.</p>
soft g /j/		g says /j/ before e, i and y (gentle, ginger, gym)
soft c /s/		c says /s/ before e, i, and y (cent, city, cycle)
		<p>1+1+1 Doubling Rule – if you are adding a vowel suffix to a 1-syllable word that ends in 1 vowel and 1 consonant, double the final consonant (hop/ hopping; run/runner)</p> <p>“E” Ending Rule – if you are adding a vowel suffix to a base word that ends with silent e, drop the e, then add the suffix. (hope/hoping; save/saved)</p>
<p>ay (say)</p> <p>and</p> <p>ai (mail)</p>	<p>vv</p> <p>(vowel team syllable)</p>	<p>Each letter pattern gets its own lesson; introduced without explanation of type of syllable.</p> <ul style="list-style-type: none"> • Example: Hold up letter card. This says “ay”. We spell the sound /ā/ at the end of a one syllable word with ay. Trace and say it three times; write it three times. • Eliciting question for spelling: How do we spell /ā/ at the end of a small word with two letters? <p>ay is the most commonly used spelling for /ā/ at the end of a word (day, play)</p> <p>ai is usually used at the beginning or in the middle of a word rather than at the end.</p>

		Teach homonyms (made, maid) (mail, male) (plain, plane) (pain, pane) (tale, tail, "tell")
Magic e • long a (a_e) • long i (i_e) • long o (o_e) • long u (u_e)	VCe (vowel consonant silent e syllable) all vowels in VCe words	<p>After mastering short vowels, ay, digraphs and blends, students in Grades 1-3 benefit from learning VCe (magic e) as a syllable type. Some students can learn all 5 patterns (a_e, e_e, i_e, o_e, u_e) at the same time, while others need a slower pace.</p> <ul style="list-style-type: none"> • Struggling students in Grade 4 and up benefit from learning closed syllable, compound words, and VCCV cutting patterns. Some can learn all three in one lesson; others need to learn one at a time. <p>Spelling Rules: There are no English words that end in the single letters v, z, or s (if the s is not a suffix). We add e to the end of these words.</p> <p>e as a friend to v, z, s (have, freeze, house). Final e does not always make the preceding vowel long.</p>
ee (queen, need) ea (bead)	VV (vowel team syllable)	<p>Teach one sound for ea at a time, i.e., ea as a long /ē/ sound as in bead.</p> <ul style="list-style-type: none"> • Introduce ea as a vowel team in a vowel team syllable. • Allow time for practice and mastery building before introducing ea as a short /e/ sound as in head. • For struggling students, avoid teaching the two sounds of ea together. Allow time for practice and mastery building before teaching the second sound. <p>Teach homonyms (meat, meet) (week, weak) (beet, beat) (heel, heal)</p>
Vowel y		<p>If possible, avoid teaching ending rules close to each other. Allow time for practice and mastery building before teaching the next rule.</p> <p>First sound is /ɪ/ like in my, try, by, fly at the end of 1 syllable word</p> <p>Second sound is /ē/ as in funny, candy, baby, happy at the end of 2 syllable word</p> <p>Spelling Rule: "Y" Ending Rule, Part 1 – if a base word ends in y, and a vowel is before it, just add the suffix. (say/saying; pay/payment)</p>

		<p>“Y” Ending Rule, Part 2 – To make a base word plural and the word ends in y, and the letter before it is a consonant, change the y to i and add -es. (pony/ponies; baby/babies)</p> <p>“Y” Ending Rule, Part 3 –If a base word ends in y, and the letter before it is a consonant, change the y to i and add the suffix. (dry/dried;lazy/lazier)</p>
<p>ow (snow, grown) oa (goat, soap)</p>	<p>VV (vowel team syllable)</p>	<p>oa is usually used at the beginning or in the middle of a word rather than at the end.</p> <p>ow is the most commonly at the end of a word or when followed by n (indicating past tense) i.e. own.</p> <p>Teach Homonyms (loan, lone) (road, rode)</p>
<p>or (north)</p>	<p>r-Controlled syllable</p> <p>Teach by starting with the most frequently used r-controlled vowel (or) and moving to the least frequently used (ur).</p>	<p>Teach or as the first of five r-controlled vowels to be taught. Introduce or with the concept of r-Controlled syllables.</p> <ul style="list-style-type: none"> • Scaffold instruction with the concept of ‘bossy’ r: “When a vowel is followed by the letter r, the r takes over and creates a new sound. You won’t hear the short or long vowel sound.” • Teach r-controlled vowels (most frequently to less frequently used) in the following order. Allow time for practice and mastery building between each new learning: or, ar, er, ir, ur <p>Spelling rule: When r is doubled, o has its short sound (sorrow)</p>
<p>ar (car)</p>		<p>When at end of word, a is made long by a final silent e (care).</p> <p>When r is doubled, a has its short sound (carry)</p>
<p>er (her)</p>		<p>Most common spelling for /er/ is er.</p> <p>taller - shorter, (teach part of speech and meaning); printer (teach part of speech and meaning); fern</p> <p>When at the end of word followed by e, the e in /er/ is made long by a final silent e (here).</p> <p>When r is doubled, e has its short sound (merry)</p>
<p>ir (girl)</p>		<p>When at end of word, i is made long by a final silent e (tire).</p>

		When r is doubled, i has its short sound (mirror)
ur (burn)		When at end of word, u is made long by a final silent e (cure). When r is doubled, u has its short sound (curry)
oo (school) oo (book)	Vowel team syllable	For struggling students, avoid teaching the two sounds of oo together. Allow time for practice and mastery building before teaching the second sound.
y as vowel /ē/ (happy)	Second syllable is the open syllable	End of multisyllabic word.
-dge /j/ (edge)	Closed syllable	-dge spells /j/ after a short vowel sound usually in a 1-syllable word. (bridge) A syllable is a word, or part of a word, with one vowel sound. Meaning all words need a vowel. Each syllable that you clap out has a vowel.
-tch /ch/ (switch)		-tch spells /ch/ after a short vowel sound, usually in a 1- syllable word. (catch) • Eliciting questions that support spelling: Why don't we spell lunch/luntch; coach/coatch? (Because -tch spells /ch/ at the end of a one syllable word following a short vowel). • Anticipate that students will make these errors for a short time.
Suffix -ed		The suffix -ed Makes a verb express the past tense. past tense shows that something has already happened. The suffix ed has three different sounds students learn these sounds while studying the phonogram ed. <ul style="list-style-type: none"> • ed says /ed/ as in scolded. • ed says /d/ as in sailed. • ed says /t/ as in jumped.
Suffixes: -est, -ful, -ly, -ish, -less, -y	multisyllabic word	Teaching affixes now provides time for students to practice newly taught phonograms. <ul style="list-style-type: none"> • -ful, -ish are generally taught one at a time • It is not confusing to teach the suffixes in back-to-back lessons • Be sure to teach the parts of speech, the meanings, and the syllable type.

ou (out) ow (plow, growl)	Diphthong	ow is used at the end of a word or syllable or when followed by n or l. ou was used at the beginning or middle of a syllable
-ind (kind) -ild (child) -old (cold) -ost (most) -olt (bolt)		Kind-old Rule Can be taught as word patterns in 1-syllable words These 1-syllable words are closed syllable rule breakers.
Prefixes: un-, re-, dis-, in-, ex-, mis-		Teach the concept of prefixes with the first prefix taught. Begin with decodable prefixes, for example, re-, un-, dis-. • Include meaning when teaching prefixes. Teach syllable types when teaching prefixes. • When students are ready for another affix lesson, teach sub-.
oi (oil, coin) oy (boy, employ) Diphthong	Syllable Patterns VC/CV VC/V VC/V	oi spelling used at the beginning or middle of a syllable oy spelling is used at the end of a word or syllable
Schwa	Schwa in second syllable of two syllable word (bottom, garden)	Teach accent and schwa when introducing two syllable words and the syllable splitting pattern VCCV. • Two-syllable words have one stressed syllable (or accented syllable), and one unstressed syllable. • The unaccented syllable adjacent to the accented syllable will have a schwa sound - either a short /i/ or short /u/ sound regardless of the spelling of the vowel. • The syllable that is stressed will most likely be pronounced the way it is spelled. • The general pattern is that 80%-90% of the nouns in English are stressed on the first syllable and 80%-90% of the verbs in English are stressed on the second syllable. Example nouns: wisdom, salad. Example verbs: observe, compare. When two closed syllables make a 2- syllable word, the vowel in the second syllable often does not make its expected short sound. Instead, it will have either a short /i/ or the schwa sound, which sounds like short /u/.

Consonant _le -ble (table) -ckle (buckle) -dle (waddle) -fle (rifle) -gle (angle) -ple (apple) -tle (cattle) -zle (puzzle)	-cLe Consonant, -le syllable	Consonant Le is considered a final stable syllable, and the only syllable type that does not have a discreet vowel sound. When preceded by a single short vowel, the consonant is doubled: <ul style="list-style-type: none"> • bubble • apple When preceded by anything other than a short vowel, the consonant is not doubled: <ul style="list-style-type: none"> • ankle
aw (saw, lawn)		End of a word or syllable or when followed by n or l A syllable is a word, or part of a word, with one vowel sound. Meaning all words need a vowel. Each syllable that you clap out has a vowel.
au (author, sauce)		Beginning or middle of a syllable
augh (taught)		Always followed by t
ey /ē/ (key) ey /ā/ (they)		At the end of a word. For struggling students, avoid teaching the two sounds of ey together. Allow time for practice and mastery building before teaching the second sound.
y as vowel /ī/ (my, cycle, type)		End of word or syllable or when made long by final silent e (can be taught with VCe syllable type)
y as vowel short i (gym)		
silent consonants: kn (know) wr (write)		
Prefixes: de-, pre-, sub-, be-, per-, a-		
• ie (pie, chief)		For struggling students, avoid teaching the two sounds of ie together. Allow time for practice and mastery building before teaching the second sound.

		Familiar spelling rule: i before e except after c
ue /ū/(cue) ue /oo/ (blue)		End of a word.
-igh (high, night)		
-age		
ou (soup) ui (suit) ew (new)		
-ture		
tion /shun/ (completion)		Used for /shun/ unless root word ends in –s or –ss.
Suffixes: -tion/-sion, -ment, -ness		
sion (as /shun/ and /zhun/) (tension, vision)		
Open and Closed Syllable	VC and V (open/closed syllables) Knowing the difference between an open and closed syllable will help students understand why vowels are long (yo/yo), or short (rab/bit).	<p>A syllable is a word, or part of a word, with one vowel sound. Meaning all words need a vowel. Each syllable that you clap out has a vowel.</p> <p>Closed syllable -A closed syllable ends with a consonant -The vowel before the final consonant has a short sound (that, shot, strut).</p> <p>Open Syllable -An open syllable ends with a vowel. -The valve has a long sound (says it's on name). -An open syllable can be just one letter if the letter is a vowel (l, a, o/pen).</p>

Vowel-Consonant-e Syllable	VCe (vowel consonant silent e syllable) Magic e	<ul style="list-style-type: none"> -The final e is silent in a vowel consonant e syllable. - the silent-e at the end of the word makes the vowel before it have a long sound (mule, same, stripe) -(magic-e can only hop over one consonant to tell the vowel to say it's own name)
Vowel Team Syllable	VV	<ul style="list-style-type: none"> -Usually has two vowels together that have one sound. (sail, stay, snow, greet) -Sometimes the vowel team has more than two letters that make one sound (light, eight). -Include diphthongs oi/oy, ou/ow (coin, toy, ouch, now) -Be sure to notice whether a file combination is reversed (for example io instead of oi as in vi/o/lin). If the two vowels are reversed, divide between them for reading and spelling.
r-Controlled Syllable	rV	<ul style="list-style-type: none"> -And r-controlled syllable always has at least one vowel followed by r. The r Always comes directly after the vowel (ar, er, ir, or, ur, and ear). The r gives the vowel a unique sound. (start, bird, burn/ing, learn, trans/port, doc/tor, beg/gar, work)
Consonant-le Syllable	Cle	<ul style="list-style-type: none"> -A consonant-le syllable comes after the end of a word (cra/dle, bub/ble, ti/tle). - A consonant-le Syllable has no vowel sound the silent e at the end of the syllable is the only vowel. only the consonant and the L is pronounced. -Only about 2 percent of English word have the syllable type.
Syllabication	Dividing words into syllables	<ol style="list-style-type: none"> 1. Underline all the sounded vowels and diphthongs. A single e at the end of a word is usually silent; cross out silent e's. 2. Count the sounded vowels. This tells you how many syllables are in a word. 3. See if the word contents familiar suffixes such as -er, -ing, -ful, or -tion. If it does, this is the part of the word you already know how to pronounce. 4. Label all the vowels and consonants, starting with the first vowel. 5. See what patterns the vowels and consonants make: VCCV, VCV, or VCCCV <ol style="list-style-type: none"> a. Whenever two consonants come together in a word, divide them: VC/CV. Do not divide blends. (con/tent, ad/mire, at/mos/phere) b. When only one consonant comes between two vowels, divide after the first vowel: V/CV. this makes an open syllable and the value usually makes a long sound. (si/lent, "not sil/ent") (va/ca/tion "not vac/a/tion") Pronounce the word with an open syllable. if this does not make a word that sounds familiar, divide after the consonant . (lim/it "not li/mit") (cab/in "not ca/bin") c. When three consonants come together, divide after the first consonant: VC/CCV. If this does not make a word that sounds familiar, divide after the second consonant: VCC/CV. Example: (com/plete "not comp/lete") and (pump/kin "not pum/pkin") 6. If the foul combination is reversed, divide between the valves. each vowel will then

		have a sound. Example: (vi/o/let, vi/o/lin, di/al, pe/o/ny, ne/on, li,ar
Homonyms		Homonyms are words that sound the same but have different meanings and spellings. Teach grade level appropriate homonyms in grades 2-6.
Prefixes: anti- ante com- contra- circum- post-		
/ik/ spelled ic (public)	multisyllabic word	At the students in grade four and above have learned that /k/ sounds directly after a single short vowel is spelled -ck, they should learn that words of two or more syllables usually uses c for the final /k/ sound. The easiest way to teach this generalization is to call the words listed the ic words, pointing out that all the words end with ic.
The Y Rule		<ol style="list-style-type: none"> 1. If the letter before the final Y is a vowel, the y doesn't change when you add a suffix. (playing, played, playful) Exceptions: day → daily, lay → laid, mislay → mislaid, slay → slain, say → said, pay → paid 2. If the letter before a final y is a consonant, the y changes to an i when you add any suffix, except when the suffix begins with an i. (carry, carried, carrying) Exceptions: shyly, dryly, slyly, spryly, shyness, dryness, slyness, spryness
The i-before-e Rule		
Review six Syllable types		A syllable is a word, or part of a word, with one vowel sound. Meaning all words need a vowel. Each syllable that you clap out has a vowel.
Syllabication	Dividing words into syllables	<ol style="list-style-type: none"> 1. Underline all the sounded vowels and diphthongs. A single e at the end of a word is usually silent; cross out silent e's. 2. Count the sounded vowels. This tells you how many syllables are in a word. 3. See if the word contents familiar suffixes such as -er, -ing, -ful, or -tion. If it does, this is the part of the word you already know how to pronounce. 4. Label all the vowels and consonants, starting with the first vowel. 5. See what patterns the vowels and consonants make: VCCV, VCV, or VCCCV <ol style="list-style-type: none"> a. Whenever two consonants come together in a word, divide them: VC/CV.

