

PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION William C. Harrison, Ed.D., *Chairman*
DEPARTMENT OF PUBLIC INSTRUCTION June St. Clair Atkinson, Ed.D., *State Superintendent*
WWW.NCPUBLICSCHOOLS.ORG

Dear Letter of Intent submitter,

Public charter school applications to open in 2014 are due to the Office of Charter Schools no later than March 1, 2013 at **12 noon**. **NO** application will be accepted after that time.

Complete applications consist of one (1) single-sided, signed and notarized copy and one (1) CD or flash drive containing two (2) electronic documents, one (1) PDF of the narrative and one (1) PDF of the full appendices. See the application instructions to ensure you follow ALL requirements.

Application copies can be delivered in one of three ways.

1. **Hand delivered** before February 28th, 2013 5:00 P.M.
NCDPI building: Office of Charter Schools (2nd Floor North Side)
301 North Wilmington Street, Raleigh, NC
2. **Hand delivered** on March 1, 2013 by 12 Noon
NCDPI building: Room 150
301 North Wilmington Street, Raleigh, NC
3. **Mail Service** by March 1, 2013 12 Noon
The Office of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303

***All mail service packages must be received by NCDPI Mail Service no later than 12 noon on March 1, 2013**

The content of the Letter of Intent is NOT binding, however a submitted Letter of Intent must be on file for you to submit an application. When you submit your application you will be asked to provide information regarding your submitted Letter of Intent for purpose of verification.

We anticipate a large volume of applications being submitted; to further assist the OCS staff include this letter in your submitted application as the cover page. Please complete the following information as it reads on the Letter of Intent.

Letter of Intent Information:

Lead applicant Kelly Painter

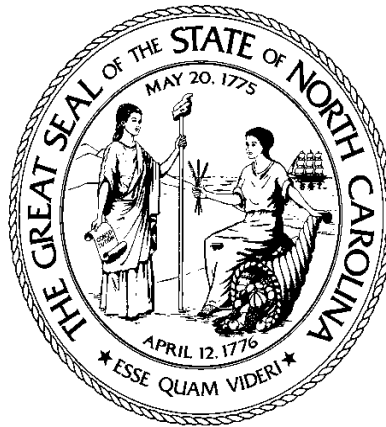
Proposed name of the charter school Bradford Preparatory School

County of proposed location Cabarrus

If you have any questions please contact Tom Miller in the Office of Charter Schools at 919-807-3492.

OFFICE OF CHARTER SCHOOLS

Joel E. Medley, Ph.D., *Director* | joel.medley@dpi.nc.gov
6303 Mail Service Center, Raleigh, North Carolina 27699-6303 | (919) 807-3491 | Fax (919) 807-3496
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Public charter schools opening the fall of 2014

**See Resource Manual for Assistance
(Available late November 2012)**

Due by 12:00 noon, March 1, 2013

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
919-807-3491

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

**CHARTER SCHOOL
2013 Application Process
To open a charter school in the 2014-2015 school year**

APPLICATION DUE DATE/TIME

- January 4, 2013** A letter of intent to apply for the 2014-2015 school year **must** be received in the Office of Charter Schools **no later than 12:00 noon**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.
- March 1, 2013** A complete application package, one (1) single-sided, signed, and notarized original hard copy, one (1) PDF electronic version of the narrative, and one (1) PDF electronic version of the appendices (i.e. labeled flash drive) must be received in the Office of Charter Schools **by 12:00 noon**.
- March 8, 2013** A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

Applicants **MUST** submit applications prior to the deadline March 1, 2013 at 12:00 noon; applicants are to use the following specifications:

1. All elements of the proposal must be typed with 1-inch page margins and 12-point font, single-spaced, in Times New Roman font.
2. Each major section (Mission, Purposes and Goals, Education Plan, Governance, Operations and Capacity, and Financial Plan) must begin on a separate page, as indicated in the template document. Do not exceed 50 pages for the proposal narrative. (Title Page, Table of Contents, and Appendices are not included in the narrative page limit.)
3. If a particular question does not apply to your team or proposal, **keep the section heading**, respond "Not Applicable," AND state the reason this question is not applicable to your team or proposal. The questions may be deleted.
4. All narrative content pages should be numbered and the name of school should appear at the top of **ALL pages**
5. All required Appendices should be clearly titled and include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...).
6. Review all elements of your application for completeness before submitting. An incomplete application may result in the elimination of the application.
7. Late submissions will not be accepted. No exceptions.
8. Provide confirmation to the Office of Charter Schools that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

TABLE OF CONTENTS

Section I. Application Contact Information.....	1
Proposed Grades Served and Total Enrollment Table.....	2
Section II. Mission and Purposes.....	3
Educational Need and Targeted Student Population.....	3
Purposes of Proposed Charter School.....	4
Goals for the Proposed Charter School.....	6
Section III. Education Plan.....	8
Instructional Program.....	8
K-8 Curriculum and Instructional Design.....	9
High School Curriculum and Instructional Design.....	11
Special Programs and “At-Risk” Students.....	13
Exceptional Children.....	15
Student Performance Standards.....	18
High School Graduation Requirements.....	20
Student Conduct and Discipline.....	21
Section IV. Governance, Operations and Capacity.....	22
Governance and Organizational Structure of Private Nonprofit Organization.....	23
Proposed Management Organization (EMO/CMO).....	28
Private School Conversions.....	28
Charter School Replication.....	28
Projected Staff.....	29
Staffing Plans, Hiring, and Management.....	29
Staff Evaluation and Professional Development.....	32
Enrollment and Marketing.....	34
Parent and Community Involvement.....	36
Admissions Policy.....	37
Projected Student Enrollment (Table).....	39
Transportation Plan.....	40
School Lunch Plan.....	40
Civil Liability and Insurance.....	41
Health and Safety Requirements.....	41
Facility.....	42
Section V. Financial Plan.....	43
Budget Revenue Projections from Each LEA (Table).....	43
Total Budget Revenue Projections 2014-2019 (Table).....	43
Personnel Budget: Expenditures 2014-2019 (Table).....	44
Operations Budget: Expenditures 2014-2019 (Table).....	45
Total Budget Projections (Table).....	46
Budget Narrative.....	47
Financial Audits.....	49
Section VI. LEA Impact Statement.....	50
Section VII. Signature Page.....	51
Section VIII. Appendices.....	52

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Bradford Preparatory School

Has the organization applied for 501(c)(3) non-profit status: Yes No

Name of non-profit organization under which charter will be organized or operated:

Bradford Preparatory School, Inc.

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

Name of contact person: Kelly Painter

Title/Relationship to nonprofit: Board of Directors Chair

Mailing address: 5179 Rocky River Crossing, Harrisburg, NC 28075

Primary telephone: 704-701-8132 **Alternative telephone:** 704-455-6556

E-Mail address: Kellylrp@gmail.com

Name of county and local education agency (LEA) in which charter school will reside:

County: Cabarrus County

LEA: Cabarrus County

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

No:

Yes: If so, Public or Private:

If yes, please provide the current school or organization web site address:

Not applicable.

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

Not applicable.

If a traditional public school, give the name and six-digit identifier of the traditional public school being converted:

Not applicable.

Is this application being submitted as a replication of a current charter school model?

No:

Yes:

If replication, please provide the name of the charter school and the state that charter school has been authorized to operate in.

Not applicable.

What is the name of the nonprofit organization that governs this charter school?

Bradford Preparatory School, Inc.

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year **2014** Month **August**

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (10 Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K-8	404
Second Year	K-9	678
Third Year	K-10	976
Fourth Year	K-11	1298
Fifth Year	K-12	1644
Sixth Year	K-12	1778
Seventh Year	K-12	1820
Eighth Year	K-12	1870
Ninth Year	K-12	1870
Tenth Year	K-12	1870

The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.

I certify that I have the authority to submit this application and that the founding Board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications may not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Kelly Painter
Signature

Board of Directors Chair
Title

Kelly Painter
Printed Name

2-24-13
Date

II. MISSION, PURPOSES AND GOALS

Mission:

Bradford Preparatory School is committed to ensuring academic excellence, nurturing personal relationships, and inspiring a growing passion for creativity and learning in all of our students. While encouraging our students to take personal responsibility for their future, we will support their development of life skills and encourage them to become compassionate and productive citizens.

Educational need and Targeted Student Population of the Proposed Charter School:

1. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.

As a college preparatory school, Bradford Preparatory School (BPS) will target a diverse population of students who wish to be academically challenged and prepared for a lifetime of responsible citizenship demonstrating integrity, ethical behavior, and service to the community. Bradford Preparatory School plans to locate its facilities in southwest Cabarrus County, easily allowing students from both Mecklenburg County and Cabarrus County to attend the school. The schools in this area are overpopulated (see Appendix A for specific statistics) and struggle to offer students the academic opportunities that many families in this area desire for their children. A survey of the six closest elementary schools, the three closest middle schools and the four local high schools reveals a collective student population that is 49% white, 35% African American, 9.7% Hispanic, 4.3% Asian and 2% students of other racial backgrounds. Additionally, this area has an average of 33% of students that are considered economically disadvantaged. We plan to provide this racially and economically diverse community with an education of the highest quality that is within the reach of all families that share a desire for academic excellence. Please see Appendix A for additional information on the educational need and target population.

2. What will be the projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect for the local LEA(s) that may be impacted?

The projected enrollment of BPS will be 404 students in the first year. We expect approximately 50% of our students to come from Cabarrus County, which currently serves approximately 29,000 students. In the first year, the percentage of the ADM enrolled at BPS would be 0.7% of Cabarrus County's student population. We expect the other 50% of our students to come from Mecklenburg County, which has approximately 141,000 students. In the first year, the percentage of the ADM in Mecklenburg County would be 0.14%.

3. Explain how the charter school's education plan will compare to or differ from that of LEA.

BPS will use innovative methods to provide a quality education in a smaller, more responsive learning environment. BPS will challenge students to develop the critical thinking skills, creativity and communication skills required for success in college and the workplace in a

way that is not currently being utilized in our local schools. Our school community – including students, teachers, administrators, parents and other community members – will all work together to support the students in a way that invites learning to become a lifelong endeavor.

Put simply, BPS will differ from the local area schools in the following ways:

- We will apply more stringent graduation requirements, enabling students to advance on a path that will fully prepare them for college.
 - We will ensure a 1:1 student-computer ratio in grades 6-12.
 - We will provide individualized instruction for all students by addressing the different learning styles of the students in the classroom.
 - We will address the myriad needs of each student through our ENRICH program which will cover social skills, public speaking, writing, emotional intelligence, personal finance, organization, teamwork, leadership and healthy living, to name a few. Please see appendix R-1 and R-2 for a full outline of the ENRICH program.
 - We will remain flexible in instruction styles, adjusting methods and programs to reflect the latest research and trends.
 - We will apply brain-based research methods and educate our students by providing developmentally appropriate education through hands-on learning in a brain-compatible environment. Please see Appendix R-3 for more details on the brain-based learning strategies we intend to use.
 - We will offer intensive foreign language starting in kindergarten versus middle school as seen in our local schools.
 - We will place a strong emphasis on health and nutrition, with significant time built into the day for physical activity.
 - We will offer extensive college and career counseling, with the college/career planning process beginning in 7th grade.
4. In the appendices (Appendix A), 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 see Appendix A for documentation of the clear evidence of the educational need in this area, survey data received as well as the community interest meeting held for Bradford Preparatory School.

Purposes of the Proposed Charter School:

Improving student learning for all students.

Our educational program will be based upon what we believe to be the best teaching practices, guided by the latest brain research. Our model will be based on Susan Kovalik's Integrated Thematic Instruction and Judy Willis' brain-based strategies. Much of the curriculum will be planned and developed by teachers, and will exceed the Common Core Standards (CCS) for each grade level. Teachers will enhance instruction using innovative methods to reach students with different learning styles, personalities and interests. Students will be held to high academic standards with the opportunity for accelerated course sequencing in order to best prepare them for college. Many research studies have shown the significant benefits of a foreign language

program beginning in the primary years. Teaching foreign language in the early years has been shown to have a direct impact on the overall improvement of achievement among students from all economic backgrounds and students of multiple levels of intelligence. For this reason, BPS will teach Spanish in grades K-4 twice a week, Latin in grades 5 and 6 and then Spanish will be offered again in 7th grade as a full year course. Because studies have also shown the academic benefits of playing a musical instrument at young ages, BPS will offer band/orchestra to all students beginning in third grade.

Encourage the use of different and innovative teaching methods.

Recognizing that children learn concepts in a variety of ways, BPS teachers will be empowered to use the instructional methods they feel are best for their students and classroom. Teachers will design daily lesson plans with the support of research-based curriculum, which will be compiled by the leadership, expanded regularly, and made readily available to all staff. Teachers will also be given the opportunity to use project-based learning and to analyze the various assessments given throughout the year to adjust the curriculum and provide individualized instruction as needed. Additionally, research shows significant opportunities for improving education through a 1:1 technology plan, which we will employ in grades 6-12. Teachers will be encouraged to offer a blended learning environment to enrich the lecture content and allow for classroom time to problem solve and develop themes in further depth. Through the use of technology, teachers will have the opportunity to design individualized lesson plans for each of their students.

Expanded education opportunities for students.