		<p>Do not divide blends. (con/tent, ad/mire, at/mos/phere)</p> <p>b. When only one consonant comes between two vowels, divide after the first vowel: V/CV. this makes an open syllable and the value usually makes a long sound. (si/lent, “not sil/ent”) (va/ca/tion “not vac/a/tion”) Pronounce the word with an open syllable. if this does not make a word that sounds familiar, divide after the consonant . (lim/it “not li/mit”) (cab/in “not ca/bin”)</p> <p>c. When three consonants come together, divide after the first consonant: VC/CCV. If this does not make a word that sounds familiar, divide after the second consonant: VCC/CV. Example: (com/plete “not comp/lete”) and (pump/kin “not pum/pkin”)</p> <p>6. If the foul combination is reversed, divide between the vowels. each vowel will then have a sound. Example: (vi/o/let, vi/o/lin, di/al, pe/o/ny, ne/on, li,ar</p>
The i-before-e except after c Rule		
The Doubling Rule		<p>The doubling rule is for words with two or more syllables. double the final consonant of the base word when adding a suffix that begins with a vowel if the following conditions apply:</p> <ol style="list-style-type: none"> 1. the last syllable receives an accent or stressed vowel. 2. the last syllable ends in one consonant with only one vowel before it, and 3. the suffix you're adding begins with a vowel. <p>Example (preferred, compelled, permitted, committing, hopping)</p>
Suffixes -able and -ible		
ch sound like /k/ (chorus) “Greek” ch sound like /sh/ (chef) “Latin”		Reminds students that they already know one pronunciation of the digraph ch /ch/ as in chin. Now they will learn two other ways to pronounce ch, /k/ as in school and /sh/ as in Charlotte.
Greek Root word meanings		Cycl → circular , Photo→ light, Auto → self, Geo →earth , Graph → draw, write, Phone → sound
Latin Root word meaning		Ego → self, quad →four, tri → three

Kindergarten Pacing Guide

K	Reading Foundational Skills	Reading Literature	Reading Information	Writing	Speaking and Listening	Language
1st Qrt	RF.K.1 (a,b,c,d) Understand basic features of print RF.K.2 (a,b,c,d,e) Understand phonemes & syllables	RL.K.1 Ask & answer key details RL.K.2 Retell with detail RL.K.6 Identify & define role author/illustrator RL.K.7 Describe illustration & story relationships	RI.K.1 Ask & answer key details RI.K.2 Identify main topic RI.K.5 Identify parts of a book RI.K.7 Describe illustration & story relationships	W.K.2 Write/draw informative explanatory piece W.K.3 Narrate & order event(s)	SL.K.1 (a,b) Converse collaboratively SL.K.2 Understand information presented orally/other media SL.K.4 Describe & recount people, places, things	L.K.1 (a,b,c,d,e,f) Demonstrate conventions of grammar/usage L.K.4 (a,b) Determine or clarify unknown/multiple meaning words & phrases
2nd Qrt	RF.K.1 (a,b,c,d) Understand basic features of print RF.K.2 (a,b,c,d,e) Understand phonemes & syllables RF.K.3 (a,b,c,d) Apply phonics & word analysis	RL.K.1 Ask & answer key details RL.K.2 Retell with detail RL.K.3 Identify story elements and events RL.K.9 Compare/contrast character experiences RL.K.10 Engage in group reading	RL.K.1 Ask & answer key details RI.K.2 Identify main topic RI.K.3 Describe connection of two story events RI.K.9 Compare/contrast two texts of same topic RI.K.10 Engage in group reading	W.K.1 Write/draw opinion piece W.K.5 Respond to revision suggestions/ add details W.K.8 Recall and/or gather information from source	SL.K.1 (a,b) Converse collaboratively SL.K.4 Describe & recount people, place, things SL.K.5 Add visuals /drawings to work	L.K.1 (a,b,c,d,e,f) Demonstrate conventions of grammar/usage L.K.2 (a,b,c,d) Demonstrate conventions of capitalization/ punctuation/ spelling L.K.4 (a,b) Determine or clarify unknown/multiple meaning words & phrases
3rd Qrt	RF.K.3 (a,b,c,d) Apply phonics & word analysis RF.K.4 Read emergent reader text with purpose & understanding	RL.K.1 Ask & answer key details RL.K.4 Ask & answer unknown words RL.K.3 Identify story elements and events RL.K.7 Describe illustration & story relationship RL.K.9 Compare/contrast character experiences RL.K.10 Engage in group reading	RI.K.3 Describe connection of two story events RI.K.4 Ask & answer unknown words RI.K.6 Identify the author/illustrator's role in presenting ideas RI.K.8 Identify author's reason & support points RI.K.9 Compare/contrast two texts of same topic RI.K.10 Engage in group reading	W.K.1 Write/draw opinion piece W.K.3 Narrate & order event(s) W.K.5 Respond to revision suggestions/ add details W.K. 6 Explore digital tools to publish & collaborate	SL.K.1 (a,b) Converse collaboratively SL.K.2 Understand information presented orally/other media SL.K.3 Ask & answer questions to seek understanding SL.K.5 Add visuals /drawings to work	L.K.1 (a,b,c,d,e,f) Demonstrate conventions of grammar/usage L.K.2 (a,b,c,d) Demonstrate conventions of capitalization/ punctuation/ spelling L.K.5 (a,b,c,d) Explore word relationships L.K.6 Use new words & phrases
4th Qrt	F.K.2 (a,b,c,d,e) Understand phonemes & syllables RF.K.3 (a,b,c,d) Apply phonics & word analysis RF.K.4 Read emergent reader text with purpose & understanding	RL.K.4 Ask & answer unknown words RL.K.5 Recognize text types RL.K.6 Identify & define role author/illustrator RL.K.9 Compare/contrast character experiences RL.K.10 Engage in group reading	RI.K.2 Identify main topic RI.K.4 Ask & answer unknown words RI.K.6 Identify the author/illustrator's role in presenting ideas RI.K. 7 Describe illustration & story relationships RI.K.8 Identify author's reason & support points RI.K.10 Engage in group reading	W.K.2 Write informative/ explanatory piece W.K.7 Participate in shared research W.K.8 Recall and/or gather information from source W.K. 6 Explore digital tools to publish & collaborate	SL.K.1 (a,b) Converse collaboratively SL.K.3 Ask & answer questions to seek understanding SL.K.6 Speak & express thoughts clearly	L.K.1 (a,b,c,d,e,f) Demonstrate conventions of grammar/usage L.K.4 (a,b) Determine or clarify unknown/ multiple meaning words & phrases L.K.5 (a,b,c,d) Explore word relationships L.K.6 Use new words & phrases

First Grade Pacing Guide

1st	Reading Foundational Skills	Reading Literature	Reading Information	Writing	Speaking and Listening	Language
1st Qrt	RF.1.1(a) Recognize basic features of print RF.1.2 (a,b,c,d) Understand phonemes & syllables RF.1.3 (a,b,c,d,e,f,g) Apply phonics & word analysis	RL.1.1 Ask & answer key details RL.1.2 a,b Analyze development of central message & retell RL.1.6 Identify point of view RL.1.7 Use & describe illustration & story relationship	RI.1.1 Ask & answer key details RI.1.2 a,b Analyze text, identify main topic & retell key details RI.1.6 Distinguish between visual & written information RI.1.7 Describe key ideas through text & illustrations	W.1.2 Write informative text W.1.3 Write narratives	SL.1.1 (a,b,c) converse collaboratively SL.1.2 Ask & answer key details about information presented	L.1.1 (a,b,c,d,e,f,g,h,i,j) Demonstrate conventions of grammar when writing & speaking L.1.2 (a,b,c,d,e) Demonstrate conventions of capitalization, punctuation & spelling
2nd Qrt	RF.1.2 (a,b,c,d) Understand phonemes & syllables RF.1.3 (a,b,c,d,e,f,g) Apply phonics & word analysis RF.1.4 (a,b,c) Read with purpose & understanding	RL.1.1 Ask & answer key details RL.1.3 Describe major events & key details RL.1.4 Identify words & phrases that suggest feeling in stories & poems RL.1.5 Explain differences in storytelling vs. informational text RL.1.9 Compare contrast adventures & experiences	RI.1.2 a,b Analyze text, identify main topic & retell key details RI.1.3 Describe & connect story elements RI.1.4 Ask & answer unknown words & phrases RI.1.5 Use text features RI.1.9 Identify similarities & differences of two text	W.1.1 Write an opinion W.1.5 Add details to strengthen writing in response to peer questions & suggestions W.1.8 Recall information from experience or sources to answer questions with guidance & support	SL.1.1 (a,b,c) Converse collaboratively SL.1.3 Ask & answer speaker's information for additional information & clarity SL.1.4 Describe relevant details & express ideas & feelings clearly SL.1.5 Add visuals to descriptions to clarify ideas & feelings SL.1.6 Produce complete sentences when appropriate	L.1.1 (a,b,c,d,e,f,g,h,i,j) Demonstrate conventions of grammar when writing & speaking L.1.2 (a,b,c,d,e) Demonstrate conventions of capitalization, punctuation & spelling L.1.4 (a,b,c) Determine unknown and multiple meaning words & phrases
3rd Qrt	RF.1.3(a,b,c,d,e,f,g) Apply phonics & word analysis RF.1.4 (a,b,c) Read with accurate comprehension	RL.1.4 Identify words & phrases that suggest feeling in stories & poems RL.1.5 Explain differences in storytelling vs. informational text RL.1.6 Identify point of view RL.1.7 Use text illustrations & details to describe story elements	RI.1.4 Ask & answer unknown words & phrases RI.1.5 Use text features RI.1.6 Distinguish between visual & written information RI.1.7 Describe key ideas through use of text & illustrations RI.1.8 Identify author's reasons to support points	W.1.2 Write informative W.1.7 Participate in shared research W.1.8 Recall information from experience/sources to answer questions with guidance & support W.1.6 Use digital tools to produce, publish & collaborate	SL.1.1 (a,b,c) Converse collaboratively SL.1.2 Ask & answer key details about information presented SL.1.4 Describe relevant details & express ideas & feelings clearly SL.1.6 Produce complete sentences when appropriate	L.1.1 (a,b,c,d,e,f,g,h,i,j) Demonstrate conventions of grammar when writing & speaking L.1.2 (a,b,c,d,e) Demonstrate conventions of capitalization, punctuation & spelling L.1.5 (a,b,c,d) Demonstrate understanding of word nuances & relationships with guidance & support
4th Qrt	RF.1.2 (a,b,c,d) Understand phonemes & syllables RF.1.3 (a,b,c,d,e,f,g) Apply phonics & word analysis RF.1.4 (a,b,c) Read w/accurate comp.	RL.1.3 Describe major events & key details RL.1.9 Compare/ contrast characters in a story RL.1.10 Read complex text	RI.1.3 Describe and connect story elements RI.1.8 Identify author's reasons to support points RI.1.9 Identify similarities & differences of two text RI.1.10 Read complex text w/ prompting & support;text to text or to self comparison	W.1.1 Write an opinion W.1.3 Write narratives W.1.5 Add details to strengthen writing in response to peer questions & suggestions W.1.6 Use digital tools to produce, publish & collaborate	SL.1.1 (a,b,c) Converse collaboratively SL.1.3 Ask & answer speaker's information for additional information & clarity SL.1.5 Add visuals to descriptions to clarify ideas & feelings SL.1.6 Produce complete sentences when appropriate	L.1.1 (a,b,c,d,e,f,g,h,i,j) Demonstrate conventions of grammar when writing & speaking L.1.4 (a,b,c) Determine unknown and multiple meaning words & phrases L.1.6 Use new words & phrases

Second Grade Pacing Guide

2nd	Reading Foundational Skills	Reading Literature	Reading Information	Writing	Speaking and Listening	Language
1st Qrt	RF.2.3 (a,b,c,d,e,f) Apply phonics & word analysis RF.2.4 (a,b,c) Read with accuracy & fluency	RL.2.1 Ask & answer w/text evidence RL.2.2 Analyze text development to determine theme; to retell stories & fables RL.2.6 Distinguish point of view of characters/narrator RL.2.7 Use text illustrations to describe story elements	RI.2.1 Identify key details RI.2.2 (a,b) Identify main topic of multiparagraph text & of single paragraph RI.2.6 Identify author's purpose RI.2.7 Explain images & diagrams to clarify text	W.2.3 Write narrative pieces W.2.5 Plan, edit & revise	SL.2.1 Converse collaboratively SL.2.2 Recount key details information presented orally/ other media)	L.2.1(a,b,c,d,e,f) Demonstrate grammar/usage L.2.2 (a,b,c,d,e) Demonstrate capitalization/ punctuation/ spelling
2nd Qrt	RF.2.3 (a,b,c,d,e,f) Apply phonics & word analysis RF.2.4 (a,b,c) Read with accuracy & fluency	RL.2.2 Analyze text development to determine theme; to retell stories & fables RL.2.3 Describe character responses RL.2.5 Analyze structure/text features RL.2.9 Compare/contrast 2 or more versions of same story RL.2.1. Ask & answer w/text evidence	RI.2.2(a,b) Identify main topic of multiparagraph text & of single paragraph RI.2.3 Describe connection between concepts or events RI.2.5 Analyze structure/text features RI.2.9 Compare/contrast same topic different text RI.2.1. Identify key details	W.2.1 Write opinion pieces W.2.2 Write Informational pieces W.2.5 Plan, edit & revise W.2.6 Use digital tools to produce, publish & collaborate	SL.2.1 Converse collaboratively SL.2.3 Ask & answer questions to understand speakers SL.2.4 Describe/recount stories and experiences SL.2.5 Add visuals, audio, multimedia to stories/ presentations	L.2.1(a,b,c,d,e,f) Demonstrate grammar/usage L.2.2(a,b,c,d,e) Demonstrate capitalization/ punctuation/ spelling L.2.4(a,b,c,d,e) Determine unknown/multiple meaning words & phrases
3rd Qrt	RF.2.3 (a,b,c,d,e,f) Apply phonics & word analysis RF.2.4 (a,b,c) Read with accuracy & fluency	RL.2.4 Describe rhythm & meaning RL.2.5 Analyze structure/text features RL.2.6 Distinguish point of view of characters/narrator RL.2.7 Use text illustrations to describe story elements	RI.2.8 Identify & describe author's main point and reasons to support point RI.2.6 Identify author's purpose RI.2.4 Determine meaning of words & phrases RI.2.5 Analyze structure/text features RI.2.7 Explain images & diagrams to clarify text	W.2.1 Write opinion pieces W.2.2 Write Informational pieces W.2.5 Plan, edit & revise W.2.6 Use digital tools to produce, publish & collaborate	SL.2.1 Converse collaboratively SL.2.3 Ask & answer questions to understand speakers information SL.2.5 Add visuals, audio, multimedia to stories/ presentations	L.2.1 (a,b,c,d,e,f) Demonstrate grammar/usage L.2.2 (a,b,c,d,e) Demonstrate capitalization/ punctuation/ spelling L.2.3 (a) Use knowledge of language L.2.5 (a,b,) Understand word relationships
4th Qrt	RF.2.3 (a,b,c,d,e,f) Apply phonic & word analysis RF.2.4 (a,b,c) Read with accuracy & fluency	RL.2.3 Describe character responses RL.2.4 Describe rhythm & meaning RL.2.9 Compare/contrast 2 or more versions of same story RL.2.10 Read & comprehend complex text & poetry/make text to self and text to text connections	RI.2.3 Describe connection between concepts or events RI.2.4 Determine meaning of words & phrases RI.2.8 Identify & describe author's main point and reasons to support point RI.2.9 Compare/contrast same topic different text RI.2.10 Read & comprehend complex informational text	W.2.7 Read/write shared research W.2.8 Recall information from sources W.2.5 Plan, edit, revise W.2.6 Use digital tools to, publish & collaborate	SL.2.1 Converse collaboratively SL.2.2 Recount key details information presented orally/ other media SL.2.6 Speak for task/situation	L.2.1(a,b,c,d,e,f) Demonstrate grammar/usage L.2.4(a,b,c,d,e) Determine unknown/multiple meaning words & phrases L.2.6 Use new words & phrases

Third Grade Pacing Guide

3rd	Reading Foundational Skills	Reading Literature	Reading Information	Writing	Speaking and Listening	Language
1st Qrt	RF.3.3(a,b,c,d) Apply phonics & word analysis RF.3.4 (a,b,c) Read w/ accuracy & fluency	RL.3.1 Ask & answer w/text evidence RL.3.2(a,b) Analyze text to determine theme through key details/retell stories, myths, fables RL.3.3 Describe characters & actions RL.3.7 Explain illustration contribution to convey meaning	RI.3.1 Ask & answer w/text evidence RI.3.3 Describe series of events RI.3.7 Use illustrations/words to understand text RI.3.8 Describe relations between evidence and points RI.3.2(a,b) Identify main idea & retell details	WL.3.1(a,b,c,d) Write opinion pieces WL.3.3 (a,b,c,d) Write narratives WL.3.4 Organize writings WL.3.5 Plan, revise, and edit WL.3.6 Use technology to publish & collaborate	SL.3.1(a,b,c,d) Converse collaboratively SL.3.2 Determine main idea & details	L.3.1(a,b,c,d,e,f,g,h,i,j) Demonstrate grammar usage L.3.2(a,b,c,d,e,f,g) Demonstrate capitalization, punctuation, & spelling
2nd Qrt	RF.3.3(a,b,c,d) Apply phonics & word analysis RF.3.4 (a,b,c) Read w/ accuracy & fluency	RL.3.1 Ask & answer w/text evidence RL.3.2(a,b) Analyze text to determine theme through key details/retell stories, myths, fables RL.3.6 Distinguish own perspective / from character/narrator RL.3.5 Refer to features of stanzas, chapters, scenes RL.3.9 Compare/contrast themes/settings/plots 2 texts on same topic	RL.3.1 Ask & answer w/text evidence RI.3.2 Identify main idea & retell details RI.3.4 Determine meaning of words and phrases RI.3.9 Compare/ Contrast differ text w/ same topic	WL.3.1(a,b,c,d) Write opinion pieces WL.3.4 Organize writings WL.3.5 Plan, revise, edit WL.3.6 Use technology to publish/collaborate WL.3.8 Gather information from sources WL.3.10 Write extended & short time, task, purpose, audience	SL.3.1(a,b,c,d) Converse collaboratively SL.3.4 Report topic SL.3.5 Create visuals/audio/ presentations SL.3.6 Speak for task/situation	L.3.1(a,b,c,d,e,f,g,h,i) Demonstrate grammar usage L.3.2(a,b,c,d,e,f,g) Demonstrate capitalization punctuation/spelling L.3.4(a,b,c,d) Determine unknown /multiple meaning words/phrases L.3.6 Use grade specific words & phrases
3rd Qrt	RF.3.3(a,b,c,d) Apply phonics & word analysis RF.3.4 (a,b,c) Read w/ accuracy & fluency	RL.3.1 Ask & answer w/text evidence RL.3.2 RL.3.2(a,b) Analyze text to determine theme through key details/retell stories, myths, fables RL.3.4 Determine literal/nonliteral words & phrases RL.3.9 Compare/contrast themes/settings/plots 2 texts on same topic	RI.3.1 Ask & answer w/text evidence RI.3.2(a,b) Identify main idea & retell details RI.3.4 Determine meaning of words & phrases RI.3.9 Compare/contrast differ text same topic	WL.3.1(a,b,c,d) Write opinion pieces WL.3.4 Organize writings WL.3.5 Plan, revise, edit WL.3.6 Use technology to publish/collaborate WL.3.8 Gather information from sources WL.3.10 Write extended & short time, task, purpose, audience	SL.3.1(a,b,c,d) Converse collaboratively SL.3.2 Determine main idea/details SL.3.3 Ask & answer questions to understand speakers information	L.3.1(a,b,c,d,e,f,g,h,i) Demonstrate grammar/usage L.3.3 (a,b) Use of language L.3.5 a,b,c) Demonstrate word relationships & fig.lang.
4th Qrt	RF.3.3(a,b,c,d) Apply phonics & word analysis RF.3.4 (a,b,c) Read w/ accuracy & fluency	RL.3.3 Describe characters & actions RL.3.4 Determine literal & nonliteral word & phrases RL.3.5 Refer to features of stanzas, chapters, scenes RL.3.6 Distinguish own point of view/ from character/narrator RL.3.7 Explain illustration contribution to convey meaning explain a text's W.3.10 Write over short or illustrations extended time, for task, purpose & RL.3.10 Read/comprehend literature	RI.3.3 Describe series of events RI.3.4 Determine meaning of words and phrases RI.3.5 Use search tools / text features RI.3.6 Describe point of view/1st & 3rd person RI.3.7 Use illustrations/words to understand text	WL.3.2 Write informative/ explanatory texts WL.3.6 Use technology to publish/collaborate WL.3.7 Conduct short research project WL.3.8 Gather information from sources WL.3.3 (a,b,c,d) Write narratives WL.3.10 Write extended & short time, task, purpose, audience	SL.3.1(a,b,c,d) Converse collaboratively SL.3.4 Report topic SL.3.6 Speak for task/situation	L.3.4(a,b,c,d) Determine unknown/multiple meaning words/phrases L.3.5 a,b,c) Demonstrate word relationships & fig.lang. L.3.6 Use grade specific words & phrases

Fourth Grade Pacing Guide

4	Reading Foundational Skills	Reading Literature	Reading Information	Writing	Speaking and Listening	Language
1st Qrt	RF.4.3 (a) Apply phonics & word analysis	RL.4.1 Explain text evidence RL.4.2 (a,b) Analyze text to determine poetry/story theme & to summarize RL.4.4 Determine meaning of words/phrases (including mythology) RL.4.7 Make connections between text & multimedia	RI.4.1 Explain text evidence RI.4.6 Compare & contrast perspectives of same event/topic RI.4.7 Interpret multimedia	W.4.2 (a,b,c,d,e,) Write informative & explanatory pieces W.4.3 (a,b,c,d,e) Write narrative pieces W.4.4 (a,b,c,d,e) Organize writing W.4.5 Plan, revise, edit W.4.6 Use technology to produce, publish & collaborate	SL.4.1 (a,b,c,d) Converse collaboratively SL.4.2 Paraphrase information presented orally/ other media SL.4.6 Differentiate speech for task/ situation	L.4.1 (a,b,c,d,e,f,g) Demonstrate command of conventions grammar (progressive verbs, auxiliaries, prepositions) L.4.2 (a,b,c,d) Demonstrate command of conventions capitalization, punctuation, spelling
2nd Qrt	RF.4.3 (a) Apply phonics & word analysis	RL.4.2 (a,b) Analyze text to determine poetry/story theme & to summarize RL.4.3 Analyze story elements RL.4.5 Explain structure of poems & drama RL.4.9 Compare & contrast	RI.4.2(a,b) Analyze text development to determine main idea & summarize info RI.4.3 Explain events, ideas & concepts in science/history text RI.4.5 Describe structure of events, ideas & concepts RI.4.9 Integrate two texts	W.4.1 (a,b,c,d) Write opinion pieces W.4.3 (a,b,c,d,e) Write narrative pieces W.4.7 Conduct short research W.4.4(a,b,c,d,e) Organize writing W.4.5 Plan, revise, edit W.4.9 (a,b) Draw evidence to support your analysis	SL.4.1 (a,b,c,d) Converse collaboratively SL.4.4 Report on a topic & tell a story SL.4.5 Add visuals, audio, multimedia to presentations SL.4.6 Speak for task & situation	L.4.1 (a,b,c,d,e,f,g) Demonstrate command of conventions grammar (progressive verbs, auxiliaries, prepositions) L.4.2 (a,b,c,d) Demonstrate command of conventions capitalization, punctuation, spelling L.4.4 (a,b,c) Determine or clarify unknown/multiple meaning words & phrases L.4.5 (a,b,c) Demonstrate word relationships, figurative language
3rd Qrt	RF.4.3 (a) Apply phonics & word analysis RF.4.4 (a,b,c) Read with accuracy & fluency	RL.4.1 Text evidence RL.4.2 (a,b) Analyze text to determine poetry/story theme & to summarize RL.4.3 Analyze story elements RL.4.4 Determine meaning of words/phrases (including mythology) RL.4.6 Explain points of view found in single text RL.4.9 Compare & contrast	RI.4.1 Explain text evidence RI.4.2 (a,b) Analyze text development to determine main idea & summarize information RI.4.3 Explain events, ideas & concepts in sci/history text RI.4.4 Determine the meaning of academic & domain-specific words RI.4.6 Compare & contrast perspectives of same event/topic RI.4.8 Explain how author uses evidence to support points	W.4.1 (a,b,c,d) Write opinion pieces W.4.2 (a,b,c,d,e,) Write informative & explanatory W.4.8 Recall & gather information from sources W.4.9 (a,b) Draw evidence to support your analysis W.4.4 (a,b,c,d,e) Organize writing W.4.6 Use technology to produce, publish & collaborate	SL.4.1 (a,b,c,d) Converse collaboratively SL.4.2 Paraphrase information presented orally & other media SL.4.3 Summarize speaker's points & evidence SL.4.5 Add visuals, audio, multimed	L.4.1 (a,b,c,d,e,f,g) Demonstrate command of conventions grammar (progressive verbs, auxiliaries, prepositions) L.4.3 (a,b,c) Use knowledge of language L.4.4 (a,b,c) Determine or clarify unknown/multiple meaning words, Latin/Greek roots , L.4.5 (a,b,c) Demonstrate word relationships, figurative language L.4.6 Acquire & use tier two & three words & phrases
4th Qrt	RF.4.3 (a) Apply phonics & word analysis RF.4.4 (a,b,c) Read with accuracy & fluency	RL.4.4 Determine meaning of words & phrases /including mythology RL.4.5 Explain structure of poems & drama RL.4.6 Explain points of view found in single text RL.4.7 Make connections between text & multimedia RL.4.9 Compare/contrast RL.4.10 Read, comprehend & connect to complex literature	RI.4.5 Describe structure of events, ideas & concepts RI.4.7 Interpret multimedia RI.4.8 Explain how author uses evidence to support points RI.4.9 Integrate two texts RI.4.10 Read, comprehend and connect to informational text	W.4.2 (a,b,c,d,e,) Write informative & explanatory pieces W.4.7 Conduct short research W.4.8 recall & gather information from sources W.4.4 (a,b,c,d,e) Organize writing W.4.6 Use technology to publish & collaborate W.4.10 Write over short or extended time, for task, purpose & audience	SL.4.1 (a,b,c,d) Converse collaboratively SL.4.3 Identify speaker's points & evidence SL.4.4 Report on a topic & tell a story SL.4.6 Differentiate how to speak for task & situation	L.4.1 (a,b,c,d,e,f,g) Demonstrate command of conventions grammar (progressive verbs, auxiliaries, prepositions) L.4.2 (a,b,c,d) Demonstrate command of conventions capitalization, punctuation, spelling L.4.3 (a,b,c) Use knowledge of language L.4.5 (a,b,c) Demonstrate word relationships, figurative language L.4.6 Acquire & use tier two & three words & phrases

Fifth Grade Pacing Guide

5	Reading Foundational Skills	Reading Literature	Reading Information	Writing	Speaking and Listening	Language
1st Qrt	RF.5.3 (a) Apply phonics & word analysis RF.5.4 (a,b,c) Read with accuracy & fluency	RL.5.1 Quote text evidence RL.5.2 (a,b) Analyze text to determine theme, & summarize RL.5.3 Compare/ contrast story elements RL.5.6 Compare/contrast point of view & perspective RL.5.7 Analyze multimedia elements	RI.5.1 Quote text evidence RI.5.2 (a,b) Analyze text to determine main idea, and to summarize RI.5.3 Explain text relationships RI.5.6 Analyze same event or topics/ comparing perspectives RI.5.7 Draw information from multiple sources	W.5.1 (a,b,c,d) Write opinion pieces W.5.7 Research topics using several sources W.5.3 Write narrative pieces W.5.4 Develop & organize writing	SL.5.1 (a,b,c,d) Converse collaboratively SL.5.2 Summarize information presented orally/other media SL.5.4 Report on a topic or text SL.5.5 Include multimedia components & visuals in presentations SL.5.6 Adapt speech to a variety of contexts	L.5.1 (a,b,c,d,e) Demonstrate grammar conventions L.5.2 (a,b,c,d,e) Demonstrate capitalization, punctuation, spelling
2nd Qrt	RF.5.3(a) Apply phonics & word analysis RF.5.4(a,b,c) Read with fluency & accuracy	RL.5.1 Quote text evidence RL.5.2 (a,b) Analyze text to determine theme, & summarize RL.5.4 Determine word & phrase meaning (fig. lang.) RL.5.5 Explain, analyze story structure RL.5.9 Compare & contrast similar themes in same genre	RI.5.1 Quote text evidence RI.5.2 (a,b) Analyze text to determine main idea & to summarize RI.5.4 Determine meaning of academic vocabulary RI.5.5 Compare/contrast 2 or more texts/structure & inform RI.5.9 Integrate information from several texts	W.5.1 (a,b,c,d) Write opinion W.5.2 (a,b,c,d,e) Write informative explanatory texts W.5.7 Research topics using several sources W.5.8 Gather information, summarize/paraphrase W.5.9 (a,b) Draw evidence from text to support analysis	SL.5.1 (a,b,c,d) Converse collaboratively SL.5.2 Summarize information presented orally/other media SL.5.3 Summarize speaker's points & evidence	L.5.1 (a,b,c,d,e) Demonstrate grammar conventions L.5.3 (a,b) Use conventions when writing, speaking, reading L.5.4 Clarify unknown/multiple meaning words/Latin roots L.5.5 Demonstrate figurative language, word relationships
3rd Qrt	RF.5.3(a) Apply phonics & word analysis RF.5.4(a,b,c) Read with fluency & accuracy	RL.5.1 Quote text evidence RL.5.4 Determine word & phrase meaning (fig. lang.) RL.5.5 Explain, analyze story structure RL.5.6 Compare/contrast point of view & perspective RL.5.7 Analyze multimedia events	RI.5.1 Quote text evidence RI.5.4 Determine meaning of academic vocabulary RI.5.5 Compare/contrast 2 or more text structures RI.5.6 Analyze same event or topics/ comparing perspectives RI.5.8 Explain author's evidence	W.5.1 (a,b,c,d) Write opinion W.5.2 (a,b,c,d,e) Write informative/explanatory texts W.5.7 Research topics using several sources W.5.8 Gather information, summarize/paraphrase W.5.6 Use technology to produce & publish writing	SL.5.1 (a,b,c,d) Converse collaboratively SL.5.3 Summarize speaker's points & evidence SL.5.4 Report on a topic or text SL.5.6 Adapt speech to a variety of contexts	L.5.1 (a,b,c,d,e) Demonstrate grammar conventions L.5.2 (a,b,c,d,e) Demonstrate capitalization, punctuation, spelling L.5.3 (a,b) Use conventions when writing, speaking, reading L.5.5 Demonstrate figurative language, word relationships L.5.6 Use words/phrases
4th Qrt	RF.5.3(a) Apply phonics & word analysis RF.5.4(a,b,c) Read with fluency & accuracy	RL.5.3 Compare/contrast story elements RL.5.9 Compare/contrast themes in same genre RL.5.10 Read, comprehend and connect to literature	RI.5.3 Explain text relationships RI.5.4 Determine meaning of academic vocabulary RI.5.9 Integrate information from several texts RI.5.10 Read, comprehend & connect to literature	W.5.3 Write narrative pieces W.5.4 Develop & organize writing W.5.6 Use technology to produce & publish writing W.5.9 (a,b) Draw evidence from text to support analysis W.5.10 Write over short/extended time, for task, purpose & audience	SL.5.1 (a,b,c,d) Converse collaboratively SL.5.2 Summarize information presented orally & other media SL.5.5 Include multimedia & visual presentations SL.5.6 Speak for task & situation	L.5.1 (a,b,c,d,e) Demonstrate grammar conventions L.5.4 Clarify unknown/ multiple meaning words/roots L.5.6 Use grade specific words/phrases

July

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9						15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September

S	M	T	W	T	F	S
		1	2	3	4	5
6		8	9	10	11	12
13	14	15	16	17		19
20	21	22	23	24	25	26
27	28	29	30			

October

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11						17
18	19	20	21	22	23	24
25	26	27	28	29		31

November

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10		12	13	14
15	16	17	18	19	20	21
22	23	24				28
29	30					