BPS will provide parents with an additional school choice for their child in an area full of overcrowded, traditional public schools. As a college preparatory school, our school will not only provide an education program with high academic and behavioral expectations, but one that educates the whole child. Our school will provide a smaller community environment in which personal relationships are critical to the educational process. Our students and families will be known by our staff and their involvement will be crucial to the success of the students. These key relationships will not only further develop the most gifted students, but also create an environment for other students, who may have struggled or lost interest in a traditional school.

New professional opportunities for teachers.

The leadership of BPS will challenge the teachers to not just equip their students for the future, but also to grow professionally themselves. All teacher candidates will go through an extensive hiring process and those hired will be expected to further develop their skills during their tenure at BPS on an ongoing basis. Our Staff Development Program will give teachers training on curriculum, technology, classroom management, leadership skills, and other areas to ensure consistency in classroom management, obtain accurate assessment results and analyze student learning. Teachers will participate in weekly collaborative planning sessions with their colleagues and the Lead Teacher. While providing accountability among teachers, these meetings will ensure that all curricula meet the high levels of academic rigor in each grade. The school calendar provides 10 ½ days specifically for this type of professional development. To develop the programs of BPS, staff members may be asked to become an expert in a field and share their knowledge base, a practice we believe will foster an environment of support and collaboration among teachers.

Goals for the Proposed Charter School:

1. How will the governing board know that the proposed public charter school has attained its mission statement?

The Board of Directors is ultimately responsible for ensuring that the goals and mission of the school are being met. The Board will use the following evaluation methods annually: Board Self-Assessment, the Director of the school’s annual evaluation, annual enrollment reports, End of Grade & End of Course test results, the annual Form 990 and audit reviews, the Teacher Working Conditions Survey and the Parent Satisfaction Survey. On a monthly basis, the Board will monitor attendance reports and monthly financial and budget reports. In addition, the Director will deliver a monthly progress report to the Board regarding the school’s progress toward the annual goals. The Board will continually track the school’s progress towards the goals listed below to ensure the school is actively fulfilling its mission.

2. Provide specific and measurable student achievement performance goals for the school’s educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals.

To accomplish our mission, we have prioritized the following goals for our school:

Academic Performance Goals

Annual goal:

- Minimum of 80% of students in grades 3-12 receive a proficient score on the end of grade tests in each of the first two years of operation. Minimum of 90% proficient for the third year and all subsequent years.

After five years of operation:

- 80% of high school students score a minimum of 24 on the ACT.
- Minimum of a 95% high school graduation rate.
- Minimum of 90% of high school graduates accepted into a 4-year college program.

Area(s) of Administrative and Educational Focus to Support these Goals

BPS is committed to:

- Helping all students develop creativity and critical-thinking skills.
- Holding all students to high academic standards to best prepare them for the rigors of college and the workforce.
- Challenging teachers to excellence and encouraging them to teach with innovative methods to meet the needs of each individual student.
- Applying the most up-to-date neuroscience research to our instruction methods.
- Establishing and maintaining rigorous graduation requirements.
- Requiring all students to take a foreign language beginning in kindergarten.
- Providing a 1:1 technology device ratio for students in grades 6-12.
- Providing and requiring all teachers to attend professional development trainings every year to hone their instruction skills and/or learn about effective teaching methods.

College and Career Readiness Goals

Annual Goals:

- Minimum of 90% attendance rate.
- 100% of students participating in ENRICH program.
- 90% of students participating in school community service projects.
- 20% maximum attrition rate.

After ten years of operation:

- Minimum of 80% of BPS students complete their college degree in four or five years. (80% college persistence rate).
- Minimum of 80% job placement rate of BPS graduates after postsecondary school within six months of graduation.

Area(s) of Administrative and Educational Focus to Support these Goals

BPS is committed to:

- Fostering a community of encouragement and mutual respect within the student body.
- Establishing and maintaining BPS' life skills program, ENRICH, where students will be guided in social skills, daily life skills, emotional intelligence, organizational skills, and healthy living, among other topics.
- Morning meetings, peer advisory groups, community service projects and group projects, giving students the opportunity to practice the life skills they are learning.
- Helping students understand the critical importance of completing their education and planning for their future.
- Where feasible, removing barriers in students' lives to completing their education.
- Developing a culture within the school that encourages students to identify and develop their gifts and use them to benefit others.

Governance and Administrative Goals

Annual Goals:

- 80% satisfaction or higher on the teacher working conditions.
- 95% attendance at all teacher professional development sessions
- BPS receives a clean opinion on annual audited financial statements.
- Director of the school meets a minimum of 80% of his or her annual goals set by the Board of Directors.
- 100% of the Board attends the required professional development trainings.

Areas of Governance and Administrative Focus to Support these Goals

BPS is committed to:

- Providing extensive professional development for the teachers each year.
- Annually performing a Board Self-Assessment, reviewing the Director of the school's annual goals, annual enrollment reports, reviewing End of Grade & End of Course test results and reviewing the Teacher Working Conditions Survey and the Parent Survey.
- The monthly monitoring of attendance reports and monthly financial and budget reports by the Board.
- Ensuring all appropriate policies and procedures are in place to operate in a fiscally responsible way.

III. EDUCATION PLAN

Instructional Program:

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.

The instructional program at BPS will consist of seven main components, all of which will help the school reach its goal of educating students and preparing them for college and their future career. These seven components include: teacher designed curriculum; the implementation of brain-based learning strategies; the focus on the whole child; the consistent use of academic assessments to drive instruction; instruction plans individualized to each student; project-based learning; and the use of 1:1 ratio of technology in the middle and upper schools.

Teacher designed curriculum. As a school we will have curriculum models and classroom formats that all teachers will follow, but the daily curriculum will be designed by the teachers as a team. Once a week, the teachers will have scheduled collaborative planning time, where they work with the Lead Teacher to plan their daily curriculum lessons, and map their curriculum to ensure that all of the components are being covered in each academic area. BPS will use the CCS as the baseline standard for every grade level. The CCS prompt teachers to create individual lessons that allow students to dive deeper into each standard, while challenging the students to become critical thinkers. Grade levels will use themes throughout the school year and these themes will be integrated across all subject areas.

Brain-based learning strategies. All teachers at BPS will be trained in using brain-based learning strategies, where they will be using the latest neuroscience research on how the brain learns. This approach will guide all educational practices at BPS and provide the optimal learning environment. Our teachers will be instructed in the latest research through professional development sessions and will use that information to help them create and design their curriculum and assessments. Please see Appendix R-3 for details on the brain-based strategies that will be employed throughout BPS.

ENRICH Program. The educational program at BPS will provide not only robust academic training for all students, but also enrichment to meet their emotional, social, and physical needs, viewing each student as a unique individual. The school has developed a program called ENRICH, specifically to equip young people with the necessary qualities and competencies to live well, interact well, present well and work well. Our ENRICH program will be integrated into our curriculum at every level, using a variety of methods. We will ensure that all students begin learning these life skills at an early age; as such, these skills will become a part of the school culture at BPS. While some skills will be modeled and practiced through regular classroom experiences, some skills will be taught and discussed in morning meetings for our lower school students and advisory groups for our middle and upper school students. All of our students will be a part of an advisory group beginning in 6th grade. These groups will provide students with a scheduled time in their week to meet and discuss any issues they might be facing, as well as learn some of the softer “non-academic” life skills. The small group setting will allow students to develop strong personal relationships with their peers and the leader to address specific topics at a personal level (rather than only general topics in a classroom lesson). The life skills we plan to teach and discuss during advisory groups include problem-solving skills, self-awareness, finding

your purpose, coping with emotions and stress, health and nutrition, personal safety, assertiveness, friendship, conflict resolution, etiquette, and goal setting, among others. Please see Appendix R-1 and R-2 for the high level design of this program.

Academic assessments. The instructional program at BPS will rely heavily on the data from academic assessments, which will be performed at regular intervals throughout the year. These assessments will provide additional data for teachers as they consider whether a student could benefit from academic interventions or from moving up to the next academic level. Teachers will be trained to interpret and understand all of the assessment data and use this information in developing their daily lesson plans.

Individualized instruction plans. The teachers at BPS will have the ability to individualize instruction plans for students based on the data derived from the various assessments given. At BPS we believe each student is an individual and should be taught as an individual, so these plans will look different for each student and will take into account each individual's learning style.

Project-based learning. BPS students will be challenged to develop their critical thinking abilities and creativity by participating in project-based learning. These projects will allow students to expand their understanding as they dive deeper into each core subject. Each class will complete projects that are directly related to the current theme. Projects and experiments will be done during school hours, allowing students the opportunity to ask questions, collaborate with their teammates and receive help from the teacher. To allow for the development of presentation skills, all students will be expected to present their projects to their class each year, beginning in kindergarten, all the way through senior year. We will challenge all students to develop their writing and rhetoric skills from day one of school.

1:1 Technology Program. Finally, technology will be a key component to the instructional program at BPS. Starting in the 3rd grade, students will be introduced to technology as an instructional tool. Beginning in the 6th grade, the students will move to a 1:1 technology program for use throughout the remainder of their years at BPS. This 1:1 ratio will allow teachers to more easily individualize their instruction and employ the most up-to-date teaching techniques. We plan to use a "blended" learning environment in several of our core subjects. There may be times when a teacher finds it more useful to have students watch a lecture on the day's lesson on their own time to allow for more time in class to work through the material in group settings. This technique allows teachers to use classroom time to assess each student and make sure that each idea and standard is being understood before moving forward.

K-8 Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

In grades K-2 students will receive classroom-based instruction and small group instruction for reading and math. The small group setting will give teachers the ability to provide specific academic interventions appropriate for individual students. The teacher assistants and Lead Teacher will assist with these small groups. In grades 3-12, students will be in a technology-rich environment, using computers for many different types of activities. Students in all grades will participate in collaborative learning groups and project-based learning groups throughout the

year. The average class size will be 18 per class in kindergarten, 20 in 1st grade, 22 for 2nd and 3rd grade, and 24 for 4th-12th grade.

Provide a synopsis of the planned curriculum, including:

1. One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each division (elementary, middle) the school would ultimately serve.

Please see Appendix B-1 for the course scope and sequence for kindergarten Language Arts. Please see Appendix B-6 for the course scope and sequence for Math 7.

2. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

The proposed curriculum structure and educational program allows for our teachers to meet the academic needs of all students. The program will align with the Common Core Standards and will aim for academic excellence for all students. It will also directly align with the NC READY Accountability Model, which states that all students in grades 3-8 will score at a proficient level on the reading and math end-of-grade assessments. Additionally, students will be required to score at a proficient level on the science end of grade assessments administered in the 5th and 8th grades. The proposed structure also requires teachers to develop enriched curriculum that aligns with the school's mission and that provides the components of our educational plan required to meet the needs of our targeted population.

3. 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.

The elementary and middle school teachers at BPS will be trained to use the Lucy Calkins Workshop Model for reading, writing and math. They will also be trained to use brain-based learning strategies from Judy Willis and Susan Kovalik, along with other developmentally appropriate instructional strategies. These trainings will help teachers implement our educational plan, while allowing them freedom to develop the daily curriculum they believe will achieve the best outcomes for their students.

4. Provide a school academic calendar (minimum of 185 instructional days or 1,025 hours) and a brief narrative on how the calendar coincides with the tenets of the proposed mission and education plan.

As our staff will be responsible for carrying out the mission of the school, the Board has decided to build in 10 ½ days for teacher professional development and 12 days for teacher planning. Professional development days will be used for specific training on the educational program and assessments that will be used throughout the year. Teacher planning days have been set aside for teachers to plan, write student portfolio assessments and to have individual conferences with each parent and student at the end of each quarter. The school calendar provides for 181 instructional days with a minimum of 5.75 hours per day of instruction, totaling 1,027 hours of instruction. The middle and high school students will have additional

hours of instruction built into their year as their school day is a bit longer than that of the elementary school.

2014-2015 School Calendar

August 4-8: New Teacher Professional Development
August 14-15: Teacher Professional Development
August 18-19: Teacher planning days
August 20: First day of school
August 29: Teacher Professional Development
September 1: School Holiday
September 26: ½ day school for students, ½ day Teacher Professional Development
October 22: End of 1st quarter (44 days)
October 23-24: Teacher Planning (Portfolio Conferences)
November 11: School Holiday
November 26: School Holiday, ½ day Teacher Professional Development
November 27-28: School Holidays
December 22-January 2: School Holidays
January 2: Teacher Professional Development
January 8-14: Midterm testing
January 15: End of 2nd quarter (45 days)
January 16: ½ day for students, ½ day Teacher Planning
January 19: Teacher Planning (Portfolio Conferences)
February 19: ½ day for students, ½ day Teacher Professional Development
February 20: School Holiday
March 18: End of 3rd quarter (42 days)
March 19: 1/2 day for students, ½ day Teacher Planning
March 20: Teacher Planning (Portfolio Conferences)
April 6-10: School Holidays
May 18-21: End of Year state testing
May 22: ½ day for students, ½ day Teacher Planning
May 25: School Holiday
May 27-June 2: End of Course Finals
June 5: End of the 4th quarter (50 days)
June 8: Teacher Planning (Writing student assessments)
June 9-10: Teacher Planning (Portfolio Conferences)
June 11: Teacher Planning (End of year wrap up)
June 12: ½ day Teacher Planning

High School Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

In view of BPS' focus on preparing students for college and the workforce, the instructional design of the high school will most fully embody the challenging academic culture of the school. In particular, the advanced course offerings, extracurricular opportunities, and the graduation requirements of the high school will enable each student to have a background reflecting the qualifications and experiences sought by most colleges. Instructional methods will include

lectures, workshops, case studies and project-based learning to address the spectrum of learning styles. In addition, teachers will be given the opportunity to “flip” their classrooms, offering online lectures and in-class workshop time as they see the need. The average class size will be 24 students and will be taught primarily by certified teachers, with adjunct teachers filling any additional needs for electives. Students will take a minimum of seven courses per year all year long.