December

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20						26
27						

Bright Scholars

2026-2027 Academic Calendar

Regular School Day 8:15-3:15

Half Days 8:15 to 12:35

171 school days total with 4 half days

(4 half days x 3.833 hr) + 167 reg days x 6.083 hrs

(167 x 6.083) + (4 x 3.833) = 1,031.19 hours

August 10-14, Teacher Workdays

August 17, First Day of School

September 7, Labor Day, No School

September 17, Q1 Progress Report

September 18, Half Day dismissal at 12:35

September 24, Curriculum Night

October 9, End of 1st Quarter (39 days)

October 12-13, Teacher Workday and Parent Teacher Conferences, No School

October 14-16, Fall Break No School

October 30, Half Day dismissal at 12:35

November 5, Math Night

November 11, Veterans Day, No School

November 19 Q2 Progress Report

Nov 25-27, Thanksgiving Break, No School

December 18, End of 2nd Quarter (41 days)

December 21-Jan 1 Winter Break, No School

December 21 Teacher Workday, No School

January 4 Teacher Workday, No School

January 15, Teacher Workday

January 18, MLK Day, No School

January 21 STEAM Night

February 9, Q3 Progress Reports

February 12, Teacher Workday, No School

February 15, Presidents Day, No School

March 1-5 National Read Across America Week

March 12, Half Day dismissal at 12:35

March 12 End of Quarter 3 (45 days)

March 26-April 2, Spring Break, No School

April 19, Teacher Workday, No School

April 22 Q4 Progress Reports

May 26, Half Day dismissal at 12:35

May 26 Last Day of School (46 days)

May 27-28 Teacher Workdays

May 28, Final Report Cards Mailed

May 31 Memorial Day, School Closed

Report Card Dates: 10/21, 1/06, 3/18, 5/28

Potential inclement weather make up days:

Jan 4, Jan 15, Feb 12, Feb 15, Apr 19

January

S	M	T	W	T	F	S
						2
3		5	6	7	8	9
10	11	12	13	14		16
17		19	20	21	22	23
24	25	26	27	28	29	30
31						

February

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11		13
14		16	17	18	19	20
21	22	23	24	25	26	27
28						

March

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11		13
14	15	16	17	18	19	20
21	22	23	24	25		27
28						

April

S	M	T	W	T	F	S
						3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18		20	21	22	23	24
25	26	27	28	29	30	

May

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25				29
30						

June

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Start Time	Kindergarten	First	Second	Third	Fourth	Fifth	Electives
7:30	Prep	Prep	Prep	Prep	Prep	Prep	Prep
7:40	Prep	Prep	Prep	Prep	Prep	Prep	Prep
7:50	Prep	Prep	Prep	Prep	Prep	Prep	Prep
7:55	Prep	Prep	Prep	Prep	Prep	Prep	Prep
8:00	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Morning Duty
8:05							Morning Duty
8:10	Late Bell at 8:15						Morning Duty
8:15	Announcements	Announcements	Announcements	Announcements	Announcements	Announcements	Planning 8:15-9
8:20	Morning work	Morning work	Morning work	Morning work	Morning work	Morning work	
8:25	Phonics	***** SEL/ Character Building *****					
8:30	Phonics						
8:35	PA	Phonics				Literacy / Block	
8:40	PA	PA					
8:45	***** Protected uninterrupted Literacy time *****						
8:50							
8:55							
9:00							Literacy Push in 1
9:10							
9:20							
9:30							Literacy Push in 2
9:40							
9:50							
10:00						Math /Block	Lunch 10-10:25
10:10							
10:20							
10:25							
10:30	Specials	Math	Math	Writing	Math /Block	Math /Block	Kindergarten
10:40	Specials			Science			Kindergarten
10:50	Specials			Social Studies			Kindergarten
11:00	Specials						Kindergarten
11:05	Specials						Kindergarten
11:10	Specials						Kindergarten
11:15	5 min Bathroom						
11:20	Lunch	Specials			Recess		First
11:25	Lunch	Specials		Math	Recess		First
11:30	Lunch	Specials	Lunch		Recess		First
11:35	Lunch	Specials	Lunch		Recess		First
11:40	Lunch	Specials	Lunch		Recess	Lunch	First
11:45	Math	Specials	Lunch		Recess	Lunch	First
11:50		Specials	Lunch		Lunch	Lunch	First
11:55		Specials	Math Workshop		Lunch	Lunch	First
12:00		Specials		Lunch	Lunch	Lunch	First
12:05		Specials		Lunch	Lunch	5 min Bathroom	
12:10		Lunch		Lunch	Lunch	Specials	Fifth
12:15		Lunch		Lunch	Math Workshop	Specials	Fifth
12:20		Lunch		Lunch		Specials	Fifth
12:25		Lunch		Recess		Specials	Fifth
12:30		Lunch		Recess		Specials	Fifth
12:35		Math Workshop		Recess		Specials	Fifth
12:40				Recess		Specials	Fifth
12:45				Recess		Specials	Fifth
12:50				Recess		Specials	Fifth
12:55				Math Workshop		Recess	
1:00			Specials			Recess	Second
1:05			Specials			Recess	Second
1:15	Social Studies		Specials		Science	Recess	Second
1:20	Science		Specials			Recess to 1:25	Second
1:25						Science / Block	Second
1:30			Specials				Second
1:40			Specials				Second
1:45		Recess	Specials				
1:50		Recess	Social Studies		Specials		Fourth
2:10		Recess	Science		Specials		Fourth
2:15	Recess	Recess			Specials		Fourth
2:20	Recess	Social Studies			Specials		Fourth to 2:35
2:30	Recess	Science			Specials		Fourth to 2:35
2:35	Recess				Social Studies		
2:40	Recess			Specials			Third
2:45	SEL		Recess	Specials			Third
2:50	SEL		Recess	Specials			Third
3:00	Character	SEL	Recess	Specials		SEL	Third
3:05	Character	SEL	Recess	Specials		SEL	Third
3:10	Character	Character	Recess	Specials		Character	Third
3:15	***** Dismissal *****						Afternoon Duty

3:25	Afternoon Duty
3:30	Afternoon Duty

Start Times	Kindergarten	First	Second	Third
7:30	Prep	Prep	Prep	Prep
7:40	Prep	Prep	Prep	Prep
7:45	Prep	Prep	Prep	Prep
7:55	Prep	Prep	Prep	Prep
8:00	Arrival	Arrival	Arrival	Arrival
8:05				
8:10				
8:15	Announcements	Announcements	Announcements	Announcements
8:20	Morning work	Morning work	Morning work	Morning work
8:25	Phonics	Phonics	***** SEL/ Character	
8:30	Phonics	Phonics		
8:35	PA	Phonics		
8:40	PA	PA		
8:45	*****Protected uninterrupted Literacy time			
8:50				
8:55				
9:00				
9:10				Specials
9:15				
9:20				
9:25				
9:30				
9:35				
9:40				
9:45				
9:50		Writing		
9:55		Science		
10:00	Writing	Social Studies	Writing	
10:05	Science		Science	
10:15	Social Studies		Social Studies	
10:20		Math		
10:25				
10:30	Specials		Math	Writing
10:40	Specials			Science
10:50	Specials			Social Studies
10:55	SEL			
11:00	SEL			
11:05	SEL			
11:10	Character			
11:15	Character			
11:20	Lunch			
11:25	Lunch	Specials		Math
11:30	Lunch	Specials	Lunch	
11:35	Lunch	Specials	Lunch	
11:40	Lunch	Specials	Lunch	
11:45	Math	Specials	Lunch	

11:50		SEL	Lunch	
11:55		SEL	Specials	
12:00		Character	Specials	Lunch
12:05		Character	Specials	Lunch
12:10		Lunch	Specials	Lunch
12:15		Lunch	Specials	Lunch
12:20		Lunch		Lunch
12:25		Lunch		
12:30		Lunch		
12:35	*****		Dismissal	*****
12:40				
12:45				

Fourth	Fifth	Electives
Prep	Prep	Prep
Prep	Prep	Prep
Prep	Prep	Prep
Prep	Prep	Prep
Arrival	Arrival	Morning Duty
		Morning Duty
		Morning Duty
Announcements	Announcements	Planning 8:15-8:40
Morning work	Morning work	
Ar Building *****		
	SEL	
	Character	
ne *****	Literacy /Block	Literacy Push in 8:45-9:10
		Third 9:10-9:35
		Third 9:10-9:35
		Third 9:10-9:35
		Third 9:10-9:35
		Third 9:10-9:35
		5 min break
Specials		Fourth 9:40-10:05
		Fourth 9:40-10:05
	Math /Block	Fourth 9:40-10:05
		Fourth 9:40-10:05
Math /Block		Fourth 9:40-10:05
		Lunch 10:05-10:30
Math /Block	Math /Block	Kindergarten 10:30-10:55
		Kindergarten 10:30-10:55
		Kindergarten 10:30-10:55
	Specials	Fifth 11:00- 11:25
Science	Specials	Fifth 11:00- 11:25
	Specials	Fifth 11:00- 11:25
	Specials	Fifth 11:00- 11:25
	Science / Block	
		First 11:25- 11:50
		First 11:25- 11:50
		First 11:25- 11:50
	Lunch	First 11:25- 11:50
	Lunch	First 11:25- 11:50

Lunch	Lunch	
Lunch	Lunch	Second 11:55-12:20
Lunch	Lunch	Second 11:55-12:20
Lunch	Science / Block	Second 11:55-12:20
Lunch		Second 11:55-12:20
Writing		Second 11:55-12:20
Social Studies		
*****		Afternoon Duty
		Afternoon Duty
		Afternoon Duty

	Elective Teacher	Kindergarte n	First	Second	Third	Fourth
Lunch Times	10-10:25					

Fifth

Full Day Schedule	Kindergart en	First	Second	Third	Fourth	Fifth
Elective Times	10:30- 11:15	11:20- 12:05	1:00- 1:45	2:40 - 3:15	1:50- 2:35	12:10 - 12:55

Half Day Schedule	Kindergart en	First	Second	Third	Fourth	Fifth
Elective Times	10:30- 10:55	11:25- 11:50	11:55 - 12:20	9:10 - 9:35	9:40 - 10:05	11:00 - 11:25

	Kindergarten	First	Second	Third	Fourth	Fifth
Recess Times	2:15-2:45	1:45- 2:15	2:45-3:15	12:25-12:55	11:20-11:50	12:55-1:25

<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Dean of Operations - Head of School	1	1	1	1
Dean of Academics	0	1	1	1
Dean of Student and Family Support	0	1	1	1
Financial Administrator	0	0	0.5	0.5
Technical Administrator	0	0	0.5	0.5
Exceptional Children Coordinator	0	0.5	0.5	1
Core Classroom Teachers	0	6	9	12
Electives Teachers		0	1	2
Specialized Classroom Teachers (e.g. special education, ELL, ESL, etc.)	0	0.5	0.5	1
Elective Teacher /TA Staff	0	2	2	1
Teaching Aides or Assistants	0	0	1.5	4
Tutor	0	0	0	0
School Operations Support Staff	0	0	1	1
Custodian	0	0	0	0.75
Transportation	0	0.25	0.5	1

Year 4

Year 5

1	1
1	1
1	1
0.75	1
0.75	1
1	1
15	18
3	3
1	2
0	0
6	7
0	0.5
1	1
1	1.5
1.5	1.5



Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board **must** submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Thomas Connors, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Thomas Connors Date 4-6-24

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____



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Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Willie Elaine Nantley, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Willie Elaine Nantley Date 2/6/24

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____



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- 1) Background check must include a **Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
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- 4) Background check must include a completed **nationwide check**.

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Heather Pettitt, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Heather Pettitt Date 4/14/2024

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____



Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board **must** submit a completed background check that meets the following parameters:

- 1) Background check must include a **Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any **additional aliases** that have been used by the individual.
- 3) Background check must include a completed **county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed **nationwide check.**

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Nina Compton, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Nina Compton Date 4/21/24

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____



Charter School Board Member Background Check Form

Board Member Background Check

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- 1) Background check must include a **Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any **additional aliases** that have been used by the individual.
- 3) Background check must include a completed **county level check for any county returned in the Social Security Trace**.
- 4) Background check must include a completed **nationwide check**.

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Tris Erica Cotton certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Tris Erica Cotton Date April 14, 2024

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____



Charter School Board Member Background Check Form

Board Member Background Check

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- 1) Background check must include a **Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any **additional aliases** that have been used by the individual.
- 3) Background check must include a completed **county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed **nationwide check.**

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Magia Hull, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Magia Hull Date 4/21/24

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Thomas W. Connors
Department of Special Education and Child Development
University of North Carolina at Charlotte
Charlotte, NC 28223-0001
Phone: 336.671.1427
Email address: twconnor@uncc.edu

EDUCATION AND PROFESSIONAL CREDENTIALS

<u>Degrees</u>	<u>Date</u>	<u>College/University</u>	<u>Major</u>
Ph.D. Candidate	August 2021- Present	University of North Carolina at Charlotte	Special Education
MBA	2017	Wake Forest University Certification Certification	Business Management Design Thinking for Innovation Diversity & Intercultural Competence
MSEd	1995	University of Pennsylvania	Education
BS	1992	North Carolina Agricultural & Technical State University	Social Science

CERTIFICATIONS

Academically and Intellectually Gifted
Administration Elementary/Secondary
Secondary Social Studies
Middle Grades Social Studies
Elementary (K-6)

SERVICE/OUTREACH

2022 UNC-Charlotte Reads-Coach
2022 Reviewer Journal of Advanced
Academics
2023 Bright Scholars Inc. Charter
School/Board President
2024 Partnered with Carrier for
donation of air scrubbers to
two Title 1 Schools (6K Value)

PROFESSIONAL EXPERIENCE

<u>Dates</u>	<u>Institution</u>	<u>Title/Responsibility</u>
2022 - Present	UNC Charlotte	Graduate Research Associate Mebane Early Literacy Center
2017 - 2022	Charlotte/Mecklenburg Schools	Assistant Principal/Magnet Program Manager
2014 - 2017	Davie County Schools	Assistant Principal
2002 - 2008	Forsyth County Schools	AP U.S. History/Highly Gifted
1995 - 2002	West Chester Area Schools West Chester, PA	Gifted Department Middle School Component

Ngina Connors, MD MBA
Atrium Health Department of Obstetrics & Gynecology
1000 Blythe Boulevard
Charlotte, NC 28203
704.355.3149
ngina.connors@atriumhealth.org

EDUCATION

1993 **University of Pennsylvania**
Philadelphia, PA
BA Biology

1997 **University of Pennsylvania**
Perelman School of Medicine
Philadelphia, PA
MD Doctor of Medicine

2017 **Wake Forest University School of Business**
Winston Salem, NC
MBA Master of Business Administration

POST DOCTORAL TRAINING

1997-98 **General Surgery** Internship
Christiana Care Health System
Newark, DE

1998-2001 Residency, **Obstetrics & Gynecology**
Christiana Care Health System
Newark, DE

2002-2005 Fellowship, **Maternal Fetal Medicine**
Wake Forest University SchI of Medicine

PROFESSIONAL LICENSURE

2002 North Carolina Medical License, #200200668

2005 Texas Medical License, #M1597

SPECIALTY CERTIFICATION

2006 Diplomat, ABOG

2008 Diplomat ABOG/Maternal Fetal Medicine

EMPLOYMENT

Academic Appointments

2002 – 2005 Clinical Instructor, Department of Obstetrics and Gynecology
Wake Forest School of Medicine

2007 – 2009 Assistant Professor, Department of Obstetrics and Gynecology
Wake Forest School of Medicine

2014 - 2020 Clinical Associate Professor, Department of Obstetrics and Gynecology
University of North Carolina School of Medicine

2014 - 2021 Assistant Professor, Department of Obstetrics and Gynecology
Atrium Health Wake Forest University

2021- Clinical Assistant Professor, Wake Forest University School of Medicine

Professional Experience

2005-2007 Methodist Health System, Dallas, TX
Faculty Maternal Fetal Medicine Physician

2007-2009 Wake Forest School of Medicine, Winston Salem, NC
Faculty Maternal Fetal Medicine Physician

2009-2013 Fort Worth Perinatal Associates, Fort Worth, TX
Private Practice Maternal Fetal Medicine Physician

2014- Atrium Health, Charlotte, NC
Chair (Effective 2021) Department of Obstetrics & Gynecology
Maternal Fetal Medicine Physician

Heather Pettitt

11016 Pointer Ridge Drive
Charlotte, NC 28214
(704)853-9069
pettittheather22@gmail.com

Experience

August 2017 - PRESENT

L&E Properties – *Maintenance Coordinator/Social Media Content Strategist*

- Coordinate repairs between tenants,vendors and property owners.
- Social Media outreach and entertainment. Coordinating charitable events.
- Daily operations-assisting tenants, owners, applications, scheduling tours, payments, invoicing, working with outside agencies as needed.

March 2013- August 2017

Absolute Childcare – *Assistant Director/Pre K, School Age Teacher*

- Daily operations of a childcare center, working with children and families, teacher assessments, enrollment, working with State and Local Departments on compliance
- Collaborating with teachers on lesson plans, meeting the daily needs of children, implementing curriculum.

March 2003-March 2013

Great Kids Learning Center – *Owner/Director*

- Hiring Staff, maintaining staff records, continued education for staff. Maintaining ratios. Enrollment. Parent-child relations. Children's health records. Working the USDA Food Program.
- Maintaining compliance with the State and Health Dept.

Education

January 2015-May 2019

Haywood Community College– *Clyde, North Carolina*

Associate Degree in Early Childhood Development

Volunteer

Mount Holly Community Development Foundation: November 2021- April 2022

Coordinated and served at Local fundraising events. Voting in new Board Members.

Bright Scholars, Inc. Board member - Secretary: April 2023-Present

Iris Erica Cotton

9164 Pleasant Ridge Road
Charlotte, NC 28215

(704) 441-1068
irerott@gmail.com

EDUCATION

University of South Florida	BA Mass Communication	1978
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EMPLOYMENT HISTORY

WTSP-TV Production Camera Operator	1978-1981
Photographer	1981-1981
US Army E-4 Supply Ft. Lewis, WA	1985-1987

- Managed supply for helicopter and vehicle parts on base and field

Dept. of Social Services	1988-1992
· Medicaid Specialist	

Co-Owner/Director	1992 - 1997
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Young Victors Christian Day School, Charlotte, NC

- Developed and implemented curriculum for children
- Directly cared for and nurtured children enrolled
- Designed an appropriate child care and business environment within the shared space of a private home
- Create advertising and marketing ideas to bring in new clients when needed
- Works intimately with clients to maximize quality care for their individual child
- Plan purchase and prepare food served to children according to the guidelines of the federal food program

Charlotte Mecklenburg Schools / Substitute Teacher	1997- 1998
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United States Postal Service Charlotte, NC	1998- Retired 2016.
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Maria E. Hull

3953 Oxford School Road
Catawba, NC 28609

Cell: 704-530-8297

mhull495@gmail.com

Summary: I work in the field of education that is paralleled with my educational philosophy, while allowing me to address the physical, developmental, social, and educational needs of students regardless of their social-economic status. With over 12 years of experience, I am skilled in the areas of mentoring new teachers, collaborating with others, and closing achievement gaps with the science of reading.

Education

Strayer University, Washington, D.C, **Masters of Education Teacher Leadership, March 2020**

- Mentor under Principal Stephanie Range at Barringer Academic Center, Charlotte, NC

University of North Carolina at Charlotte, NC, **B.A. Elementary Education, May 2012**

- Honor Graduate: *Cum Laude*, Concentration: Mathematics, Science, & Technology
- Sigma Alpha Lambda Honor Society, Student National Educators Association

Teaching Experience

Classroom Teacher, Claremont Elementary School, Claremont, NC (4th, 1st, & Grade K), 2020-present

- **School Lead Mentor Teacher**, Facilitate BT and Mentor meeting for school, and assisting with PDP and peer observations.
- Personalized Learning with Pathways and Playlist in Math and Reading
- Professional Development: Orton-Gillingham Approach to Teaching, LETRS, Learning Focus Schools, Teaching Struggling Readers in K-12, K-2 Talent Search
- Extensive knowledge of Reading 3D, Dibels Next, and iReady Testing
- Collaborated with facilitators, grade level team and EC teacher to create IRPs for students.
- Creation of a multicultural community among students and safe classroom environment

Classroom Teacher, Barringer Academic Center (1st) 2016-17, (4th AIG) 2017-18, (3rd-4th) 2016-20

- Active Fourth Grade Teacher Representative of the School Leadership Team. A team of teachers, parents, and administrators that collaborate once a month on school issues such as data, school improvement plan, parent involvement, closing achievement gap, and etc.
- Professional Developments: Differentiated Instruction, Elementary Math Alliance for Grade One, Reading 3D Data, Culturally Proficient Teaching, Graphic Organizers, Guided Math, Close Reading, LetterLand curriculum, Diversity, Genius Hour, Jacob's Ladder, Envisions curriculum program, and Advancement Via Individual Determination (AVID) trained.

Classroom Teacher, Battleground Elementary School, Lincolnton, NC (3rd Grade), 2015-16

- Applied knowledge of thinking maps and Math Expressions curriculum
- Applied Guided Reading and Common Core standard aligned teaching.
- Prepared students for Read to Achieve Testing and EOGs.

Classroom Teacher, Barringer Academic Center, Charlotte, NC (1st Grade), 2012-2015

- Applied knowledge of Daily 5 Literacy and Lucy Calkins Reading Workshop to deliver a diverse and differentiated instruction for different learning styles to enhance learning.
- Acceleration and remediation of instruction based on data collections across the curriculum using the common core as my guide.
- Providing classroom discipline and a management plan that allowed for all students to learn.
- Incorporated Socratic Seminars to enhance classroom discussions

Military Experience: Squad Leader, NC Army National Guard, Concord, NC, Honorable Discharge 2007 - 2013

Willie Elaine Worthey

704-777-9996

Elaineworthey1@gmail.com



Leadership and Professional Experience

Executive Assistant to the Executive Vice President Personnel of Macy's New York

Herald Square, New York, NY 1983 - 1985

Followed directives of Executive Vice President, responding to the needs of other department Executives, store Buyers, and 19 branch Store Managers throughout New York, Texas, Georgia, and New Jersey

Director - STEP (Strategies to Elevate People)

Charlotte, NC 1985 - 1989

Served as liaison between urban ministry, Progressive Baptist Church (Clanton Road, Charlotte, NC) and Calvary Church, suburban resource church, (Sardis Road, Charlotte, NC); managed food, clothing ministries, conducted parent education classes; provided emergency services to individual families in crisis in the former Dalton Village Community; reported to the Board of Directors of Missions of Calvary Church.

Founder-Executive Director Young Victors Christian Day School and Academy

Charlotte, NC 1992 - 1998

Founded an academic preschool that grew to a grade school; supervised a staff of eight teachers using a private school curriculum; provided instruction for students K2 to grade 5; maintained all appropriate licenses for staff and school; reported to Board of Directors.

Principal - Entrepreneur High School

Charlotte, NC 2014 - 2015

Served as administrator for new vocational high school (opened school as liaison to North Carolina Department of Public Instruction and Board of Directors; supervised a staff of eleven teachers and two support staff; monitored Special Education students and documentation as required by Individual with Disabilities Education Act; maintained relationships with community partners, media, and families.

Special Education and High School Special Education Teacher

Charlotte-Mecklenburg Schools 2007 - present

Work within the School Improvement Plan to provide differentiated instruction for students with learning disabilities/intellectual disabilities; collaborate with colleagues to help students reach their academic and personal goals; Participate in Exceptional Children's Learning Community; obtained a 98% graduation rate with high school students; maintain and follow current Individual Education Plans according to Individuals with Disabilities Education Act (IDEA) and North Carolina Department of Public Instruction (NCDPI) requirements

Education

University of North Carolina at Charlotte

Charlotte, NC - Bachelor of Arts, Sociology - December 1987

University of Scranton

Scranton, PA - Master of Arts, School Administration - May 2007

Grand Canyon University

Phoenix, AZ - Master of Science, Special Education - May 2018

References Available Upon Request

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign 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.

School Information

Name of charter school	Bright Scholars, Inc.
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Board Member's Information

Board Members	Full name: Iris Erica Cotton
	Home Address: 9164 Pleasant Ridge Rd., Charlotte NC 28215
	Business Name & Address:
	Telephone No.: 704 441-1068
	E-mail address: irercott@gmail.com

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No: ☐

Yes: ☒

Educational History

University of South Florida, BA Mass Communication 1978

Employment History

WTSP-TV 1978-1981
Photographer 1981-1981
US Army 1985-1987
Dept. of Social Services 1988-1992
Young Victors Christian Day School 1992-1997
Substitute Teacher at Charlotte Mecklenburg Schools 1997-1998
United States Postal Service 1998-2016.
Retired 2016- Present

How were you recruited to join this Board of Directors?

Asked by a board member to consider being involved and helping. I spoke with one of the board members and I found that we shared the same interest in being a part of a new innovative school. After reading the vision statement and explanation, I agreed with the direction of the school.

Why do you wish to serve on the board of the proposed charter school?

I wish to assist and promote the vision of the school in the community to allow students access to better educational experiences. I wish to be active in seeing the vision come to life.

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

My understanding is that the Board Members are to keep the vision of the school and all personnel held accountable for the success of the school.

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 can be an effective board member.	I was co-owner of a preschool that prepared (two and a half year olds through five year olds) students with basic reading, math and social skills.
Describe the specific knowledge and experience that you would bring to the board.	I have had experience developing a pre school from inception through hiring, choosing a curriculum, and advertising.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	The school's mission is to provide a safe and exciting academic experience for all the students with a unique focus on leadership.
What is your understanding of the school's proposed educational program?	The school chose a traditional curriculum that stresses social emotional learning. Reading readiness will be the main focus of the academic day.
What do you believe to be the characteristics of a successful school?	A successful school has happy students that come to school everyday ready to be challenged.
How will you know that the school is succeeding (or not) in its mission?	Student progress and strong parent and community support are indicators of a successful school.

Governance	
Describe the role that the board will play in the school's operation.	The board will assist in implementing the school's vision and keep all staff and employees accountable.
How will you know if the school is successful at the end of the first year of operation?	The board will know that the school is successful; based on student performance based and school achievement of goals. Successfully operating budget as planned, and overall striving to meet the goals set by the board.
How will you know at the end of five years of the schools is successful?	State assessments and tracking of students' progress will be an indication of the program's success. In addition to meeting the goals set by the board in the areas for governance, operations, and finances.

What specific steps will the charter school board need to take to ensure that the school is successful?	The board has to have a safe location, prepared staff and a challenging curriculum.
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?	An emergency meeting to address any unethical behavior would need to be called immediately. We will follow the necessary steps outlined in our bylaws for handling such situations.

Certification

I, Iris Cotton, 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 Bright Scholars, Inc. Charter School is true and correct in every respect.

Board Member's Signature

Signature:



Date: April 14, 2024

**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 and the license validity. [Click or tap here to enter text.](#)*

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.

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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.

School Information

Name of charter school

Bright Scholars, Inc.

Board Member's Information

Board Members

Full name: Ngina Connors

Home Address: 5701 Green Rea Rd

Business Name & Address: Atrium Health

Telephone No.: 980.833.4566

E-mail address: Ngina.Connors@atriumhealth.org

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No: X

Yes: ☐

Educational History

University of Pennsylvania - BA
University of Pennsylvania School of Medicine - MD
Wake Forest University - MBA

Employment History

Atrium Health 2014-Present

How were you recruited to join this Board of Directors?

Learned about the mission of Bright Scholars, Inc. in the Spring of 2023 at a meeting and was enthusiastic to help in any way that I could. I was asked by a board member to consider being involved and helping.

Why do you wish to serve on the board of the proposed charter school?

Extensive experience managing budgets and strategic planning to promote organizational growth. I believe in the mission of Bright Scholars, Inc.

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

To serve as a thought partner to the school's leadership team and to provide feedback and suggestions with respect to strategic decisions. Also, to provide oversight regarding school management and finances while serving as a voting member on the board.

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 can be an effective board member.

I serve as the leader of the Quality of Committee...national/state committees.

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

Strategy/Management

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	Bright Scholars, Inc. is committed to serving the whole child and providing students with opportunities to develop character and leadership skills. The school will be housed in an under-resourced area and partnering with the community to provide learning options is strategic and demonstrates a commitment to our state's future.
What is your understanding of the school's proposed educational program?	The program will emphasize challenging students academically in math and reading. However, it is also complemented with a commitment to character and leadership.
What do you believe to be the characteristics of a successful school?	Successful schools are well managed and develop a sense of community among students and faculty. They also commit themselves to excellence in terms of accountability to their mission. Also, students are prepared functionally and exceed academic and social expectations.
How will you know that the school is succeeding (or not) in its mission?	There are several metrics for determining school success but the initial dynamic is looking at data in terms of student performance. Also, looking at metrics for efficiencies financially and employee retention may be helpful when reflecting on school success.

Governance

Describe the role that the board will play in the school's operation.	The board should be involved with approving school leadership and providing oversight for the school. To use board expertise in providing feedback and thought for decisions related to finance and organizational challenges.
How will you know if the school is successful at the end of the first year of operation?	The school should remain within budget and student metrics in reading and math should demonstrate growth. There should also be objectives set by the board for school leadership for the first academic year and their ability to meet those objectives should be reviewed as well.

How will you know at the end of five years if the school is successful?	An analysis should be conducted related to growth of students across all grade levels and the objectives set for leadership both short and long terms by the board.
What specific steps will the charter school board need to take to ensure that the school is successful?	The board should be meeting with leadership throughout the academic year and there should be reports that are reviewed. These meetings are designed to promote accountability.
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?	This situation should be handled by reporting it to the board president. If the board president is suspected of unethical behavior it should be reported to the board and leadership immediately. Board by laws regarding handling unethical behavior should be reviewed and reflected on and outcomes after the investigation may include removal from the board.

Certification

I, Ngina Connors, 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 Bright Scholars, Inc. Charter School is true and correct in every respect.

Board Member's Signature

Signature



Date 4.14.24

**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 and the license validity. [Click or tap here to enter text.](#)*

Charter School Board Member Information Form

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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.

School Information

Name of charter school

Bright Scholars, Inc.

Board Member's Information

Board Members

Full name: Willie Elaine Worthey

Home Address: 8810 Palomino Court

Business Name & Address: Charlotte-Mecklenburg Schools, 10201 Old Statesville Road, Huntersville, NC 28078

Telephone No.: 704-777-9996

E-mail address: elaineworthey1@gmail.com

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No: ☐

Yes: xx ☒

Educational History

University of NC- Charlotte - BA
University of Scranton - MS
Grand Canyon University- MA
Southern Nazarene University-Doctoral Student

Employment History

Charlotte-Mecklenburg Schools 2007 to Present

How were you recruited to join this Board of Directors?

After hearing of the mission and vision of Bright Scholars, Inc, I appreciated and accepted the invitation to serve on the inaugural board of directors.

Why do you wish to serve on the board of the proposed charter school?

I enjoy the process of having a vision and bringing it to fruition. As a member of Bright Scholars, Inc. inaugural board of directors I will create a vision with the collaborative support of my colleagues and have the honor of bringing it to fruition in the lives of children in our community.

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

A public charter school board member is a position of trust, both personal integrity and financial integrity. The handling of public funds and the personal impact of children's lives represents a primary appropriate role of a board member.

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 can be an effective board member.

As the former Principal of a charter school, I was a non-voting member and was privy to meetings and the workings of the board. I believe this experience has prepared me for this opportunity.