Provide a synopsis of the planned curriculum, including:

1. One sample course scope and sequence for one core subject (specific to the school’s purpose) (Appendix B1).

Please see Appendix B-14 for the course scope and sequence for Civics and Government.

2. In Appendix B, provide a visual disseminating what courses (core content and electives) will be offered in year one through year five of the charter high school. Please ensure the projected staff and budget aligns with the course offerings.

Please see Appendices B-20 and B-21 for BPS’s course sequencing as well as the plan for electives in the next five years.

3. Identify how this curriculum aligns with the proposed charter school’s mission, targeted student population, and North Carolina Accountability Model.

The high school education plan at BPS, in line with the school’s mission statement, will challenge the students to work hard to reach their academic potential, offer comprehensive benchmarking and hold students accountable for their own success. BPS will provide an enriched education that challenges students to take the courses necessary to prepare them for college and the workforce. With AP courses offered as early as 9th grade, students will have ample opportunity to take a rigorous course of study as desired. While all of our high school courses will meet the common core and essential standards, we will also help students dive deeper into various subject matters through class projects, service learning projects, independent studies, internships and research papers. Our curriculum will align with the NC READY Accountability Model by providing the required math, English, social sciences and science courses laid out in the model. The ENRICH program expands in high school to 4 half-year electives that will further develop each student’s writing and rhetoric skills, their leadership and presentation skills, personal finance and assist in their process of choosing a college and career for the future. Please see Appendices R-1 and R-2 for a full description of the high school ENRICH courses.

4. 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.

BPS plans to use direct instruction, brain-based strategies, and project-based learning in a blended learning environment that allows teachers to “flip” the classroom as they see fit. For a course such as algebra, by watching a lecture online before class, students can use class time to work with their teacher to apply in a group setting what they learned in the lecture. Sometimes it will be more effective to use class time to work through problems together, rather than filling that time with a lecture and giving students work at home, where they may

or may not receive help in understanding the material. Flipping the classroom in this way is not beneficial for all courses or all lessons, but we believe it can be used with great success.

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

While BPS certainly wants students to have resumes attractive to college admissions boards, our primary goal is to produce graduates who are intrinsically motivated and well prepared for their future. It is our goal that our students don't just go on to college, but that they go on to the college that matches their personality and offers the education that will best prepare them for their future career. High school students will have career shadowing opportunities, participate in long-term service learning projects and spend time understanding their strengths, among other activities, all enabling them to advance to an appropriate college and lead fulfilling lives. Understanding the selectivity of institutions of higher learning and the intensity of the application process, the graduation requirements for BPS will be rigorous. BPS will require that all students graduate with a minimum of 28 credit hours, including the following courses: 4 math courses (with a minimum of Algebra II), 4 English courses, 4 science courses, 4 social science courses, 4 foreign language courses in the same language, 4 fine arts courses and 2 PE/health courses. In addition, all high school students must take the annual required ENRICH courses to further prepare them for college and the workforce. Students with an Individual Education Plan who are unable to complete the course requirements as defined by BPS will have the opportunity to work towards their graduation certificate.

6. Provide a school academic calendar (minimum of 185 instructional days or 1,025 hours) and a brief narrative on how the calendar coincides with the tenets of the proposed mission and education plan.

Please see the school calendar above in question number four of the K-8 section as it is identical to that of the high school.

Special Programs and "At-Risk" Students

1. Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.

All students in grades K-8 will participate in a universal screening assessment for math and reading three times a year. These assessments will provide data revealing which students are not meeting the appropriate benchmarks and which are excelling in a particular area. Teachers can thus more easily know how to tailor their plans for each student. If a teacher has a concern about a student's academic progress, the teacher will request to meet with the Intervention Team (IT) to determine the appropriate steps to take. The IT will consist of the Director, the Lead Teacher, the Exceptional Children's (EC) teacher, the school counselor and the classroom teacher. Prior to the first meeting, the following steps will be taken: the parents will be notified about the IT process; the teacher will complete the IT Meeting

Request form; the parent will complete the Parent Questionnaire; the Lead Teacher will observe the student in the concerned subject area; the school counselor will complete a classroom observation during a non-academic class; and the teacher will compile a file of examples of the student's work and copies of the student's assessment data. The IT will use all of this information to help guide the decision-making process. At the first IT meeting, the team will develop an intervention plan consisting of two research-based interventions for the academic subject of concern. The interventions will be put in place for at least four consecutive weeks, during which the progress of the student will be tracked. The IT will then reconvene to review the results of the interventions. If the student has made progress, the interventions will be kept in place and the teacher will continue to monitor the student. If the student has not made sufficient progress, the IT will decide the next set of interventions. If after a second round of interventions the student is still not progressing adequately, the IT will assist the teacher in implementing a daily intensive intervention for the student and Lead Teacher. If after four weeks of intensive intervention there is still no progress, the IT will schedule a meeting with the parents to determine the next steps. If the IT decides to evaluate a student for special education services and an Individual Education Plan (IEP), an IEP team will meet to discuss the process. The IEP team will include the parents, the classroom teacher, the Exceptional Children's (EC) teacher and the Director. The IEP team will follow the evaluation process as laid out in state policy NC 1500. The goal of the universal screening assessment is to monitor the progress of every student throughout the year. The goal of the IT is to provide teachers with the support needed to ensure the proper interventions and differentiated curriculum are instituted for all students. These two processes will help ensure academic growth for all of our students.

2. Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:
 - a) Methods for identifying ELL students.

BPS will use several Home Language Survey questions on our enrollment form to help identify current ELL students and other language minority students. Language minority students will be assessed using the WIDA-ACCESS Placement Test (W-APT) assessment. The State Board of Education Policy GCS-A-011 requires that the W-APT be used as the placement test to identify ELL students. The results of this test will tell us whether or not a student would qualify for a Limited English Proficiency (LEP) Plan.

- b) Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.

Limited English proficiency will not be a barrier to ensuring each student receives an excellent education. Each ELL student will be on an LEP Plan created to provide specific goals and interventions to achieve them. These plans will be created by the classroom teacher and the ESL teacher. The ESL teacher will track the student's progress and modify the plan as necessary. The ESL teacher and Lead Teacher will provide academic support as needed, in small group or in a one-on-one setting.

- c) Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

Each year all ELL students at BPS will be assessed for their growth in language by using the *Assessing Comprehension and Communication in English State-to-State for English Language Learners* (ACCESS) assessment. This will allow us to evaluate the student in four key language areas: reading, writing, listening and speaking, as well as six levels of proficiency linked to the academic areas. Students will continue to receive ELL services and have an LEP Plan until they receive a score of 4.8 or higher on this assessment.

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

- a) Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.

BPS has designed its education program to not just challenge its gifted students, but to allow for all students to have access to accelerated academics as they are ready for them. All K-5 students will be grouped into smaller groups for specific math and reading instruction with the teacher to allow for each student to be challenged at their own level. BPS will use the results from both the abilities test administered in second grade as well as the universal assessment tool to determine placement into each group. As students progress through each year, they can be moved from one group to another depending upon their current level of comprehension. Students working at a higher level will be offered the ability to move at an accelerated pace as well as project-based learning to allow the students to delve even further into each topic. While gifted students will not be singled out for specific instruction, they will be offered the opportunity to move at their own pace through the program we have set up for all students at BPS.

- b) Plans for monitoring and evaluating the progress and success of intellectually gifted students.

In 2nd grade all students will take an abilities test to determine which children are gifted. Students will also be assessed with the universal screening assessment three times a year, which will provide teachers with up-to-date data on which standards the students are mastering in math, reading and science. By using the combination of this data, students can be monitored towards progress towards their personal academic goals. The abilities test will not be used solely to group children; however it will be used to further assist teachers in developing their understanding of each child.

Exceptional Children

Identification and Records

1. 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.

We will initially identify students with IEPs or 504 Plans by asking specific questions on the enrollment form. For all such students, we will have parents complete and sign the necessary

forms. We will then request the records from the student's previous school. As required by law, BPS will provide the interventions that are in a student's IEP or 504 Plan.

2. 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.

BPS will have a specific process in place for identifying any students who may have a disability and qualify for an IEP. The universal screening assessment process and Intervention Team process will be followed to identify any student with a disability that might qualify for an IEP (the detailed process is outlined above in the first question of the At-Risk Student section). We will identify any other students with disabilities by participating in Project Child Find, complying with state policy NC 1501-2.9 that outlines the required process. BPS will distribute the state Project Child Find materials in Spanish and English by email, hard copy and through our website. We will ensure all students with a disability receive the special education services needed and follow all components of NC 1501-2.9. If a teacher, parent or community member makes the school aware of their concern about a student's academic progress, the teacher will meet with the IT to talk about the appropriate steps to take for that student. If a student is eligible for an IEP after completing the IT process, the EC teacher and the IT will use the proper EC paperwork provided by NC DPI's Exceptional Children Department to complete the IEP process. The parents will be invited to all EC meetings and the EC paperwork will be completed and signed as required by law.

3. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.

The EC teacher will manage IEPs and student records for the EC department, while the school counselor will manage the 504 plans. If either is absent, the Director of the school will manage these files. The files will be in a locked file cabinet in the offices of the EC teacher and the school counselor. When the offices are vacant, the doors to the offices will be locked. The files will be kept in a safe and secure location at all times and shredded if they need to be disposed of. All EC student files will be tracked using the Comprehensive Exceptional Children Accountability System (CECAS) online data management system.

- a) Requesting Records from previous schools

When we become aware that a new student at BPS has an IEP or a 504 plan we will immediately send a 504 Plan/IEP Records Request Form to the student's previous school and request any additional paperwork relevant to the student's educational record. If a student is transferring from another NC school district, we will request the CECAS file. BPS will implement all plans promptly.

- b) Record Confidentiality (on site)

BPS will comply with state policy 1505.2 regarding the strict confidentiality of EC records. When the parent of an EC student requests to review their child's record, the school must provide the parent with the opportunity to review the records with school personnel present. The CECAS files are kept confidential through the secure system, are password-protected and can only be accessed by authorized users at the school.

c) Record Compliance (on site)

The EC staff at BPS will follow all state laws regarding EC files and the EC process. By using the CECAS system our staff will have the support from the files needed to complete the EC process. The EC staff and IEP team will follow the EC process as required by the law, and the school will provide the necessary training to ensure that our records and process are in compliance with the law. We will also follow all laws regarding the compliance of 504 Plans.

Exceptional Children's Education Programming

1. Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.

In compliance with their IEPs, all students with disabilities will receive the needed academic and behavioral interventions to ensure they are receiving an education that meets all of their educational needs. BPS will employ a full-time EC teacher that will develop the interventions needed for such students and the school will contract out for any additional services needed (e.g., speech therapy, occupational therapy, physical therapy, counseling).

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

In compliance with the Individual with Disabilities Education Act (IDEA), BPS will offer special education services to students with disabilities. These students must be provided with Free and Appropriate Education (FAPE) in the Least Restrictive Environment (LRE). Students with disabilities that qualify under IDEA will have an Individual Education Plan (IEP) detailing their educational goals. Through training, all staff members will understand that every student has the right to an excellent education, regardless of any disability.

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

The EC staff will be responsible for ensuring all required paperwork is completed each year for every EC student. An annual review will be conducted for every IEP by the IEP Team. This IEP team will review the IEP goals and the student's progress and modify the student's IEP as needed. Throughout the school year, the EC teacher and classroom teachers will monitor the progress of each EC student. If a teacher has any concerns or observations regarding the results of these assessments, the IEP team will meet to discuss the teacher's thoughts. BPS believes it is important that individual IEP goals are communicated to each student in a clear and developmentally appropriate manner. The parents will also be active participants in the IEP process and will be notified in writing about any IEP meetings. The IEP Team will help parents understand all aspects of the IEP and allow them to share their thoughts. The EC teacher will ensure the classroom teacher fully understands how to meet the student's educational needs.

4. Describe the proposed plan for providing related services.

BPS will provide all EC-related services to any EC student that qualifies. These services can include, but are not limited to, occupational, speech and physical therapy and counseling. We will contract out for any such services needed. As our EC needs grow, we will pursue the option of hiring full-time employees to address the various needs of our students.

Student Performance Standards

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

BPS will strive to meet and/or exceed annual growth rates as set by NC DPI. BPS will have specific performance goals for students, including achieving proficiency on end-of-year tests, completing graduation requirements and getting accepted into a college program. These goals will be explained to the students and provide clear and measurable expectations for assessment and student work at each grade level. Aligning with state standards, the goals will be content-specific and gauge the degree to which students are achieving competency in any given area. The following student performance standards tie directly to the school goals:

- Minimum of 80% of students in grades 3-12 receive a proficient score on the EOG tests in first two years of operation. Minimum of 90% of students would score proficient by year three.
- 80% of high school students score a minimum of 24 on the ACT and an ACT writing score with a minimum of 7 out of 12 points.
- 100% of students participate in ENRICH program.