Describe the specific knowledge and experience that you would bring to the board.	As a former Principal, I am familiar with the structure and function of the board of directors, further I am familiar with the day-to-day operations of a charter school.
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School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	Good character and good education are the guiding beliefs of Bright Scholars, Inc.
What is your understanding of the school's proposed educational program?	The school has chosen a traditional curriculum that is infused with technology and social emotional learning to provide a well rounded contemporary education for the scholars that we will impact.
What do you believe to be the characteristics of a successful school?	Students and parents are active and engaged with the staff and teachers. The students are performing well on state assessments and are joyful and engaged in learning opportunities. Teachers are retained each year because the school culture and climate promotes a successful academic environment.
How will you know that the school is succeeding (or not) in its mission?	The above mentioned characteristics will be evident and ongoing. However, evidence of our school not succeeding will be teacher retention will be low and consequently students will be low performing on state assessments.


Governance	
Describe the role that the board will play in the school's operation.	The board will be the guide of the mission and vision of Bright Scholars, Inc. The board will also support the administration and teachers as they support the students in order to maintain accountability.
How will you know if the school is successful at the end of the first year of operation?	Teachers will show academic growth using assessment tools that the Administration will provide to determine academic growth. The school climate and culture is one that students and teachers thrive in and desire to continue to be a part of. The board has maintained success regarding maintaining the budget with fidelity.

How will you know at the end of five years if the school is successful?	The school will have data that will prove significant academic growth for the teachers and students. Parents will report to the community that they are well engaged and inspired by the character and academic success of their students. Teacher and administrative retention is high.
What specific steps will the charter school board need to take to ensure that the school is successful?	The board of directors will keep constant contact with the administrator of Bright Scholars, Inc. maintaining awareness of academic goals and achievements, social goals as well as parent engagement.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	The board will interface with the board member who is accused of impropriety and the bylaws will be referred to and used and the process to hear the cause in question and proceed accordingly to remove or retain the board member.

Certification

I, Willie Elaine Worthey, certify to the best of my knowledge and ability the information I am providing to the North Carolina State Board of Education as a prospective board member for Bright Scholars, Inc. Charter School is true and correct in every respect.

Board Member's Signature

Signature	Date: 4/21/2024
	

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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.

School Information

Name of charter school	Bright Scholars, Inc.
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Board Member's Information

Board Members	Full name: Maria Elaina Hull
	Home Address: 3953 Oxford School Rd
	Business Name & Address:
	Telephone No.: 704-530-8297
	E-mail address: mhull495@gmail.com

Board Member Application

<p>Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?</p>	<p style="text-align: right;">No: <input checked="" type="checkbox"/>X Yes: <input type="checkbox"/></p>
<p>Educational History</p>	<p>Strayer University, Washington, D.C, <i>Masters of Education Teacher Leadership, March 2020</i> University of North Carolina at Charlotte, NC, <i>B.A. Elementary Education, May 2012</i></p>
<p>Employment History</p>	<p>Catawba County Schools 2020-present Charlotte-Mecklenburg Schools 2016-2020 Lincoln County Schools 2015-2016 Charlotte-Mecklenburg Schools 2012-2015</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>I am an educator always seeking to help students, especially underserved students. When I heard of this vision being brought to students that lived in one of the poorest zip codes in Charlotte, I had to get involved.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>The mission and vision of Bright Scholars, Inc. is paralleled with my educational philosophy, which addressed the physical, developmental, social, and educational needs of students regardless of their social-economic status.</p>
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>My understanding of the charter school Board Member is to oversee the academic success of the school, and operations through monthly meetings and reportings from the Head of School and some organized committees.</p>
<p>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 can be an effective board member.</p>	<p>Although I have not served on any previous charter school board, I believe I will be an effective board member because of my education and years of experience in the classroom. As I am still serving students as a classroom teacher, I will be sure to make decisions that are in the best interest of students and teachers.</p>

Describe the specific knowledge and experience that you would bring to the board.	n/a
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School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	The school has a unique focus on social emotional learning and character building to promote leadership and academic success with meaningful and relevant instruction.
What is your understanding of the school's proposed educational program?	The school plans to implement an uninterrupted literacy block for all students, with a focus on the science of reading and Orton Gillingham approach to teaching struggling readers. The educational plan is focused on five big components of reading; phonics, phonological awareness, vocabulary, reading comprehension and writing.
What do you believe to be the characteristics of a successful school?	A successful school is well managed, and people are happy. Students and Employees love coming to school and growth of test scores is a reflection of this.
How will you know that the school is succeeding (or not) in its mission?	I will know if the school was succeeding in its mission by working towards goals established for success. It will be evident from Board meeting reports in academic and financial data.

Governance	
Describe the role that the board will play in the school's operation.	The board will oversee school operation in compliance with state and federal requirements. The board makes the big decisions on policies and funds, while the school leadership will make the day to day operation decisions. We oversee that the school stays true to its mission in all decision making.
How will you know if the school is successful at the end of the first year of operation?	The board will know that the school is successful; based on achievement of set goals for year one. Such as student performance (growth) and successfully managing charter school funds for operating.

How will you know at the end of five years of the schools is successful?	The approval for renewal of the charter school. In addition to meeting the goals set by the board in the areas for governance, operations, and finances. Reports will be positive and trending upward to project further success.
What specific steps will the charter school board need to take to ensure that the school is successful?	The board will need effective communication between the Board and school leadership (the Deans) through quarterly reporting of data results and trends. The Board must stay committed to the success of the school and offer feedback in a timely manner.
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?	An emergency special meeting to address any unethical behavior would need to be called immediately. We will follow the necessary steps outlined in our bylaws for handling such situations. Member(s) will be held accountable for their actions and may result in excusal from their seat on the Board.

Certification

I, Maria Hull, 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 Bright Scholars, Inc. Charter School is true and correct in every respect.

Board Member's Signature

Signature:



Date April 24, 2024

**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 and the license validity. [Click or tap here to enter text.](#)*

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign 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.

School Information

Name of charter school

Bright Scholars, Inc.

Board Member's Information

Board Members

Full name: Heather Pettitt

Home Address: 11016 Pointer Ridge Drive Charlotte, NC 28214

Business Name & Address: L&E Properties 105 Oakland Street Mount Holly, NC 28120

Telephone No.: 704-853-9069

E-mail address: pettittheather22@gmail.com

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/>
Educational History	General Education Diploma- Gaston College 1992 Associates Degree in Early Childhood Education- Haywood Community College 2019 Early Childhood Education Admin 1 credential required for child care center administration. Spanish Language-Gaston Currently Enrolled
Employment History	Kids are Fun Child Development Center-Assistant Director/School Age Director 1992-2003 Great Kids Learning Center-Owner/ Director 2003-2013 Absolute Childcare- Assistant Director/Pre K Lead Teacher/School Age Lead Teacher-2013-2017 L&E Properties- Maintenance Coordinator/ Social Media Content Strategist-2017-Present
How were you recruited to join this Board of Directors?	I met with the Founders who shared their vision for the Charter School. We discussed the mission of providing an atmosphere that will support the student and family. This will set the student up for success and set Bright Scholars, Inc. apart from similar programs, with new and innovative educational options for families.
Why do you wish to serve on the board of the proposed charter school?	Being a part of Bright Scholars, Inc. and serving my community is important to me and I am invested in the success of the school, students, staff, and parents.
What is your understanding of the appropriate role of a public charter school board member?	My role on the board would be to assist in making the program a success and to ensure that all terms of the charter are followed.
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If	I served briefly on the Mount Holly Community Development Foundation and witnessed how a public non-profit board is managed.

you have not had previous experience of this nature, explain why you can be an effective board member.	When COVID emerged I was unable to fulfill my commitment. When the opportunity to serve with Bright Scholars, Inc. was given, I was happy to step in. Serving families in my community has always been of great importance to me. I feel like I do well because I have experience in the daily runnings of an educational program. I also care deeply about Child Development and meeting the needs of the families I have worked with.
Describe the specific knowledge and experience that you would bring to the board.	I have knowledge in implementing an educational program. Daily schedules, parent relations, student achievement levels, working with community resources, and with staff.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	Their mission is to provide an experience that will ensure that students are prepared for success and failures. Students will be instilled with coping mechanisms as well as necessary tools that they need to succeed.
What is your understanding of the school's proposed educational program?	Bright Scholars, Inc. will work to provide high-quality education, centered around reading comprehension and character development while ensuring students attain academic proficiency and reach their potential in all subjects. Focus will be on Social emotional learning, Character development, literacy and comprehension.
What do you believe to be the characteristics of a successful school?	I believe a successful school starts with community. Establishing supportive relationships between leaders, families and staff are the foundation of success.
How will you know that the school is succeeding (or not) in its mission?	Standardized ,test, student achievements, parent involvement.

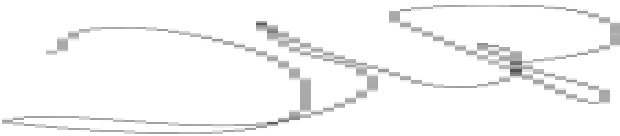
Governance

Describe the role that the board will play in the school's operation.	Setting policies, evaluating success, overseeing that bylaws are followed.
How will you know if the school is successful at the end of the first year of operation?	By measuring student achievement, student growth rate, standardized test scores, staff development, and community participation.
How will you know at the end of five years of the schools is successful?	Looking at growth rates from the past five years. Staying on track with maintaining enrollment, Staff retention/turnover and development, community and parent involvement, standardized test scores.
What specific steps will the charter school board need to take to ensure that the school is successful?	Maintaining enrollment, successful relationships between teachers, students, staff and parents.
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 will speak with other board members and we will have an open discussion with the member about the behavior while referring to our handbook and policies. If necessary we will then take steps to remove them from the board.

Certification

I, Heather Pettitt, 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 Bright Scholars, Inc. Charter School is true and correct in every respect.

Board Member's Signature

Signature: 	Date 3/24/24
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**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 and the license validity. [Click or tap here to enter text.](#)*

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.

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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.

School Information

Name of charter school

Bright Scholars, Inc.

Board Member's Information

Board Members

Full name: Thomas Connors

Home Address: 5701 Green Rea Rd, Charlotte, NC 28226

Business Name & Address: UNC Charlotte 9201 University City Blvd,
Charlotte, NC 28223

Telephone No.: 336.671.1427

E-mail address: thomas.connors@alumni.wfu.edu

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No: ☐

Yes: x ☒

Educational History

PhD Candidate- Special Education/Child Development UNC-Charlotte

MBA Wake Forest University School of Business

MSEd University of Pennsylvania

BS North Carolina Agricultural & Technical State University

Employment History

Research Associate UNC-Charlotte Mebane Literacy Center

Administrator - Charlotte Mecklenburg Schools Department of

Advanced Studies/Charles Parker Academic Center

Gifted Department - Winston Salem Forsyth County Schools

Gifted Department - West Chester Area Schools, West Chester, PA

U.S. History/Economics - Baltimore County Public Schools

How were you recruited to join this Board of Directors?

Yes, I was invited to a Board meeting and the mission centered around leadership sparked my interest in joining the Board.

Why do you wish to serve on the board of the proposed charter school?

I believe in the mission of Bright Scholars, Inc. and that it will provide academic options in the community it will serve.

How were you recruited to join this Board of Directors?

I managed a magnet program and served as an administrator in the school that a founding member was employed at as an elementary school teacher.

Why do you wish to serve on the board of the proposed charter school?

I believe in advocacy and supporting options for parents in underserved communities. Bright Scholars, Inc is committed to this purpose as well and desires to help learners achieve their best.

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

To provide oversight and feedback to the leadership of the charter school.

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 can be an effective board member.	I currently serve on the state board of the Council for Exceptional Children (CEC) here in North Carolina. I serve as the Director for Diversity and Inclusion in the TAG Division. The experience is relevant in that we operate at the state level and work to provide service to all counties regarding the needs of exceptional children and those who may be twice exceptional.
Describe the specific knowledge and experience that you would bring to the board.	I am armed with an MBA and I have served as an administrator and managed a faculty/staff of over 70 people. I have a handle on school finance and all dynamics associated with school operations.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	Bright Scholars, Inc. is committed to providing a well-rounded, meaningful education to future leaders who are empowered and equipped with the necessary skills to embrace life's opportunities and challenges with character.
What is your understanding of the school's proposed educational program?	Bright Scholars, Inc. will have an emphasis on leadership and character. In addition, since students may be below grade level in reading, it will focus on promoting growth in their literacy and math abilities.
What do you believe to be the characteristics of a successful school?	Successful schools have strong leadership and a sense of community. They also prepare students with high expectations for all learners and they strategize to meet the needs of subgroups.
How will you know that the school is succeeding (or not) in its mission?	Success regarding the mission of Bright Scholars, Inc. will be measured in growth. Data points related to students' growth in literacy and math are important metrics. Also, we will look for feedback from stakeholders, including parents and our governing board.

Governance

Describe the role that the board will play in the school's operation.	The board of Bright Scholars, Inc. will have oversight of school leadership and serve to provide feedback and promote reflection regarding decisions, particularly when human capital and financial costs are involved. In addition, the board serves strategically and looks to ensure that Bright Scholars, Inc. is committed to its stated mission. It evaluates and works as a constant thought partner for school leadership.
How will you know if the school is successful at the end of the first year of operation?	Metrics for the first year will be set prior and then progress will be reported to the board quarterly for feedback and strategy.
How will you know at the end of five years of the schools is successful?	Metrics related to school growth regarding enrollment and academic and social growth (EOG scores) of students will be ongoing. Expectations will be for an upward trend.
What specific steps will the charter school board need to take to ensure that the school is successful?	Accountability is critical and Bright Scholars, Inc. leadership will report to the board formally in writing at the end of each semester. The board will respond to this formal report with feedback and suggestions with timelines for execution.
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?	As the board president, these suspicions or allegations are concerning. Responsibility and accountability are core values and serve to balance the need for check-ins to discuss and evaluate concerns. A meeting will be held to inform and promote transparency and direct accountability. All board members will be called upon to exercise their leadership regarding the situation after a thorough investigation has been implemented.

Certification

I, Thomas Connors, 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 Bright Scholars, Inc. Charter School is true and correct in every respect.

Board Member's Signature

Signature



Date 4/21/2024

**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 and the license validity. [Click or tap here to enter text.](#)*

Africa Cherry
3016 Phillips Fairway Drive
Charlotte, NC 28216
704-724-7443
absolutechildcare2009@yahoo.com

SUMMARY

I am a self-motivated graduate student with a Master's in Urban Education, Graduate Certificate in Anti-Racism, and a passion to make a difference in the community. I am the owner of an Early Childhood NC PreK facility in Mecklenburg County, the founder of a non-profit empowerment organization, and co-creator of a community tutoring program. I welcome and embrace all experiences that enhance my profession, and that inspire me to make a difference in society.

EDUCATION

University of North Carolina at Charlotte, Charlotte North Carolina
Master's in Education

January 2020-May 2022

University of North Carolina at Charlotte, Charlotte North Carolina
Graduate Certificate in Anti-Racism Education

January 2020-May 2022

University of North Carolina at Charlotte, Charlotte North Carolina
Bachelor of Arts and Science in Sociology

August 1998-December 2001

Winston-Salem State University, Winston-Salem North Carolina

August 1997-May 1998

PROFESSIONAL

Absolute Child Care, Charlotte North Carolina

Owner/Director

October 2009-Present

- Developed a vision and followed my dream to open a NC PreK facility
- Recruit, hire, and train motivated qualified teachers
- Create and implement center policies and procedures

Excel Personal Development, Charlotte North Carolina

CBS Professional

January 2002-October 2009

- Help clients maintain functional deficits in school, home, and community
-

ORGANIZATIONS

Bright Scholars, Co-Chair

April 2022

Early Childhood Education Committee, Member

August 2021

I Stream of Yogurt, Co-Creator

June 2021

Kappa Delta Pi, Member

May 2021

Beautiful Brown Diamonds, Inc., Founder

January 2018

Kids of Freedom, Co-Creator

July 2018

Absolute Child Care, Inc., Founder

October 2009

<u>Area of Proposed Coverage</u>	<u>Proposed Amount of Coverage</u>	<u>Cost (Quote)</u>
Comprehensive General Liability	\$1,000,000.00/occurrence	\$1,178.00
Officers and Directors/Errors and Omissions	\$1,000,000.00/occurrence	\$2,443
Property Insurance	\$50,000 contents	\$450
Automobile Liability	\$1,000,000.00/occurrence	\$2,300
Crime Coverage - Minimum/Maximum Amo	\$250,000.00 \$250,000.00	\$332
Worker's Compensation	\$500,000.00	\$4,521
Head of Class Endorsement		\$82
Total Cost		\$11,306.00

INSURANCE PEOPLE

Below are the estimated annual premiums: **Bright Scholars, Inc.**

Property Premium Estimate **\$450**

Contents	\$50,000
Deductible	\$2,500
Form	Special
Equipment Breakdown Included	

General Liability Premium Estimate **\$1,178**

Rating Basis:	Students	96
	Faculty	12

Limits:

Per Occurrence Limit	\$1,000,000
Annual Aggregate	\$3,000,000
Sexual Abuse & Molestation	\$1,000,000 per occurrence \$3,000,000 aggregate
Employee Benefits	\$1,000,000 per occurrence \$3,000,000 aggregate

School District & Educators Legal Liability (D&O/ E&O)

Premium Estimate **\$2,443**

	\$1,000,000 per occurrence
	\$2,000,000 aggregate
Additional Defense	\$100,000/\$50,000/\$100,000

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

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

INSURANCE PEOPLE

Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$2,300
2 Vans		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$4,521
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$741,546	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$13,693
 Student Accident Coverage		 \$7.00/ student

These premiums are subject to change based on Underwriter review and approval of completed applications.

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

04/24/2024

April 25, 2024

To Whom It May Concern,

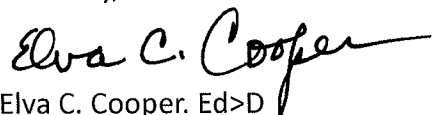
My name is Dr. Elva C. Cooper, retired Area Superintendent with the Charlotte Mecklenburg Schools and a Deacon at the Greater Mt. Sinai Baptist Church. It is my pleasure to support of the Bright Scholars Charter School Application.

As a lifelong educator, I have had the privilege to teach, study curriculum and monitor school progress and achievement, support principals and teachers. I had an opportunity to meet with the bright Scholars' Planning Board on several occasion. I was very impressed with the Planning Team as it is comprised of educators from many disciplines of education. The excitement, enthusiasm, and knowledge were quite evident.

Bright Scholars Charter School will be a great asset to the Westside of Charlotte allowing the parents another choice for their children with smaller class size and a strong curriculum. The projections are perfect for a beginning school. The application is well written and covers important components needed for students. The leadership is carefully selected and covers a wide range of educational experience, expertise as well as strong educational backgrounds and qualifications...

I found the mission and the focus of the school to be very appropriate and will make a great impact as we continue to educate our children. Please give this application careful consideration.

Sincerely,

A handwritten signature in black ink that reads "Elva C. Cooper". The signature is fluid and cursive, with a long horizontal stroke extending from the end of the name.

Elva C. Cooper. Ed>D

April 23, 2024

To whom it may concern:

I am writing in support of Bright Scholars, Inc in Charlotte, NC. As a parent and educator, this would be a much needed addition to the community of this city.

It has always been a privilege to help promote other educators and schools to make it a mission to have more schools in place for our young generation.

Our children are our future and I wholeheartedly support the establishment of Bright Scholars, Inc. in Charlotte, NC.

Thank You,
Ashley Denny
5224 Freedom Dr.
Charlotte, NC 28208
(704) 685-5788
andenny22@gmail.com

April 25, 2024

To Whom it may Concern:

My name is Gordon Douglas, and I am an Architectural Designer, Sunday School teacher, and Trustee at Greater Mount Sinai Baptist Church. I am writing this letter in support of the Bright Scholars Charter School application.

I currently work for Neighboring Concepts, an architectural firm that has many facilities along the West corridor including Renaissance West, the Levine Children's Learning Center, and a residential and outpatient facility currently under construction. I have had the opportunity to review the construction of the George Cook Family Life Center as an employee of Gantt Huberman Architects. In my years of attending church and being involved with the development of the West Side of Charlotte, I am aware that there is a need for educational opportunity for the current and future residents of this corridor.

West Charlotte provides a unique opportunity as it is a growing section of the city with a deep history of existing sustainable communities, new multi-family and single-family housing, and plans for the development of a transportation corridor between uptown Charlotte, the airport, and other neighboring westside communities. As development continues in West Charlotte, the need for educational facilities that provide educational curriculum designed to meet the needs of the 21st Century work force will be in high demand. Educational facilities that provide the curriculum that prepares students for the many great public and private college institutions of this state will be in high demand.

I am in support of the approval of Bright Scholar to meet the high demand for high level educational curriculum studies in the growing West Charlotte Corridor.

Sincerely



Gordon Douglas
Greater Mount Sinai
Baptist Church

4/24/24

To Whom it May Concern,

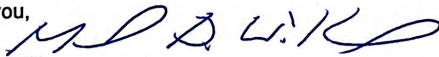
I am writing this letter as a recommendation on behalf of the proposed Bright Scholars Charter School in Charlotte, NC. From meeting with their leadership and understanding their mission and vision, it is my pleasure to recommend them as a Charter School.

Bright Scholars will undoubtedly be a success if they are able to manifest their vision statement of "partnering with a community of parents, educators, and stakeholders to educate future leaders with good character in society." It is clear from their vision that they want to involve all meaningful partners in the education process of the next generation. It is their desire to engage the home, community, and the school in order to fulfill this meaningful vision. They realize that education is best practiced as a partnership with accountability between all those that are involved. It is the ambition of Bright Scholars to invest in such a meaningful way that the students who graduate from the school will be challenged to reach their potential, strive for success in all that they do, and be active contributors to their society. It is a wonderful desire from Bright Scholars to see young graduates who are proficient in all subject areas but who also have worthy and good moral character.

Healthy leadership is what we need in our society. We need leaders who are not selfish, greedy, and uneducated. Rather, we need a next generation of leaders who put the needs of others before their own. Leaders who do not take the easy or popular road but who are always striving for success, equality, compassion, and integrity. I can recommend the vision of Bright Scholars because it is their desire to develop true leaders who will lead in their homes, workplace, community, and in their global society.

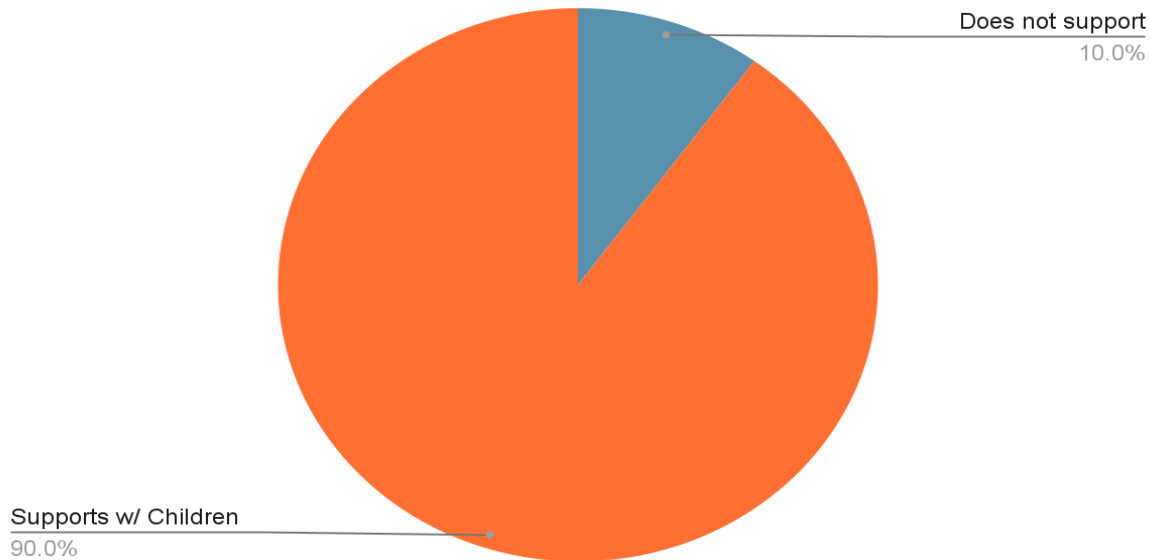
In conclusion, it is my privilege to recommend Bright Scholars Charter school as a NC charter school. Please feel free to reach out to me with questions.

Thank you,



Michael Williams
Pastor, Durham Memorial Baptist Church
1601 Toddville Road
Charlotte, NC 28214
Office: (704) 392-5346
Cell: (704) 280-2792
Email: durham.mikew@gmail.com

Support for Bright Scholars, Inc



Community Support Summary

In May of 2023, we attended a community outreach health fair event at a local church, Greater Mt. Sinai Baptist Church, on West Blvd, Charlotte, 28208. There we talked with community stakeholders about our mission and vision and gained some of our initial interest. We were among an older community of people who most didn't have school-aged children, but out of all the families we spoke with, 13 families had school-aged children and said they would enroll their child to Bright Scholars, Inc.

During the Summer of 2023, the Board individually collected signatures with a collective total of 51 at majority support with school age children.

On August 26, of 2023, Bright Scholars, Inc. gave out school supplies to students at a Back to School event at Absolute Child Care on Freedom Drive in Charlotte, 28208. During this event we introduced ourselves to the community and shared our mission and vision of our proposed charter school. We spoke with over 40 families and gained support from all the families.

Additionally, on April 12th, of 2024, we went to local daycares on Freedom Dr, Charlotte, with 4 year old classrooms to discuss our proposed charter school's mission and vision. We were able to collect 26 more signatures of support from all 26 parents having school age children in pre-k, for possible enrollment in first grade in 2026.

Over the course of the application process, we continued to collect signatures, letters of support and communicate the vision for Bright Scholars, Inc. to stakeholders in the community, including parents with school age children. We spoke with over 150 families, surveyed 130 families and 117 gave their support and would enroll their children, that is a turnout of 90% support. Out of the 117 families, we calculated that 87 of the families that gave their support to enroll their children have school-aged children that would meet our schools projections of Kindergarten and first grade students in 2026 (year 1); and that accounts for 90% of our initial enrollment of 96 students.

We will continue our community outreach efforts throughout the duration of the application process to keep excitement and momentum with our prospective families.

Here is a sample survey:



Bright Scholars will be a free, public charter school. Our focus is to provide a well-rounded, meaningful education to future leaders who are empowered and equipped with the necessary skills to embrace life's opportunities and challenges with character. Life's opportunities include but are not limited to job, career and college. We are working to open a charter school in the 28208 area.

YES! I support opening Bright Scholars.

	Name	Signature	Phone Number	Zip Code	I would consider Bright Scholars as a school for my children.	Do you have school age children? If yes, how old? (Y/N)	Email
1	Ashley Denny	<i>Ashley Denny</i>	704-685-5788	28054	Y	Y 14/14	antwella@brightscholars.com
2	Brad Denny	<i>Brad Denny</i>	980-251-6260	28054	Y	Y 14/14	brad-denny@hotmail.com
3	Dean Stevens	<i>Dean Stevens</i>	704-264-4057	28210	Y	N PreK	Scholar.Dean1@gmail.com
4	Julie Steele	<i>Julie Steele</i>	980-253-2455	28279	Y	N PreK	Steele.julie@att.net
5	Robin Davis	<i>Robin Davis</i>	704-393-0432	28208	Y	N PreK	redavis@gmail.com
6	Karen Ray	<i>Karen Ray</i>	862-155-3122	28228	Y	40 Y	MSKray93@gmail.com
7	Bianna Lynn	<i>Bianna Lynn</i>	704-223-0660	28054	Y	N PreK	breezylove2003@gmail.com
8	Lapasha C.	<i>Lapasha C.</i>	980-429-7205	28114	Y	N PreK	lapashacornelius@gmail.com
9	David Smith	<i>David Smith</i>	704-222-3269	28216	Y	Y	Dssmithon@gmail.com
10	Jonathan	<i>Jonathan</i>	980-226-2434	28209	Y	Y	JonathanWarren55@gmail.com
11	Kimberly	<i>Kimberly</i>	980-229-5257	28216	Y	Y-5 yrs.	Kimberlykaye@yahoo.com
12	Christophe	<i>Christophe</i>	980-291-9873	28216	Y	N PreK	breesec446@gmail.com
13	Maricela	<i>Maricela</i>	704-323-0521	28214	Y	Y 5	
14	Ebony Dubé	<i>Ebony Dubé</i>	704-651-0303	28208	Y	Y 7	edebic8@gmail.com
15	Rekann Dubé	<i>Rekann Dubé</i>	704-287-0801	28208	Y	Y 5,4	



Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board **must** submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Thomas Connors, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Thomas Connors Date 4-6-24

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____



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Certification Statement:

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If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Willie Elaine Nantley, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Willie Elaine Nantley Date 2/6/24

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____



Charter School Board Member Background Check Form

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- 1) Background check must include a **Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any **additional aliases** that have been used by the individual.
- 3) Background check must include a completed **county level check for any county returned in the Social Security Trace**.
- 4) Background check must include a completed **nationwide check**.

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Heather Pettitt, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Heather Pettitt Date 4/14/2024

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____



Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board **must** submit a completed background check that meets the following parameters:

- 1) Background check must include a **Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any **additional aliases** that have been used by the individual.
- 3) Background check must include a completed **county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed **nationwide check.**

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Nina Compton, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature [Signature] Date 4/21/24

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____



Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board **must** submit a completed background check that meets the following parameters:

- 1) Background check must include a **Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any **additional aliases** that have been used by the individual.
- 3) Background check must include a completed **county level check for any county returned in the Social Security Trace**.
- 4) Background check must include a completed **nationwide check**.

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Tris Erica Cotton certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Tris Erica Cotton Date April 14, 2024

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____



Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board **must** submit a completed background check that meets the following parameters:

- 1) Background check must include a **Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any **additional aliases** that have been used by the individual.
- 3) Background check must include a completed **county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed **nationwide check.**

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Magia Hull, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Magia Hull Date 4/21/24

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page.

If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a maximum of three LEAs.

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

LEA #1:	600-Char.-Mecklenburg	What percentage of students from the LEA selected above will qualify for EC funding?	13%
LEA #2:		What percentage of students from the LEA selected above will qualify for EC funding?	
LEA #3:		What percentage of students from the LEA selected above will qualify for EC funding?	