2. 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.

BPS will ensure all students have mastered the material they will need for success in future years by implementing comprehensive exams and benchmarking systems. We will use a universal screening assessment for each student in grades K-8 to assess their progress towards the Common Core Standards. All kindergarten students will be given the Woodcock-Johnson test of academic achievement at the beginning of the year to further understand each child's strengths and weaknesses. In 2nd grade, BPS will also use an abilities test like the CogAT to determine if the academic needs are being met for each individual student. Each student will be given a learning styles inventory like the Myers-Briggs to provide each student further information on their learning style. In addition, all BPS students will take the EXPLORE exam in 8th grade, Cambridge International General Certificate of Secondary Education (IGCSE) exams in the 9th grade, PLAN (NCEXTEND1 for students with documentation stating this in their IEP) in 10th grade and the ACT in eleventh grade to gauge college readiness. All students will be required to take the SAT at least once.

Teachers will use the data from these assessments and exams to develop curriculum for the coming years, allowing the educational program to continually improve. The data will also be used as teachers group the students for reading, math and science workshops.

3. 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.

The Promotion and Retention Policy will be given to each student and parent at the beginning of each school year. This policy will explain how BPS will hold all students accountable for mastering the material at each grade level. Our teachers will assess all students throughout the year against the grade level Common Core Standards to ensure enough progress is being made towards the mastery of each standard by the end of the year. Each February all teachers will assess the progress of their students; if there is a concern about the promotion of a student, the teacher must complete the Possibility of Retention Form and submit it to the Director. At that point, the teacher, parent, student and Director will meet to discuss an improvement plan for the student. Any student being considered for retention must have already been referred to the Intervention Team. Any student who does not score Proficient on the end-of-year test will be considered for retention. After reviewing all of the data and student files and meeting with the teacher and parents, the Director will make the final decision about all possible retentions. BPS will also follow the state board policy G.S. 115C-238.29F stating that all 3rd graders who do not score Proficient on the end-of-year reading test will be retained unless an exemption from G.S. 115C-238.29F applies. If a teacher believes it may be advisable to retain an EC student, the IEP team will meet regarding the student's progress. The IEP team will make all decisions about the future placement of an EC student.

High school students will be given mid-term and final exams for non-AP courses and AP courses in which they do not participate in the AP exam. Students must pass all comprehensive exams and receive a passing grade in all core courses to be promoted to the next grade level.

To communicate to the parents about the progress of their child, progress reports will be written and discussed quarterly at the portfolio conferences. Instead of traditional report cards, we will track the progress of each student using the portfolio approach, a collection of written examinations, assessment results, writing samples, journals with drawings and teacher observations, among other items. The teacher will meet with students and their parents four times a year to discuss the child's progress, using the portfolio as a guide. Beginning in 4th grade, students will begin to also receive grades and will be asked to assist in leading the portfolio conferences. As one of the core values of the school is student accountability, we will ask all students to take a leadership role in their educational process. Middle school students will receive report cards, assessment data and a narrative report from their teacher(s). High school students will receive a report card and any related assessment data. In grades 6-12, the parents and student will meet twice a year with the school counselor to discuss the student's progress towards the graduation requirements. All students will meet with their advisor quarterly to discuss their grades and path toward graduation.

4. Provide the public charter school's exit standards for graduating students. These standards should set forth what students in the last grade served will know and be able to do.

The design of the BPS high school curriculum is based on the exit standards we have set for our graduates. After setting those, BPS worked backwards through the school years to set rigorous but attainable checkpoints along the way. Each student will be expected to show mastery of each grade's Common Core Standards to receive promotion to the next grade. In addition to meeting the school's minimum course graduation requirements, all students must receive a minimum average composite score of a 22 on the ACT and an ACT writing score

with a minimum of 7 out of 12 points. All EC students will work towards meeting their individual IEP goals with the ultimate goal being the mastery of the Common Core Standards.

High School Graduation Requirements

1. If implemented, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts.

BPS will require all students to meet the Future-Ready Core requirements in order to graduate. As such, this standard is reflected in the structuring and sequencing of the school's courses. Students will earn one credit for every course that consists of a minimum of 135 clock hours of instruction. Students will earn half of a credit for every course taken with a minimum of 68 clock hours of instruction. Students who pass courses during grades 6-8 that are described in the NC Standard Course of Study for grades 9-12 must pass the final exam for each course to meet the high school graduation requirement. The courses will count toward graduation, but their GPA will be calculated only from courses taken during high school. We will use the standard transcript as developed by the NC DPI, which includes grade point average, class rank, end-of-course test scores; uniform course information, including course code, name and units earned toward graduation; and credits earned for admission to an institution of higher learning. BPS will use North Carolina's percentage grading scale to calculate GPA. The proposed grading scale is located in the Student Handbook in Appendix C on page C-3.

2. Explain the plan for graduating students with special education needs.

BPS recognizes that students who require special education services make up approximately 10 percent of the public school population. If a student has been identified as a "child with a disability" as defined by G.S. 115C-106.3(1) and is unable to complete the graduation requirements, the school will award the student a Graduation Certificate and allow the student to participate in graduation exercises, provided the student has satisfied local, nonacademic graduation requirements and has passed all requirements in his or her IEP. In addition, the student must have earned at least 21 course credits as defined in State Board of Education Policy HSP-L-004 (High School Transcript), including the following: 4 English credits, 4 math credits, 3 science credits, 3 social studies credits, 1 health and physical education credit and 6 local elective credits.

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

The counselor will meet with parents twice a year to discuss their child's progress and each student's advisor will meet with each of their students quarterly. If there is a concern, an individual teacher, counselor, advisor or parent will refer the student to the Intervention Team, which will evaluate the student and establish an intervention plan. Interventions may include, but are not limited to: before/after school remediation, teacher-created notes, outside

tutoring and peer tutoring. The student, teachers and parents will all be expected to work together to achieve the expected goals.

Student Conduct:

Provide a brief narrative that disseminates 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.

BPS students will be expected to follow the school rules as outlined in the Student Handbook. Students will also be expected to use their problem solving skills to work through any minor issues that arise with their peers and their teachers. Teachers will be expected to use positive reinforcement in response to any behavior problems; however, BPS has a specific discipline policy in place to address serious behavior issues that cannot be corrected in this way. In accordance with our mission, we will challenge students to take responsibility for their actions, understand how these formative years will impact their academic and social future and prepare themselves for productive and fulfilling citizenship. Please see Appendix C for the Board approved discipline policy for the school.

Provide a draft copy of the student handbook within the appendices (Appendix C).

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 regards 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.

IV. GOVERNANCE, OPERATIONS and CAPACITY

NOTE: Please answer all sections completely. Do not use “same as LEA” or “whatever the law states”. Lack of proper documentation could deem the application incomplete.

Private Nonprofit Corporation:

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

Name of Private Nonprofit: Bradford Preparatory School, Inc.

Mailing Address: 10133 Legolas Lane

City/State/Zip: Charlotte, NC

Street Address: 10133 Legolas Lane

Phone: 704-992-6653

Fax: N/A

Name of registered agent and address:

Karin Drescher, 10133 Legolas Lane, Charlotte, NC 28269

FEDERAL TAX ID: 46-0751662

Tax-Exempt Status 501 (c)(3)

The private nonprofit listed as the responsible organization for the proposed charter school has received

501 (c)(3) status:

- Yes (copy of letter from federal government attached: Appendix D)
- No

NOTE: If the non-profit organization has yet to obtain the 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.

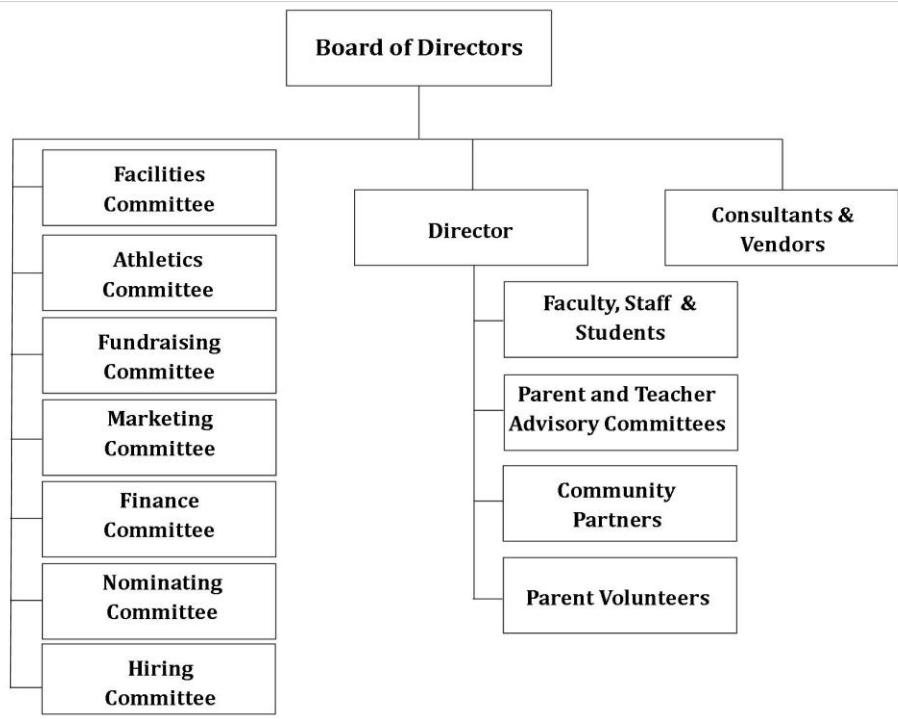
Governance and Organizational Structure of Private Non-Profit Organization:

Please complete the table provided depicting the founding members of the nonprofit organization.

Board Member Name	Board Title	County/State of Residence	Occupation
Kelly Painter	Chair	Cabarrus, NC	Licensed Professional Counselor
Jeff Pyles	Vice Chair	Mecklenburg, NC	VP Senior Business Control Specialist
Karin Drescher	Treasurer	Mecklenburg, NC	Business owner
Katie Clark	Secretary	Mecklenburg, NC	Grant Writer
Nick Tarasovitch	Director	Mecklenburg, NC	C.P.A.
Gray Riley	Director	Cabarrus, NC	Senior Project Manager
Richard Robinson	Director	Montgomery, MD	School Psychologist
Angela Petr	Director	Mecklenburg, NC	Nonprofit Fund Development

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

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



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

The Board of Directors for Bradford Preparatory School is responsible for the financial oversight of the school, short-term and long-term strategic planning, the development of realistic yet ambitious goals for staff and students, guidance as the school strives to meet those goals, and the implementation of effective means of measuring the school's progress along the way. The Board will oversee the operation of the school by devising Board and school policies, developing and approving the annual operating budget and ensuring that the organization is fulfilling its mission. When planning and budgeting for the school, the Board will review all decisions made in light of the school's mission and vision to ensure that ongoing practices align with the school's stated philosophy. The Board will govern the organization, while the Director of the school will manage the day-to-day operations of the school. Recognizing the critical importance of thorough financial oversight and accountability, the entire Board will review monthly financial statements and develop and approve the annual budget for the school.

The Board structure will include seven subcommittees. These committees will meet regularly and report back to the Board at monthly Board meetings. These include: finance committee, fundraising committee, marketing committee, athletics committee, nominating committee, hiring committee and the facilities committee. As noted in the bylaws of the organization, the Board will meet annually to review its progress against the school goals, review the development and progress of all academic programs, assess the financial stability of the school and review the strategic plan.

The Board of Directors will recruit, hire and supervise the school's lead administrator, the Director. The Director will be responsible for both managing the school's day-to-day operations and developing and implementing its academic program. The Board will advertise the Director position in regional and national publications (both initially and at any time the position becomes vacant), on local career websites, and on BPS' website (www.BradfordPrepSchool.org). The Hiring Committee will review all submitted resumes and then conduct interviews for the applicants it decides are qualified for the position. The Hiring Committee will then ask the Board to interview their top candidates. A vote will then be taken to determine which applicant the Board collectively believes is best suited for the position, based on a plurality of votes. Once a formal offer from the Board is accepted, the Board will then work with the newly hired Director to create the annual goals for the first school year. These goals will help the Board regularly evaluate the performance of the Director.

The Director will be an ex-officio, non-voting member of the Board and will attend Board meetings. He or she will also give reports on the academic progress of the students, teacher development and student and parent satisfaction. The Director will be responsible for developing the procedures for administering the policies adopted by the Board, as well as the hiring of all employees (each of which must be approved or disallowed by the Board through a majority vote as the Board is the employer of every employee at the school). The Board will complete an annual evaluation of the Director, which will review the Director's progress

toward his or her stated annual goals and the Director's effectiveness in realizing the goals of the school.

3. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

The current Board of Directors is comprised of eight Directors. The Board of Directors includes the Chair, Vice Chair, Treasurer, Secretary, and Directors (most of whom also serve as subcommittee chairs). The bylaws for the Board state that there must be no less than five members of the Board and no more than nine. The current Board of Directors includes people with expertise in a variety of areas, including: of education, academic testing and assessment, counseling and child development, brain-based learning, non-profit management, business management, banking, audit risk management, accounting, grant writing, fundraising, and construction management. The Board has members with both education backgrounds and business backgrounds to ensure that the school will succeed in educating the students and operating as a business. Several of the current Board members plan on having their children attend BPS, so the Board will have parent representation as well. When the first Board members begin to roll off the Board, the Board of Directors will recruit new Board members, primarily from the current parent population. The composition of the Board must always include a variety of skill sets to ensure that the organization effectively balances progress towards its goals, financial viability, satisfaction among all stakeholders and most importantly, strict adherence to its mission. The Board will regularly evaluate the skill sets present in its current composition, note any significant gaps and when warranted, recruit new members. The Board will always contain members with experience in finance/accounting, fundraising, education and strategic planning.

The Board of Directors has a committee structure that allows for small groups of Board members to use their areas of expertise to focus on the goals of the school. The committees will meet on a regular basis and discuss the processes and policies needed for the school to meet its goals. The committees will report to the entire Board with updates and recommendations on the actions needed by the Board or the Director of the school. The Director of the school will serve on the Board as a non-voting member. This will ensure that the Board and the Director have a consistent relationship with constant communication and accountability. The Board will review the Director's annual goals and use progress toward or accomplishment of these goals as guides for its evaluation of the Director.

4. 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?

On August 6, 2012 the founders of the school held a community meeting to gauge interest in the idea of opening a new school in the area among members of the community. At that meeting, several people showed interest in the school and asked about how they could be involved. Three of the current Board members were recruited from this meeting and two

Board members were recruited later as a result of a specific need for an accountant and parent/community liaison.

In the future, the nominating committee from the Board of Directors will recruit new Board members. The Vice Chair chairs that committee and will keep an ongoing database of potential Board members and their specific skills that could benefit the Board. On an annual basis, the nominating committee will review the needs of the Board for future members and the skill sets needed. In April and May, this committee will consult the database and recruit potential members from the community. Prospective Board members will be asked to complete a Board application and will be initially interviewed by the nominating committee. The nominating committee will then invite its top choices to interview with the full Board in June. The entire Board of Directors will vote on all new Board member candidates in July and the bylaws of the organization will be followed in regards to adding new members. Board members will be asked to serve two year terms beginning in August. Because the initial Board members were asked to serve two and three year terms, there will never be more than one half of the Board changing over at any given time.

5. How often will the board meet?

The Board of Directors meets once a month. A special meeting of the Board can be called at any time. All meetings will follow the bylaws set forth by the organization.

6. 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 (Board Policies Draft: Appendix H).

All new Board members will go through an orientation with the current Vice Chair. At the orientation, the new Board members will receive their Bradford Prep Board of Directors Manual and they will go through the material one topic at a time. The topics covered during the orientation include the mission, vision and values of the school, basic information on charter schools, the organization's incorporation documents and the bylaws, current budget and financial information, charter school legislation, Board roles and responsibilities, Board subcommittees, fundraising and grants, school administration information, facility information, Board expectations and the school's short and long term goals. After the orientation, all Board members will be asked to sign the Board of Directors Agreement Form and will be assigned to a committee of the Board.

The Board of Directors will participate in an annual Board of Directors Self-Assessment Process, allowing members to assess their role candidly and the Board to evaluate its progress towards all short and long-term goals. In addition, the school will perform annual parent, staff and student surveys to evaluate each group's level of satisfaction with the operation of the school and assess the need for potential changes to policies and procedures. This process will help the Vice Chair identify the topics for professional development that are needed for the Board for the coming year. It will also help the Board identify annual goals and determine topics for meetings in the coming year. Professional development may include attending a charter school association conference, attending other conferences relevant to education, or attending training at a Board meeting on a variety of topics. The Vice Chair will be responsible for ensuring that all Board members are completing the

necessary trainings to be effective in their roles. One hundred percent participation in all Board professional development is the expectation for all Board members. If training is missed due to a personal or work conflict, the Vice Chair will schedule time to train the Board member at another time.

7. 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 members of the Board will be required to sign the Board of Director Agreement Form once elected. The Agreement Form specifically states that each Board member is agreeing to operate at high ethical standards and perform specific responsibilities as required by the Board. This includes following all Board policies, including, but not limited to, the Conflict of Interest Policy, the Whistleblower Policy and the Non-Discrimination Policy. In the event of a potential conflict of interest, the Board of Directors will follow the approved Conflict of Interest Policy for the organization. This policy clearly outlines the steps and processes for determining if there is a conflict of interest and how the conflict of interest should be handled if identified. Potential conflicts could include the hiring of vendors who employ current Board members or the hiring of employees who are related to current Board members. When the Board discusses the signing of vendor contracts or the hiring of employees, the Chair of the Board will specifically ask the Board to disclose any potential conflicts of interest before proceeding with any discussion or voting. The Board of Directors will complete an annual self-evaluation survey, which gives all Board members an opportunity to share any concerns about ethical behavior or other ethical issues. Communication and honesty are key components to the success of the Board of Directors and success of the school as a whole. The Board will lead by demonstrating the behaviors expected of all of its staff and students. There are currently no conflicts of interest within the Board or between the Board and any vendors with which we are currently working.

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

The Board of Directors will create and approve all Board and school policies. Potential policies will be discussed in committee meetings and then presented to the entire Board for further development, discussion and approval. Policies will be reviewed by outside resources as necessary, including the school attorney or accountant, prior to voting for approval. The Board will follow the meeting procedures for all official votes. Policies will be discussed in detail and voted on by the entire Board. The votes will be recorded in the minutes and the policies will be added to the Board manuals for all current and future Board members. All Board policies will be reviewed on an annual basis by the Board and the Director of the school.

9. 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.

There will be two advisory committees for the Board; the Parent Advisory Committee (PAC) and the Teacher Advisory Committee (TAC). The member of the Board who serves as the Parent Liaison, the school's Director of Operations and the Director will attend all of the

PAC meetings and will give an update to the Board at the monthly Board meeting. The purpose of the PAC is to help the Board understand parents' needs and their perspectives on the school's operation and to encourage ongoing, meaningful communication between both groups. The PAC will be a group of people dedicated to carrying out specific activities needed for the school, including assisting with fundraisers and the organization of parent volunteers for school activities.

The TAC will be comprised of teachers elected by their peers to serve as their representatives. The purpose of the TAC is to provide a structured setting for these representatives to communicate any needs or concerns of the teaching staff to the Director and ultimately to the Board. The TAC will discuss current issues and ideas regarding the advancement of the school's mission. The Director of the school and the lead teacher will attend all TAC meetings and the Director will report the results of the meeting to the Board. The PAC and TAC will both aim to meet once a month.

Governance and Organizational Structure of Private Non-Profit Organization (continued)

Include in the Appendices:

10. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix E).
11. 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 (Appendix F).
12. A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix G)
13. Copy of any board policies if adopted already (Appendix H).
14. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix I).

Proposed Management Organization (Educational Management Organization or Charter Management Organization)

If the proposed school does not intend to contract with an education service provider, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

Not Applicable BPS does not intend to contract with an EMO or CMO.

Private School Conversions: *complete ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.*

Not Applicable BPS is not a private school conversion.

Charter School Replication: *complete ONLY if the proposed charter is a replication of an existing charter school.*

Not Applicable BPS is not a replication of an existing charter school.

Projected Staff:

Provide, as Appendix K, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I and align with the proposed budget.

Please see Appendix K for the projected staff and Appendices R-7, R-8 and R-9 for detailed staff job descriptions.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

1. Explain the board’s strategy for recruiting and retaining high-performing teachers.

The Board of Directors will recruit high-performing teachers through various marketing and advertising strategies. All positions will be posted on the school website, www.BradfordPrepSchool.org, and advertised on teacher job boards. Most importantly the teachers will be recruited through the networking of our Board and any existing staff. The school will participate in regional job fairs and various college job fairs. The Board plans on recruiting and retaining high-performing teachers by offering competitive salaries, good benefits, and a pleasant work environment that consistently supports the teachers’ needs and development throughout the year. In addition we will allow our teachers to be creative in their teaching styles and give them considerable freedom to deliver the curriculum in the way they believe best enables their students to learn. BPS will treat its educators as professionals and focus on their development throughout their career.

2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix L a draft of the employment policies to be implemented by the proposed charter school.

The Board of Directors will directly recruit, hire and evaluate the Director of the school. The Director will hire and evaluate the remainder of the staff for the school by recommending to the Board his or her top choices for open staff positions. The Board will review the recommendations from the Director and will give final approval (or denial) of all hires. The staff will report directly to the Director. Any decisions made in regards to the hiring or termination of an employee will be approved by the Board as the Board employs all staff at the school. A Whistleblower Policy has been put in place for when a staff member has a concern about the Director. The Director will provide updates and reports to the Board in regards to evaluations of the staff.

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

The Board will review the resumes and applications of all people interested in the position of the Director of the school. It will then select the applicants it would like to interview. The Hiring Committee will conduct the first round of interviews. Once the applicant pool has been narrowed down, the remaining applicants will be interviewed by the entire Board.

When all of the interviews are complete, the Board will vote on all remaining candidates and select a top choice by a plurality of votes. The Director will be responsible for the interviewing and hiring of all additional school personnel. Each applicant will be asked to submit a resume; answer two essay questions regarding a) his or her philosophy of education and b) whether and how that approach relates to the school’s mission; high school and college transcripts; and a sample lesson plan. Applicants selected for an interview will be asked to meet with the Director, as well as several other colleagues at the school. At the interview, the prospective employee will be asked to teach a lesson to a live classroom, work in the classroom with the teacher as an assistant and meet with the teachers at the grade level he or she is applying to work in. The school interview team will discuss each applicant and recommend its top choice for each position being hired. The Director will make the final decision on applicants that will be presented to the Board. The Board will then approve the hiring of each staff member after considering the Director’s recommendations. Every person hired to work at the school must complete and pass a criminal background check upon acceptance of the school’s employment offer. Please see the Board policy entitled Policy for Probation or Termination of Employment in Appendix H for the school’s procedures for dismissing personnel.

4. Outline the school’s proposed salary range and employment benefits for all levels of employment.

Proposed Salary Ranges for Staff Positions at BPS:

Position	Year of Experience	Salary Range
Director	5+ years	\$50,000-\$90,000
Director of Finance	5+ years	\$45,000-\$75,000
Director of Operations	5+ years	\$45,000-\$75,000
Dean of Students	5-15 years	\$45,000-\$65,000
Dean of Students	16+ years	\$50,000-\$75,000
Lead Teacher	5+ years	\$37,000-\$75,000
Teacher	0-4 years	\$30,000-\$48,000
Teacher	5-15 years	\$35,000-\$60,000
Teacher	16+ years	\$45,000-\$75,000
School Counselor	3+ years	\$37,000-\$75,000
Teacher Assistants	0+ years	\$14/hr.-\$18/hr.
Administrative Assistants	0+ years	\$12/hr.-\$18/hr.

All full-time employees will be eligible for health insurance, dental insurance, life insurance and short and long-term disability through the school. Employees will be given a half percent match on the first eight percent invested in their retirement fund for a total of a four percent match. The school will be obtaining insurance privately and will not be offering the state retirement plan. Please see the budget narrative for additional information on benefits.

5. Provide the procedures for employee grievance and/or termination.

The Board has approved a Grievance Policy and Termination Policy for employees. These extensive policies lay out the procedures for how to handle a grievance or a possible termination at the school. Please see the grievance and terminations policies in Appendix H for more detail.

6. Identify any positions that will have dual responsibilities (within or without the organization) and the funding source for each position.

We do not plan on having any positions that have dual responsibilities.

7. Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.

BPS will hire as needed to meet the needs of the current population of ELL, EC and gifted students. As with all students at BPS, we will provide students with special needs a favorable learning atmosphere by hiring only highly qualified teachers for the positions of EC teacher and ESL. These teachers must have a teaching degree and a teaching certification in the area of EC/ESL. BPS intends to start with one EC full-time teacher to meet the needs of the EC population and coordinate the additional contracted services needed for the students. As the school population grows and more EC and ELL students attend the school, we intend to add full time staff to fully meet that need.

8. Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).

Staff Roles and Responsibilities. At a high level, the Director of the school will be accountable for the direct management of all instructional staff, the hiring, evaluating and terminating of any teaching staff, the hiring, firing and management of the Director of Operations, Director of Finance and the Dean of Students, leading the Intervention Team, all professional development for the teachers and monthly reporting to the Board on the progress towards the school goals. The Director of Operations will report to the Director, be accountable for the management of all non-instructional staff and handle the day-to-day operation of the school. The Director of Operations will also manage the parent and community relationships as well as oversee the lunch program, transportation and all extracurricular activities including athletics. The Director of Finance will be responsible for all staff contracts, bookkeeping, payroll, state and local reporting, facilitating the annual audit, and monthly financial reporting to the Board. The Dean of Students will handle discipline, the management of the curriculum, the day-to-day management of the staff and the Advisory Group process. Please see Appendix R-7 for a more detailed breakdown of each role including that of the teachers, Dean of Students, Lead Teacher and the school counselor.

Staff Qualifications and Licensing. All of our teachers and administrators must have a four-year college degree. The Director, Director of Operations and Director of Finance must have at least five years of experience relevant to the job. An advanced degree is not required. A minimum of 75 percent of our elementary teachers will be certified and 50 percent of our middle and high school teachers will be certified. The EC and ESL teachers must have a certification in the area that they are teaching. Our school counselor must have a Master's degree in counseling or social work. We will require any potential applicant for Lead Teacher to have a minimum of five years of teaching experience.

Staff Evaluation and Professional Development

1. Identify the positions responsible for maintaining teacher licensure requirements and professional development.

When hiring teachers, the Director will follow the state law that requires that 75 percent of elementary charter school teachers and 50 percent of charter school teachers in grades 6-12 hold a state teaching license for the subject or area in which they are teaching. All teachers will be expected to complete professional development throughout the school year and the teachers holding a state teaching license will be required to document at least 7.5 renewal credits every five years to renew their license. The Director will maintain the professional development files.

2. Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.

The Board of BPS has used the guiding principles from the Measuring Effective Teachers Project to help guide its decisions on how to evaluate teachers. This process requires the Director to set clear expectations, use immediate feedback and utilize multiple measures to assess the effectiveness of our teachers. The evaluation requires the Director to consider many factors that reveal a teacher's effectiveness – including parent feedback, observations, student engagement and test results, rather than simply relying on tests results as the sole indicator of a teacher's success.

At the beginning of each school year, every instructional staff member will meet with the Director to develop personalized annual goals. These goals will be the basis of the staff member's mid-year and end-of-year evaluations. Each instructional staff member will develop a goal related to the academic success of his or her students, a professional development goal and a personal goal, which could include such things as personal health or the development of a new skill. At the beginning of the year, the Director will assign all teachers an additional responsibility involving activities outside of the normal classroom instruction such as coordinating a school wide community service project, leading a club or organizing school field trips. Their effectiveness in this additional role will be the premise for their fourth goal. All teachers who are new to BPS will have a mentor with whom they will meet on a regular basis. The mentor will help the teacher take the steps necessary to meet their stated goals and will also help them work through any complications that arise during the year. In addition, the mentor will conduct at least three classroom observations throughout the year. During BPS' first year of operation, every teacher will have either the Lead Teacher or the Director as their mentor. Each teacher will be observed three times a year by different administrators or the Lead Teacher. They will be observed teaching a whole lesson, teaching a small group lesson and leading an advisory group meeting if they are a middle or high school teacher. Mentors will also observe the teacher's conduct in and contributions to the collaborative planning sessions led by the Lead Teacher. Shortly after each observation the mentor will meet with the teacher to personally give a constructive evaluation, allowing the teacher to receive immediate feedback.

All teachers will meet with the Director in the middle of the year for a mid-year review and at the end of the year for their final review. At the mid-year review, the Director will review the assessment data and progress of the teacher's students. They will also review the teacher's goals to determine any support that could be provided by the administration. At the final meeting, the Director will review the final evaluation with the teacher and discuss plans for the following year. At these meetings the teacher will also have a chance to share any thoughts or concerns about his or her experience during the school year. By expecting open communication throughout the year, it is our hope that there will be no major concerns that have not already been discussed.

The Director's performance will initially be reviewed after six months of employment by the Board of Directors. Subsequent reviews will be made on an annual basis. The Chair of the Board is responsible for meeting with the Director to review and present written documentation of his/her performance. Non-instructional staff members will also be observed (if applicable) and they will receive a mid-year and end-of-year review with their supervisor to receive an evaluation.

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

The key to success at BPS is the hiring and ongoing training of highly effective teachers. The Bradford Prep Staff Development Program will give our teachers the tools and training needed to ensure consistency of classroom management throughout the school, understand assessment results, analyze student learning, and differentiate instruction methods as needed for their specific class. In their first year at the school, all new teachers will go through an orientation, led by the Director and Lead Teacher where they will receive training on the key components of the educational program at BPS and learn about the professional and social culture of the school, as well as the expectations for teachers, parents and students.

At the beginning of each school year, all teachers will attend professional development workshops that focus on any new educational programs, curriculums and/or assessments. Professional development throughout the year will include trainings on curriculum, technology, classroom management, leadership skills and other areas as the needs arise. The school calendar provides 10½ days specifically for this type of professional development. To develop the programs of BPS, staff members may be asked to become an expert in certain aspects of the curriculum or methods. Teachers will attend outside training events and will then teach each other what they have learned. In this way, teachers will become onsite experts who can support, train and collaborate with their fellow teachers with respect to all teaching methods used by BPS.

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

All of the teachers at BPS will attend new teacher orientation from August 4-8, 2014. During this week, teachers will be introduced to the culture of BPS, their job expectations and the teacher evaluation process. During this time teachers will also start working collaboratively to design their curricula and daily lesson plans. The Lead Teacher will lead this planning effort and will introduce the curriculum mapping program that will help the teachers track the standards being taught in each grade. Teachers will also be trained on “brain-based learning” strategies as described in the intro section of the Education Plan and our life skills curriculum, ENRICH, which is outlined in more detail in Appendix R-1. Additionally, our teachers will be trained on how to interpret and use the results of the universal screening assessment, which will be administered to all of our students. Middle and high school teachers will be trained on how to lead advisory groups and elementary school teachers will learn how to lead morning meetings based on the Responsive Classroom approach. All teachers will be instructed on school policies including the crisis management plan, discipline policy and personnel policies among others.

5. 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.

The school calendar for 2014-2015 provides 10½ professional development training days, in addition to 12 teacher workdays for planning, student-parent conferences and analysis and documentation of each student’s assessments. Scheduling extensive professional development allows teachers to have dedicated time to acquire all professional development required by the school. All teachers will also participate in a weekly collaborative planning session, where they will design their daily curriculum lessons and work with the Lead Teacher to ensure all standards are being met. Teachers will also receive professional development training during staff meetings, which will be held at least once a month.

Enrollment and Marketing:

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.

The Board of Directors for BPS has appointed a marketing subcommittee to focus on the policies and procedures involved with adequately marketing the school to families of all socioeconomic backgrounds. This committee will be charged with the responsibility of promoting diversity within our applicant pool and thereby our student body, with the goal of reflecting the racial/ethnic and demographic composition of the surrounding area. BPS’ marketing efforts will include the following:

- Maintaining and regularly updating the school’s website, www.BradfordPrepSchool.org, with readily available information on the school and the application process.
- Working with delivery services to flyer the following neighborhoods: Highland Creek, Christenbury, Skybrook, Summer’s Walk, Rocky River Crossing, River Walk, Moss Creek,

Poplar Woods, Winding Walk, Poplar Trails, and other homes not within nearby neighborhoods.

- Contacting area magazines that reach parents, including Charlotte Parent, University City and Charlotte Parents Education Guide, to secure a listing in each as an educational opportunity available to all families in the area.
- Working with reporters from both the *Independent Tribune* and the *Charlotte Observer*, with the aim of generating news coverage on the school.
- Holding widely promoted community meetings at the Highland Creek neighborhood clubhouse and the Community Center at the fire station on Poplar Tent Rd. to share the mission and vision of the school.
- Making direct contact with local churches, University and Cabarrus YMCA facilities, local preschools and tutoring centers that reach a variety of racial and ethnic backgrounds to share information about the school with the children and families they serve.
- Placing advertisements in local neighborhood newsletters.
- Connecting with prospective students and their parents via social media tools.
- Publishing listings on online parent/mom websites such as www.charlottesmommies.com, www.charlotteparent.com, and www.charlottesmartyants.com.

Marketing Calendar:

Hold initial community interest meeting	Aug. 2012
Create website to update the community on school’s progress through charter application	Aug. 2012
Create marketing pieces and parent information packets	May 2013 – Aug. 2013
Flyer neighborhoods and nearby homes to introduce school and invite to Community Meetings	Oct. 2013 – Aug. 2014
Hold Community Meetings to share mission/vision of school	Nov. 2013, Jan. 2014, Feb. 2014
Update website and social media accounts at least monthly with latest information about school	Aug. 2012 – Indefinitely
Work with local parenting magazines to ensure we are added to local school listings in their education guides	Jan. 2014 – Indefinitely
Advertise in local neighborhood magazines	Dec. 2013 – March 2014
Contact local churches, YMCAs, tutoring centers and preschools to send home flyers with their children to promote the school	Dec. 2013 – Aug. 2014
Secure listings on parent blogs and websites	Sept. 2013 – Feb. 2014
Work with reporters at local newspapers and magazines to develop interest in the school’s opening	July 2013 – Sept. 2014
Flyer neighborhoods with information about school and upcoming Parent Information Sessions	Several weeks prior to each of the below dates
Hold Parent Information Sessions for parents interested in 2015 admissions	Oct. 2014, Nov. 2014, Dec. 2014, Jan. 2015

On an annual basis the Board of Directors will analyze student demographic enrollment statistics and revise the marketing plan to ensure that BPS marketing efforts are reaching the community in a way that allows for the most diversity in its applicant pool.

Parent and Community Involvement

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

We will use www.BradfordPrepSchool.org as our primary means of communication with parents and the local community. In addition, we intend to hold three to four information sessions to share our mission and vision for the school each fall/winter. Through our marketing plan, we will strive to ensure that the community is aware of our opening and familiar with the school's vision for the students in this area. The public will be invited to attend our Board of Directors' meetings, which are held on the first Thursday of every month (the schedule is posted on our website).

2. 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.

BPS will involve parents not just on a volunteer level but also as key participants in the education process for their child. It is our belief that the family should be involved in ensuring that each student is reaching his or her full potential. For this reason, we will not simply push information out to parents; we will instead meet with them quarterly to discuss their student's progress and share their portfolio of work. In addition to the scheduled quarterly parent-teacher conferences, parents will be encouraged to set up additional conferences as needed. Teachers will be required to communicate bi-weekly with each student's parents on progress towards his/her specific education goals. We will also host parent workshops designed specifically to help parents better understand the needs of their students and the philosophies of the school.

In addition, we intend to set up a Parent Advisory Committee to manage parent volunteerism and address issues regarding students' overall academic experience. This group will report directly to the Board of Directors. We also plan to have a Booster Club that will work with our Athletic Director to assist in the development of our athletic program.

BPS will encourage families to commit service time to the school in the amount of 8 hours per quarter, for a total of 32 hours per year. Volunteer hours may be served by either parents, grandparents, or the students themselves if they are over the age of 10 and will be managed by the Director of Operations. Families will be able to complete this time in a variety of ways, including in-class assistance, facilities improvements, maintenance of school grounds, assisting staff with office work, assisting with fundraising, car pool line assistance, planning school-wide events, assistant coaching for athletics, participating on the Parent Advisory Committee, proctoring tests, tutoring students and assisting with lunch or recess.

Admissions Policy

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

1. Tentative dates for application period; enrollment deadlines and procedures.

BPS will be open to all students who would otherwise qualify for enrollment in North Carolina Public Schools. BPS intends to open up enrollment for the 2014-2015 school year within one week of receiving final approval from the State Board of Education. The open enrollment period will last for a minimum of four weeks or until 11:59 p.m. on Friday, February 21, 2014. At that time the determination will be made if a lottery will be required or if rolling enrollment will continue until all spots are filled in grades K-8. If there are more applicants than there are spots available, we will hold a computer-automated lottery at 4 p.m. on Tuesday, February 25, 2014, in an open meeting. No criteria for admission will be used except the completed application (including declaration of the student's residence in the state of North Carolina). Once all of the spots in a grade level are filled for the coming school year, we will maintain a waiting list of applicants in the order they applied. This waiting list will be used in the event that a spot opens up and the school chooses to fill the vacant position. In subsequent years, the open enrollment period will run from October 1 to January 31, and the lottery will occur on the second Tuesday in February.

2. Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.

All students must complete an application to be considered for enrollment at BPS. The application will be completed online through our website (www.BradfordPrepSchool.org), unless a family is unable to access the site. In that case, we will provide a paper application to parents as requested. The application will include the student's name, parent/guardian's name, current address of student, phone number of parent/guardian, email of parent/guardian, county of residence, current grade level, student's date of birth, current school, and the name of any siblings already enrolled at the school (after the first year of opening).

BPS will follow all rules and regulations regarding enrollment priority as specified in charter school law 115C-238.29F(g)(5). The school will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. In the event we have more applicants than open spots per grade, a lottery will be held. Enrollment priority will be given to the following students, in the following order:

- Siblings of students currently enrolled at the school.
- Children of the principal, teachers or teacher assistants.
- Children of the founding Board of Directors in the first year of opening (as long as the number of children does not exceed 10% of the school's enrollment, or 20 students, whichever is less.)

If multiple birth siblings apply to the school, their surname will just be entered once to represent all of their multiple birth siblings. If that surname is pulled, all of the multiple birth siblings will be admitted. It is the intention of BPS that through the marketing efforts conducted throughout the year, the socioeconomic makeup of the school will reflect the demographics of the area surrounding the school. Once a student is accepted into the school,

he or she will not be required to apply for subsequent years. BPS will reserve the right to refuse to enroll any student currently under a term of expulsion or suspension by his or her school until that term is over.

3. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

In the event BPS receives more applications than it has open spots in any given grade, a lottery will be held to determine which applicants will be enrolled. The remaining students will be placed on a waiting list in the order in which their number was pulled in the lottery. Any students applying after the open enrollment period will be placed on the waiting list directly after any waitlisted students from the lottery in the order the application was received. If a spot opens up, the parent/guardian of the student will be contacted via phone, email and mail. If there is no response for 10 calendar days or the student declines admission, the school will contact the next student on the waiting list. The school will move down the waiting list, filling vacant spots as they open if the school's leadership so chooses. At the end of each year, a new application must be submitted for all students who are not currently enrolled at BPS, including any student who is on the waiting list from the previous year.

4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.

Once students are accepted into the school, at least one parent or guardian and the child will be required to attend a Parent Information Meeting to learn more about the school and accept enrollment into the school. At the Parent Information Meeting, the parent/guardian will be required to complete the enrollment forms, which will include a release of records form for LEA records, IEP information (if applicable), the home language survey questions, a copy of the child's birth certificate and transfer request forms. Each family will be expected to complete all information as required by the NC DPI, which may include the Household Income Survey and proof of residence in NC. If a child is admitted to the school after the initial Parent Information Meetings, the parent and student must attend one of three parent meetings that will be scheduled throughout the spring and summer prior to the beginning of the following year's classes.

5. Clear policies and procedures for student withdrawals and transfers.

If a student decides to transfer to another public school for any reason, the parent or guardian of the student must submit the BPS transfer request form in person to the Director. Upon receipt of the transfer request, BPS will transfer all necessary transcripts, IEPs and the student's cumulative file to the next school the child attends. If a student decides to withdraw from public school altogether, he or she will be asked to attend an exit interview with a parent or guardian, the school counselor and the Director. At that time, the child's future education plans will be discussed and the appropriate measures will be taken to ensure the student is not simply dropping out. When a student withdraws, the Director will follow the BPS Records Retention Policy in regards to the student's files. If the student decides to re-enroll in BPS after withdrawing, he or she will be required to apply through the annual enrollment process, with no priority granted.

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1- 130 – Cabarrus County Schools

LEA #2 – 600 – Charlotte-Mecklenburg Schools

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.

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

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	LEA 1	LEA 2	LEA 1	LEA 2	LEA 1	LEA 2	LEA 1	LEA 2	LEA 1	LEA 2
K	<u>18</u>	<u>18</u>	<u>27</u>	<u>27</u>	<u>36</u>	<u>36</u>	<u>45</u>	<u>45</u>	<u>54</u>	<u>54</u>
1 st	<u>20</u>	<u>20</u>	<u>30</u>	<u>30</u>	<u>40</u>	<u>40</u>	<u>50</u>	<u>50</u>	<u>60</u>	<u>60</u>
2 nd	<u>22</u>	<u>22</u>	<u>33</u>	<u>33</u>	<u>44</u>	<u>44</u>	<u>55</u>	<u>55</u>	<u>66</u>	<u>66</u>
3 rd	<u>22</u>	<u>22</u>	<u>33</u>	<u>33</u>	<u>44</u>	<u>44</u>	<u>55</u>	<u>55</u>	<u>66</u>	<u>66</u>
4 th	<u>24</u>	<u>24</u>	<u>36</u>	<u>36</u>	<u>48</u>	<u>48</u>	<u>60</u>	<u>60</u>	<u>72</u>	<u>72</u>
5 th	<u>24</u>	<u>24</u>	<u>36</u>	<u>36</u>	<u>48</u>	<u>48</u>	<u>60</u>	<u>60</u>	<u>72</u>	<u>72</u>
6 th	<u>24</u>	<u>24</u>	<u>36</u>	<u>36</u>	<u>48</u>	<u>48</u>	<u>60</u>	<u>60</u>	<u>72</u>	<u>72</u>
7 th	<u>24</u>	<u>24</u>	<u>36</u>	<u>36</u>	<u>48</u>	<u>48</u>	<u>60</u>	<u>60</u>	<u>72</u>	<u>72</u>
8 th	<u>24</u>	<u>24</u>	<u>36</u>	<u>36</u>	<u>48</u>	<u>48</u>	<u>60</u>	<u>60</u>	<u>72</u>	<u>72</u>
9 th			<u>36</u>	<u>36</u>	<u>48</u>	<u>48</u>	<u>60</u>	<u>60</u>	<u>72</u>	<u>72</u>
10 th					<u>36</u>	<u>36</u>	<u>48</u>	<u>48</u>	<u>60</u>	<u>60</u>
11 th							<u>36</u>	<u>36</u>	<u>48</u>	<u>48</u>
12 th									<u>36</u>	<u>36</u>
LEA Totals	<u>202</u>	<u>202</u>	<u>339</u>	<u>339</u>	<u>488</u>	<u>488</u>	<u>649</u>	<u>649</u>	<u>822</u>	<u>822</u>
Overall Total Enrollment	<u>404</u>		<u>678</u>		<u>976</u>		<u>1298</u>		<u>1644</u>	

Transportation Plan:

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

In accordance with state law, BPS will ensure all students have access to reliable transportation. While our school will primarily be a carpool school, we know there may be some students for whom this will not be a viable option for any number of reasons. To support and encourage the carpool system, a website will be developed to assist parents seeking carpool options. As part of their enrollment paperwork, parents will be asked to indicate whether they need assistance with transportation to and/or from school. Once this is compiled, the Director of Operations, in conjunction with the administrative staff, will work to ensure that every child has a ride to school. We will incentivize parents to drive children with transportation needs by allowing them to bypass the carpool line and receive credit towards their annual volunteer hours. In the unlikely situation that a child does not have access to transportation on a particular day, the school will pay for contracted transportation such as a taxi service to drive the child to school. BPS will provide transportation for students as required by their IEP.

School Lunch Plan:

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.

The initial building phase of BPS does not include a kitchen or cafeteria to provide school lunches. Students will be expected to bring their lunches to school the first year. In subsequent years we will consider the option of offering hot lunches from providers such as Earth Fare, Whole Foods or a local caterer. As BPS is focused on teaching our students health and nutrition throughout their years at the school, our lunch program will only include meals from vendors that are able to provide a healthy and nutritious meal. The school does not intend to cover any costs for hot lunches provided from these vendors; instead the hot lunch program will just be available to allow families the option of purchasing lunch rather than bringing it. That said, we understand that some families may not be able to provide lunches for their children every day. BPS will ensure that no child goes hungry on any school day by providing a nutritious, well-balanced lunch to those in need. Since our students will be eating in the classroom, our teachers will be aware if a child does not have a lunch. If we notice a pattern with an individual student, we will work with that student's parent or guardian to develop a plan to ensure the student has a healthy meal each day. We have allocated \$5,400 in the 2014-1015 budget to cover any costs associated with providing lunches and healthy snacks for students who are not able to bring their own for whatever reason. As the size of the school grows over subsequent years, the food services budget increases accordingly.

Facility:

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix N).

The facilities committee of the Board is working with local realtor Harris Morrison and developer GM Hock to research possible pieces of property and begin the design phase of the school facility. GM Hock has experience with charter school development in both North and South Carolina and is committed to keeping total facility expenses (lease, utilities and maintenance) to no more than 20 percent of our overall budget. As funding will not be plentiful in the school's first operating months, the developer has agreed to reduced lease payments in the first year to assist in offsetting some of the other initial costs of the school.

We have identified several promising pieces of land near the Cabarrus County/Mecklenburg County line, ranging from 30 to 60 acres. The developer is working with the Board and their contacts at the Department of Transportation to determine the viability of each property.

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.

It is our intention to build a modest facility initially and expand it in phases, to accommodate more grades, more students overall and additional extracurricular activities. The phase I plan calls for twelve classrooms for grades K-5, each of which range in size from 800 to 900 square feet, with an additional storage room shared by two classrooms. The seven middle school rooms will each be built with a particular academic subject in mind and will range from 650 to 800 square feet. Phase I calls for a multi-purpose room, an arts room, a music room, three EC/therapy rooms, a teacher work room and a main office. In Phase II, we will add nine classrooms, a drama room, a gymnasium, a second teacher work room, a second office, a conference room and a guidance office. The total square footage for the first phase totals 30,290 and the second phase provides an additional 28,080 square feet.

The developer has committed to assisting us in upfitting a pre-existing space that we will lease for the first year if the land acquisition process moves slower than anticipated. There are several available warehouses and office spaces in the area that would be large enough for our needs, so we feel confident that our contingency plan is viable. If this plan must be enacted, we will make adjustments as necessary and practicable, placing a particular emphasis on providing favorable classroom spaces for students. In addition, we would remove the foreign language room and have that teacher move from room to room as scheduled. We would also look to reduce the size of the main office and the number of storage rooms.

V. FINANCIAL PLAN**Budget: Revenue Projections from each LEA 2014-15**

- All per pupil amounts are from the 2012-2013 year and would be approximations for 2014-2015.
- 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 2014-2015.
- For local funding amounts, applicants will need to contact their local offices or LEA.

LEA #1 Cabarrus County Schools (130)

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,316.93	202	\$872,019.86
Local Funds	\$1,598.60	202	\$322,917.20
Federal EC Funds	\$3,743.48	20	\$74,869.60
Totals			\$1,269,806.66

LEA #2 Charlotte-Mecklenburg Schools (600)

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,438.40	202	\$896,556.80
Local Funds	\$2,262.96	202	\$457,117.92
Federal EC Funds	\$3,743.48	20	\$74,869.60
Totals			\$1,428,544.32

Total Budget: Revenue Projections 2014-15 through 2018-2019

INCOME: REVENUE PROJECTIONS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<i>State ADM Funds</i>	\$1,768,577	\$2,968,057	\$4,272,601	\$5,682,209	\$7,196,881
<i>Local Per Pupil Funds</i>	\$780,035	\$1,309,069	\$1,884,441	\$2,506,152	\$3,174,202
<i>Exceptional Children Federal Funds</i>	\$149,739	\$254,557	\$366,861	\$486,652	\$613,931
<i>Other Funds*</i>	\$0	\$0	\$0	\$0	\$0
<i>Working Capital*</i>	\$0	\$0	\$0	\$0	\$0
TOTAL INCOME	\$2,698,351	\$4,531,683	\$6,523,903	\$8,675,013	\$10,985,014

***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 statements, etc., on the availability of these funds. Assurances are needed to guarantee these additional sources of revenue are available. Please include these as Appendix P.**

Personnel Budget: Expenditure Projections 2014-15 through 2018-2019

This Personnel list may be amended to meet the needs of the charter school: This list should align with the projected staff located in the Operations Plan Appendix K).

Personnel:	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary
Director	1.0	\$60,000	\$60,000	1.0	\$62,000	\$62,000	1.0	\$64,000	\$64,000	1.0	\$66,000	\$66,000	1.0	\$68,000	\$68,000
Director of Operations	0.5	\$50,000	\$25,000	0.5	\$52,000	\$26,000	1.0	\$54,000	\$54,000	1.0	\$56,000	\$56,000	1.0	\$58,000	\$58,000
Director of Finance	1.0	\$54,000	\$54,000	1.0	\$56,000	\$56,000	1.0	\$58,000	\$58,000	1.0	\$60,000	\$60,000	1.0	\$62,000	\$62,000
Dean of Students Elementary School	0.0	\$50,000	\$0	0.0	\$50,000	\$0	1.0	\$50,000	\$50,000	1.0	\$52,000	\$52,000	1.0	\$54,000	\$54,000
Dean of Students Middle School	0.0	\$50,000	\$0	1.0	\$52,000	\$52,000	1.0	\$54,000	\$54,000	1.0	\$56,000	\$56,000	1.0	\$58,000	\$58,000
Dean of Students High School	0.0	\$52,000	\$0	0.0	\$52,000	\$0	0.0	\$54,000	\$0	1.0	\$56,000	\$56,000	1.0	\$58,000	\$58,000
Nurse	0.0	\$20,000	\$0	0.0	\$20,000	\$0	0.0	\$20,000	\$0	0.5	\$20,000	\$10,000	0.5	\$22,000	\$11,000
Office Administrator	0.0	\$20,000	\$0	1.0	\$22,000	\$22,000	1.5	\$23,000	\$34,500	2.0	\$24,000	\$48,000	2.0	\$25,000	\$50,000
School Counselor	0.5	\$40,000	\$20,000	1.0	\$42,000	\$42,000	1.5	\$44,000	\$66,000	2.5	\$46,000	\$115,000	3.0	\$48,000	\$144,000
Athletic Director	0.0	\$34,000	\$0	0.5	\$35,000	\$17,500	0.5	\$36,000	\$18,000	1.0	\$37,000	\$37,000	1.0	\$38,000	\$38,000
Maintenance/Janitor	0.5	\$30,000	\$15,000	0.5	\$32,000	\$16,000	1.0	\$34,000	\$34,000	1.0	\$36,000	\$36,000	1.0	\$38,000	\$38,000
Core Teachers	18.0	\$42,000	\$756,000	30.0	\$44,000	\$1,320,000	43.0	\$46,000	\$1,978,000	57.0	\$48,000	\$2,736,000	72.0	\$50,000	\$3,600,000
Teacher Assistants	6.0	\$14,850	\$89,100	8.0	\$15,840	\$126,720	10.0	\$16,830	\$168,300	12.0	\$17,820	\$213,840	14.0	\$18,810	\$263,340
Lead Teacher	1.0	\$45,000	\$45,000	1.0	\$47,000	\$47,000	1.0	\$49,000	\$49,000	1.0	\$51,000	\$51,000	1.0	\$53,000	\$53,000
EC & ELL Teachers	1.0	\$42,000	\$42,000	1.0	\$44,000	\$44,000	2.0	\$46,000	\$92,000	3.0	\$48,000	\$144,000	3.0	\$50,000	\$150,000
Foreign Language Teacher	1.0	\$42,000	\$42,000	1.5	\$44,000	\$66,000	1.5	\$46,000	\$69,000	2.0	\$48,000	\$96,000	3.0	\$50,000	\$150,000
Arts, Music, Drama & Speech Teachers	2.0	\$38,000	\$76,000	4.0	\$40,000	\$160,000	5.0	\$42,000	\$210,000	6.0	\$44,000	\$264,000	7.0	\$46,000	\$322,000
P.E. Teacher	1.0	\$34,000	\$34,000	1.5	\$36,000	\$54,000	2.0	\$38,000	\$76,000	2.0	\$40,000	\$80,000	2.5	\$42,000	\$105,000
Adjunct Teachers	2.0	\$8,000	\$16,000	4.0	\$9,000	\$36,000	5.0	\$10,000	\$50,000	7.0	\$11,000	\$77,000	8.0	\$12,000	\$96,000
I.T. Specialist	1.0	\$36,000	\$36,000	1.0	\$38,000	\$38,000	1.0	\$40,000	\$40,000	1.5	\$42,000	\$63,000	2.0	\$44,000	\$88,000
Total Personnel:	36.5	\$1,310,100		58.5	\$2,185,220		80.0	\$3,164,800		104.5	\$4,316,840		126.0	\$5,446,340	
Personnel Benefits:	#	Per	Total	#	Per	Total	#	Per	Total	#	Per	Total	#	Per	Total
Health Insurance	27	\$4,800	\$129,600	41	\$4,800	\$196,800	60	\$4,800	\$288,000	80	\$4,800	\$384,000	99	\$4,800	\$475,200
Retirement Plan	4% match		\$45,800	4% match		\$78,340	4% match		\$115,600	4% match		\$158,200	4% match		\$202,280
Dental	27	\$360	\$9,720	41	\$360	\$14,760	60	\$360	\$21,600	80	\$360	\$28,800	99	\$360	\$35,640
Life Insurance	Fixed Cost for all		\$1,200	Fixed Cost for all		\$1,824	Fixed Cost for all		\$2,535	Fixed Cost for all		\$3,524	Fixed Cost for all		\$4,335
Disability	Fixed Cost for all		\$12,000	Fixed Cost for all		\$18,000	Fixed Cost for all		\$25,020	Fixed Cost for all		\$34,778	Fixed Cost for all		\$42,777
Total Benefits:	\$198,320			\$309,724			\$452,755			\$609,302			\$760,231		
Total Personnel Budget:	\$1,508,420			\$2,494,944			\$3,617,555			\$4,926,142			\$6,226,571		

Operations Budget: Expenditure Projections 2014-15 through 2018-2019

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Books and Supplies	Instructional Materials/Curricula	\$40,800	\$85,000	\$115,000	\$110,000	\$125,000
	Furniture, Fixtures and Equipment	\$73,520	\$50,960	\$59,360	\$47,860	\$65,960
	ENRICH program	\$12,120	\$25,950	\$45,400	\$68,450	\$101,160
	P.E. Equipment	\$15,000	\$15,000	\$20,000	\$35,000	\$45,000
	Art Supplies	\$10,000	\$12,000	\$16,000	\$22,000	\$24,000
	Music Dept	\$10,000	\$12,000	\$16,000	\$24,000	\$26,000
	Classroom Supplies	\$4,040	\$6,780	\$9,760	\$12,980	\$16,440
	Testing Materials	\$11,716	\$23,910	\$33,968	\$44,722	\$56,172
	Office Supplies	\$10,000	\$15,000	\$20,000	\$25,000	\$30,000
Technology	Technology Hardware	\$120,600	\$80,500	\$111,300	\$127,000	\$113,100
	Software	\$10,850	\$7,800	\$16,150	\$12,850	\$11,700
	Routers/Wireless Access Points	\$16,000	\$8,000	\$8,000	\$8,000	\$8,000
	Laptop Refurbishment and Replacement	\$0	\$8,510	\$17,190	\$38,880	\$77,900
Human Resources Costs	Legal Counsel	\$16,000	\$18,000	\$20,000	\$20,000	\$20,000
	Accounting Services & Software	\$10,000	\$18,000	\$22,000	\$26,000	\$30,000
	FICA	\$100,223	\$167,169	\$242,107	\$330,238	\$418,175
	SUTA	\$15,721	\$26,223	\$37,978	\$51,802	\$65,596
	Substitute Teachers	\$12,500	\$18,500	\$30,000	\$35,000	\$44,000
	Workman's Comp	\$7,442	\$11,800	\$17,090	\$23,311	\$29,518
	Staff Professional Development	\$5,000	\$7,400	\$10,600	\$14,000	\$17,600
	New Teacher Orientation	\$9,000	\$4,500	\$4,500	\$4,500	\$4,500
	Background Checks	\$2,272	\$3,511	\$4,779	\$6,225	\$7,493
	EC Contracted Services	\$82,182	\$175,549	\$277,422	\$330,701	\$403,146
	ELL Contracted Services	\$18,377	\$27,748	\$37,939	\$48,952	\$60,785
	Athletics Coaches	\$12,000	\$18,000	\$24,000	\$30,000	\$36,000

Bradford Preparatory School

	Board of Directors Training and Development	\$2,500	\$2,200	\$2,200	\$2,200	\$2,200
	Staff Recruitment	\$5,000	\$3,000	\$3,000	\$3,000	\$3,000
Rents and Debt Services	Facility Lease	\$305,539	\$772,152	\$1,109,064	\$1,474,752	\$1,867,452
	Maintenance and Repairs	\$13,492	\$45,317	\$65,239	\$86,750	\$109,850
Utilities	Electric/Gas/Water/Trash	\$41,824	\$70,241	\$101,121	\$134,463	\$170,268
	Security/Alarm	\$8,095	\$13,595	\$19,572	\$26,025	\$32,955
	Termite/Pest Services	\$4,048	\$6,798	\$9,786	\$13,013	\$16,478
	Contracted Cleaning Service	\$15,000	\$18,000	\$21,600	\$30,000	\$36,000
	Communications (Phone/Internet)	\$20,000	\$24,000	\$30,000	\$36,000	\$42,000
Other	Liability Insurance	\$12,898	\$21,646	\$31,160	\$41,440	\$52,486
	Student Accident Insurance	\$2,828	\$4,746	\$6,832	\$9,086	\$11,508
	CECAS User Training	\$2,000	\$1,000	\$1,000	\$1,000	\$1,000
	Marketing	\$6,000	\$4,000	\$4,000	\$4,000	\$4,000
	Transportation Services	\$7,500	\$8,000	\$10,000	\$12,000	\$14,000
	Food Services	\$5,400	\$6,750	\$8,100	\$9,450	\$10,800
	Website Development and Maintenance	\$3,000	\$1,600	\$1,600	\$2,000	\$1,800
TOTAL OPERATIONS		\$1,080,486	\$1,850,853	\$2,640,815	\$3,382,649	\$4,213,042

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

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
TOTAL EXPENDITURES (PERSONNEL)	\$1,508,420	\$2,494,944	\$3,617,555	\$4,926,142	\$6,226,571
TOTAL EXPENDITURE (OPERATIONS)	\$1,080,486	\$1,850,853	\$2,640,815	\$3,382,649	\$4,213,042
TOTAL EXPENDITURES	\$2,588,906	\$4,345,797	\$6,258,370	\$8,308,791	\$10,439,613
TOTAL REVENUE	\$2,698,351	\$4,531,683	\$6,523,903	\$8,675,014	\$10,985,014
ANNUAL NET PROJECTIONS	\$109,445	\$185,885	\$265,533	\$366,223	\$545,401

Budget Narrative:

1. Describe the budgetary projections and explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?

BPS plans to open with a headcount of 404 students across grades K-8 to allow for sufficient revenue to offer the educational program we have planned. The administrative work in the first year will be handled by parent volunteers and in subsequent years we will hire part-time staff, building up to four part-time assistants by year four. Teacher assistant positions will be part-time as well. The school intends to keep employee salaries to approximately 48-49 percent of the overall budget, with benefits at approximately 6-7 percent, for a total of approximately 55 percent. Please see Appendix R-4 for the worksheets used to determine the technology and furniture and fixtures costs. BPS has researched both the state-offered health and retirement benefits and the option of attaining insurance privately and has chosen to work with a local agency called Group Benefit Solutions (GBS) for benefits. The estimates for health benefits are comparable to the state plan and we also believe this route may allow us more easily to offer additional benefits, such as short-term and long-term disability and life insurance. BPS has decided not to use the state retirement plan but instead to offer a 4% match on pre-tax 401(k) investments by its employees. Only full-time employees will be offered benefits through BPS. In order to best serve EC students, we will hire a full-time EC teacher. With the remaining federal money received, we will hire contracted services as needed, such as occupational therapy, physical therapy, counseling, transportation and ESL teachers. Please see the break-even numbers and method of calculation below under question number five.

2. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors.

The Director of Finance will be responsible for the day-to-day financial management, purchasing, payroll and all other accounting tasks for the school. The school will remit Average Daily Membership, Average Daily Attendance, Initial Enrollment and Membership Last Day reports to NC DPI every 20 days and the school will operate within the Funds Requirement Dates outlined in the cash calendar to request both State and Federal funding. The Director of Finance will prepare monthly financial statements with a comparison of actual results to the approved plan and will report to the Board monthly. As budget variances arise, new forecasts will be prepared to ensure the school stays on track financially throughout the year. The school will not contract with a financial management firm to perform financials. We believe month-to-month assessments should be performed in-house in order to provide a better understanding of the financial health of the school on a daily basis. The school will, however, consult an accounting firm such as Elliot Davis during the start-up months to ensure our chart of accounts, financial policies and internal controls are set up clearly and appropriately.

3. Explain how the spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format

and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.

The budget has been prepared conservatively and with the primary focus being on the instruction of our students, aligning with our mission of ensuring academic excellence. The spending priorities of BPS are ranked as follows: instruction personnel; instructional materials; facilities costs; administrative personnel; transportation, lunch and professional development programs; furniture, fixtures and equipment. Please see Appendix R-6 for a chart showing the school's budgeted expenses as a percentage of total revenue. The school recognizes the need for maintaining a reserve fund. By basing all budget numbers on just 95 percent of planned revenue, by the end of year three, we intend to build up a reserve for unforeseen expenses that may arise down the road.

4. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.

While the BPS Board has already begun researching grants and additional funding opportunities, we will not submit any grant applications until the school receives preliminary approval. Upon preliminary approval, the school will launch a fundraising campaign to enable us to provide more depth and opportunities for the students. The school is not budgeting based on any anticipated funds from grants or fundraisers as they are not secured at this time.

5. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. What is the school's break-even student enrollment figure for each of the first five years?

During each of the first five years, BPS has budgeted for an approximate 4-5 percent cash reserve, as suggested by the state charter school office. This surplus will serve as reserve for unexpected financial issues, such as decreased enrollment or funding reductions.

Our budget forecasts student enrollment of 404, 678, 976, 1298, and 1644, respectively, for the first five years and an estimated, and conservative, break-even enrollment of 382, 645, 928, 1,236, and 1,566, respectively, for each of those five years. To estimate the break-even enrollment number, we considered the total forecasted fixed, semi-variable and variable expenses in our budget. In our calculation, we treated semi-variable costs, such as faculty salaries & wages, fringe benefits, taxes, and training as fixed costs in order to calculate a conservative break even student enrollment number. If enrollment decreases, semi-variable costs will decrease somewhat, while variable expenses, such as student computers and classroom supplies, will decrease at a 1:1 ratio. The Board's contingency plan to meet financial needs would require a thorough review of budgeted expenses and cost-cutting considerations that would not sacrifice the value and mission of the school.

6. Year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

If prior to the inaugural school year shortages were known and anticipated, we would reconsider our leasing options and the related furniture, fixtures, and equipment costs originally included in our budget. We would work with the developer to change courses on the facilities plan and instead look to lease a smaller space from one of the local larger churches or an unused warehouse nearby (there are several within 3 miles that have been identified by our realtor). Our hiring of administrative and instructional staff would also be adjusted accordingly. For situations in which financial shortages would not come to fruition prior to commencement of a given school year, we would evaluate the size of our administrative and instructional staff, classroom sizes, individual student technological resources and costs related to extracurricular activities and make the necessary adjustment(s) to break even and focus on creating efficiencies. Please see Appendix R-5 for the contingency budget developed in the case where our student enrollment numbers are significantly lower than anticipated. With waiting lists of 3,000 plus for charter schools in this area, we feel confident that our school opening will be well received in this community.

Financial Audits:

Describe the procedure and method for conducting an independent financial audit for the proposed charter school.

Each year, BPS will commission a third party to conduct a thorough audit examining the school's financial statements and supplementary information. The financial and compliance audit will cover federal, state, and local funding sources and be conducted in accordance with generally accepted auditing standards. The