Grade	Year 1			Year 2			Year 3			Year 4			Year 5	
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2
	600			600			600			600			600	
Kindergarten	48			48			48			48			48	
Grade 1	48			48			48			48			48	
Grade 2				48			48			48			48	
Grade 3							48			48			48	
Grade 4										48			48	
Grade 5													48	
Grade 6														
Grade 7														
Grade 8														
Grade 9														
Grade 10														
Grade 11														
Grade 12														
LEA Totals:	96	0	0	144	0	0	192	0	0	240	0	0	288	0

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

LEA #3

0

Budget: Revenue Projections from each LEA Year 1

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives 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 school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds 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 their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:	600-Char.-Mecklenburg		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,292.72	96	\$604,101.12
Local Funds	\$3,534.66	96	\$339,327.36
State EC Funds	\$5,309.31	12	\$64,985.95
Federal EC Funds	\$1,514.35	12	\$18,535.64
Total:			\$1,026,950.08

LEA #2:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds		#ERROR!	
Local Funds		#ERROR!	
State EC Funds		0	
Federal EC Funds		0	
Total:			\$0.00

LEA #3:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds		#ERROR!	
Local Funds		#ERROR!	
State EC Funds			
Federal EC Funds			
Total:			\$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 federal funding in year 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	Year 5
State ADM Funds	\$ 604,101	\$ 906,152	\$ 1,208,202	\$ 1,510,253	\$ 1,812,303
Local Per Pupil Funds	\$ 339,327	\$ 508,991	\$ 678,655	\$ 848,318	\$ 1,017,982
State EC Funds	\$ 64,986	\$ 97,479	\$ 129,972	\$ 162,465	\$ 194,958
Federal EC Funds	-	\$ 18,536	\$ 37,071	\$ 46,339	\$ 55,607
Other Funds*					
Working Capital*					
TOTAL REVENUE:	\$ 1,008,414	\$ 1,531,157	\$ 2,053,900	\$ 2,567,375	\$ 3,080,850

**All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these 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 M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel									
Dean of Operations - Head of School	1	\$ 65,000	\$ 65,000	1	\$ 73,000	\$ 73,000	1	\$ 80,000	\$ 80,000
Dean of Academics	1	\$ 63,000	\$ 63,000	1	\$ 70,000	\$ 70,000	1	\$ 75,000	\$ 75,000
Dean of Students and Family Support (Registrar)	1	\$ 63,000	\$ 63,000	1	\$ 70,000	\$ 70,000	1	\$ 75,000	\$ 75,000
Financial Administrator	0	\$ 63,000	\$ -	0.5	\$ 65,000	\$ 32,500	0.5	\$ 70,000	\$ 35,000
Technical Administrator	0	\$ 63,000	\$ -	0.5	\$ 65,000	\$ 32,500	0.5	\$ 70,000	\$ 35,000
Exceptional Children Coordinator	0.5	\$ 55,000	\$ 27,500	0.5	\$ 60,000	\$ 30,000	1	\$ 65,000	\$ 65,000
Custodians	0	\$ 30,000	\$ -	0	\$ 30,000	\$ -	0.75	\$ 30,000	\$ 22,500
Transportation	0.25	\$ 30,000	\$ 7,500	0.5	\$ 30,000	\$ 15,000	1	\$ 30,000	\$ 30,000
Office Support Staff	0	\$ 24,000	\$ -	1	\$ 24,500	\$ 24,500	1	\$ 25,000	\$ 25,000
*** Edit text as needed. ***			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -
Total Admin and Support:	3.75		\$ 226,000	6		\$ 347,500	7.75		\$ 442,500
Instructional Personnel									
Core Content Teacher(s)	6	\$ 50,000	\$ 300,000	9	\$ 51,000	\$ 459,000	12	\$ 52,000	\$ 624,000
Electives Teacher(s)	0	\$ 42,000	\$ -	1	\$ 42,000	\$ 42,000	2	\$ 42,000	\$ 84,000
Exceptional Children/Specialty Teacher(s)	0.5	\$ 55,000	\$ 27,500	0.5	\$ 60,000	\$ 30,000	1	\$ 50,000	\$ 50,000
Exceptional Children Teacher Assistant(s)	0	\$ 30,900	\$ -		\$ 30,900	\$ -	0		\$ -
Teacher Assistants	0	\$ 30,000	\$ -	1.5	\$ 30,900	\$ 46,350	4	\$ 31,800	\$ 127,200
Electives Teacher(s)/Teacher Assistants	2	\$ 32,000	\$ 64,000	2	\$ 33,000	\$ 66,000	1	\$ 34,000	\$ 34,000
Tutor		\$ -	\$ -			\$ -			\$ -
Instructional Support			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -
Total Instructional Personnel:	8.5		\$ 391,500	14		\$ 643,350	20		\$ 919,200
Total Admin, Support and Instructional Personnel:	12.25		\$ 617,500	20		\$ 990,850	27.75		\$ 1,361,700

Benefits	Year 1			Year 2			Year 3		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits									
Health Insurance	1.5	\$ 6,000	\$ 9,000	2	\$ 6,000	\$ 12,000	3	\$ 6,000	\$ 18,000
Retirement Plan--NC State			\$ -			\$ -			\$ -
Retirement Plan--Other	3.75	\$ 1,808	\$ 6,780	6	\$ 1,738	\$ 10,425	7.75	\$ 1,713	\$ 13,275

Life Insurance	3.75	\$ 135	\$ 506	6	\$ 135	\$ 810	7.75	\$ 135	\$ 1,046
Disability	3.75	\$ 337	\$ 1,264	6	\$ 337	\$ 2,022	7.75	\$ 400	\$ 3,100
Medicare	3.75	\$ 874	\$ 3,277	6	\$ 840	\$ 5,039	7.75	\$ 828	\$ 6,416
Social Security	3.75	\$ 3,737	\$ 14,012	6	\$ 3,591	\$ 21,545	7.75	\$ 3,540	\$ 27,435
*** Edit text as needed. ***			\$ -			\$ -			\$ -
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*** Edit text as needed. ***			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -
Total Admin and Support Benefits:			\$ 34,839			\$ 51,841			\$ 69,273

Instructional Personnel Benefits									
Health Insurance	8.5	\$ 6,000	\$ 51,000	14	\$ 6,000	\$ 84,000	20	\$ 6,000	\$ 120,000
Retirement Plan--NC State			\$ -			\$ -			\$ -
Retirement Plan--Other	8.5	\$ 1,382	\$ 11,745	14	\$ 1,379	\$ 19,301	20	\$ 1,379	\$ 27,576
Social Security	8.5	\$ 2,856	\$ 24,273	14	\$ 2,849	\$ 39,888	20	\$ 2,850	\$ 56,990
Disability	8.5	\$ 337	\$ 2,865	14	\$ 400	\$ 5,600	20	\$ 400	\$ 8,000
Medicare	8.5	\$ 668	\$ 5,677	14	\$ 666	\$ 9,329	20	\$ 666	\$ 13,328
Life Insurance	8.5	\$ 135	\$ 1,148	14	\$ 135	\$ 1,890	20	\$ 135	\$ 2,700
*** Edit text as needed. ***			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -
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*** Edit text as needed. ***			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -
Total Instructional Personnel Benefits:			\$ 96,707			\$ 160,007			\$ 228,595
Total Personnel Benefits:			\$ 131,546			\$ 211,848			\$ 297,867

Total Admin & Support Personnel (Salary & Benefits):	3.75		\$ 260,839	6		\$ 399,341	7.75		\$ 511,773
Total Instructional Personnel (Salary & Benefits):	8.5		\$ 488,207	14		\$ 803,357	20		\$ 1,147,795
TOTAL PERSONNEL:	12.25		\$ 749,046	20		\$ 1,202,698	27.75		\$ 1,659,567

*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.

Year 4			Year 5		
Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
1	\$ 85,000	\$ 85,000	1	\$ 90,000	\$ 90,000
1	\$ 82,000	\$ 82,000	1	\$ 87,000	\$ 87,000
1	\$ 82,000	\$ 82,000	1	\$ 87,000	\$ 87,000
0.75	\$ 82,000	\$ 61,500	1	\$ 87,000	\$ 87,000
0.75	\$ 82,000	\$ 61,500	1	\$ 87,000	\$ 87,000
1	\$ 67,500	\$ 67,500	1	\$ 70,000	\$ 70,000
1	\$ 32,000	\$ 32,000	1.5	\$ 35,000	\$ 52,500
1.5	\$ 32,000	\$ 48,000	1.5	\$ 36,000	\$ 54,000
1	\$ 25,500	\$ 25,500	1	\$ 25,500	\$ 25,500
		\$ -			\$ -
		\$ -			\$ -
		\$ -			\$ -
9		\$ 545,000	10		\$ 640,000

15	\$ 53,000	\$ 795,000	18	\$ 54,000	\$ 972,000
3	\$ 44,000	\$ 132,000	3	\$ 46,000	\$ 138,000
1	\$ 51,000	\$ 51,000	2	\$ 52,000	\$ 104,000
0	\$ 30,900	\$ -		\$ 31,800	\$ -
6	\$ 32,920	\$ 197,520	7	\$ 33,910	\$ 237,370
0	\$ -	\$ -	0		\$ -
		\$ -	0.5	\$ 30,000	\$ 15,000
		\$ -			\$ -
		\$ -			\$ -
		\$ -			\$ -
25		\$ 1,175,520	30.5		\$ 1,466,370
34		\$ 1,720,520.00	40.5		\$ 2,106,370

Year 4			Year 5		
Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
7	\$ 6,000	\$ 42,000	8	\$ 6,224	\$ 49,792
		\$ -			\$ -
9	\$ 1,817	\$ 16,350	10	\$ 1,920	\$ 19,200

9	\$ 135	\$ 1,215	10	\$ 135	\$ 1,350
9	\$ 400	\$ 3,600	10	\$ 400	\$ 4,000
9	\$ 878	\$ 7,903	10	\$ 928	\$ 9,280
9	\$ 3,754	\$ 33,790	10	\$ 3,968	\$ 39,680
		\$ -			\$ -
		\$ -			\$ -
		\$ -			\$ -
		\$ -			\$ -
		\$ -			\$ -
		\$ 104,858			\$ 123,302

25	\$ 6,000	\$ 150,000	30	\$ 6,224	\$ 186,720
		\$ -			\$ -
25	\$ 1,411	\$ 35,266	30.5	\$ 1,442	\$ 43,991
25	\$ 2,915	\$ 72,882	30.5	\$ 2,981	\$ 90,915
25	\$ 400	\$ 10,000	30.5	\$ 400	\$ 12,200
25	\$ 682	\$ 17,045	30.5	\$ 697	\$ 21,262
25	\$ 135	\$ 3,375	30.5	\$ 135	\$ 4,118
		\$ -			\$ -
		\$ -			\$ -
		\$ -			\$ -
		\$ -			\$ -
		\$ -			\$ -
		\$ 288,568			\$ 359,206
		\$ 393,425			\$ 482,508

9	\$ 649,857.50	10	\$ 763,302
25	\$ 1,464,088	30.5	\$ 1,825,576
34	\$ 2,113,945	40.5	\$ 2,588,878

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	Year 4	Year 5
Office						
Office Supplies	\$	900.00	\$ 1,000.00	\$ 1,100.00	\$ 1,200.00	\$ 1,300.00
Paper	\$	1,000.00	\$ 1,200.00	\$ 1,400.00	\$ 1,600.00	\$ 1,800.00
Computers & Software	\$	1,500.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 900.00
Communications & Telephone	\$	2,400.00	\$ 2,500.00	\$ 2,600.00	\$ 2,700.00	\$ 2,800.00
Copier leases			\$ 1,500.00	\$ 2,700.00	\$ 2,800.00	
Other						
*** Insert rows and edit text as needed. ***						
Management Company						
Contract Fees						
Other						
*** Insert rows and edit text as needed. ***						
Professional Contract						
Legal Counsel	\$	1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
Student Accounting	\$	9,600.00	\$ 14,400.00	\$ 19,200.00	\$ 24,000.00	\$ 28,800.00
Financial						
Audit	\$	5,000.00	\$ 6,000.00	\$ 7,000.00	\$ 8,000.00	\$ 9,000.00
Facilities						
Facility Lease/Mortgage	\$	40,000.00	\$ 50,000.00	\$ 80,000.00	\$ 97,000.00	\$ 97,000.00
Maintenance			\$ 3,000.00	\$ 2,000.00	\$ 2,000.00	
Custodial Supplies	\$	1,500.00	\$ 1,700.00	\$ 1,750.00	\$ 1,800.00	\$ 1,850.00
Custodial Contract	\$	22,000.00	\$ 25,000.00			
Insurance (pg19)	\$	11,306.00	\$ 11,306.00	\$ 13,693.00	\$ 13,693.00	\$ 13,693.00
Furniture	\$	5,000.00	\$ 5,000.00	\$ 15,000.00	\$ 10,000.00	\$ 10,000.00
Utilities						
Electric	\$	3,000.00	\$ 3,000.00	\$ 4,500.00	\$ 6,000.00	\$ 6,000.00
Gas						
Water/Sewer						
Trash			\$ 250.00	\$ 250.00	\$ 250.00	
Other						
*** Insert rows and edit text as needed. ***						

Transportation					
Buses	\$ -				
Gas	\$ 4,000.00	\$ 4,200.00	\$ 4,200.00	\$ 4,600.00	\$ 4,600.00
Oil/Tires & Maintenance	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
Other					
*** Insert rows and edit text as needed. ***					
Other					
Marketing	\$ 5,000.00	\$ 5,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
School Lunch	\$ 50,889.60	\$ 70,334.40	\$ 90,000.00	\$ 105,000.00	\$ 120,000.00
Travel					
Other					
*** Insert rows and edit text as needed. ***					
Total Administrative & Support Operations:	\$ 166,595.60	\$ 204,890.40	\$ 252,443.00	\$ 287,793.00	\$ 309,293.00

OPERATIONS BUDGET:		Year 1	Year 2	Year 3	Year 4	Year 5
Instructional						
Classroom Technology						
Software	\$ 126.00	\$ 126.00	\$ 126.00	\$ 126.00	\$ 126.00	\$ 126.00
Chromebooks / technology	\$ 7,200.00	\$ 12,500.00	\$ 12,000.00	\$ 8,000.00	\$ 5,500.00	
Instructional Contract						
Staff Development	\$ 4,000.00	\$ 5,000.00	\$ 5,000.00	\$ 6,000.00	\$ 6,000.00	
Second Step	\$ 2,329.00	\$ 2,329.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	
Staff Retention Incentives	\$ 2,000.00	\$ 3,000.00	\$ 4,000.00	\$ 5,000.00	\$ 6,000.00	
Mentor Incentive	\$ 1,000.00	\$ 2,000.00	\$ 3,000.00	\$ 4,000.00	\$ 5,000.00	
Books and Supplies						
Instructional Materials	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	
Curriculum/Texts	\$ 5,520.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	
Copy Paper	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,500.00	\$ 2,500.00	
Testing Supplies	\$ 5,000.00	\$ 6,000.00	\$ 8,000.00	\$ 9,000.00	\$ 10,000.00	
Teacher Input Purchases	\$ 1,000.00	\$ 2,000.00	\$ 4,000.00	\$ 6,000.00	\$ 6,000.00	
Total Instructional Operations:	\$ 40,175.00	\$ 50,955.00	\$ 56,526.00	\$ 59,026.00	\$ 59,526.00	
TOTAL OPERATIONS:	\$ 206,770.60	\$ 255,845.40	\$ 308,969.00	\$ 346,819.00	\$ 368,819.00	

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

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 749,045.75	\$ 1,202,697.53	\$ 1,659,567.30	\$ 2,113,945.38	\$ 2,588,877.91
Total Operations	M	\$ 206,770.60	\$ 255,845.40	\$ 308,969.00	\$ 346,819.00	\$ 368,819.00
Total Expenditures	N = J + M	\$ 955,816.35	\$ 1,458,542.93	\$ 1,968,536.30	\$ 2,460,764.38	\$ 2,957,696.91
Total Revenue	Z	\$ 1,008,414.43	\$ 1,531,157.30	\$ 2,053,900.16	\$ 2,567,375.20	\$ 3,080,850.24
Surplus / (Deficit)	= Z - N	\$ 52,598.08	\$ 72,614.37	\$ 85,363.86	\$ 106,610.82	\$ 123,153.33

Charter School Required Signature Certification

***Note:** Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.*

Serving on a public charter school board is a position of public trust and board members 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, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third-party contracts with individuals or companies.

- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non-Profit Corporation.
 - o Name of the Selected Board Attorney: Lisa Gordon Stella
 - o Date of Review: 4/24/2024
 - o Signature of Board Members Present (Add Signature Lines as Needed):
 - Thom Connor
 - Heather Pellitt
 - Iris Cottars
 - Klaum Wanthun
 - Gina Cole
 - Marcia Hull
 - _____
 - _____
- ❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.
 - o Name of the Selected Board Auditor: Mary-Grace Keller
 - o Date of Review: 4/21/2024
 - o Signature of Board Members Present (Add Signature Lines as Needed):
 - Thom Connor
 - Heather Pellitt
 - Iris Cottars
 - Klaum Wanthun
 - Gina Cole
 - Marcia Hull
 - _____
 - _____

Certification

I, Thomas Connor, 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

Bright Scholars, Inc. Charter School is true and correct in every respect.

Signature Thomas Connor

Date 4/24/2024



Signature Page

The foregoing application is submitted on behalf of Bright Scholars, 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: Thomas Connor
Board Position: President of Board
Signature: [Signature]
Date: 4-14-24

Sworn to and subscribed before me this 14 day of April, 2024.

Notary Public: [Signature]
My commission expires: 5/26/, 2026.

Official Seal:

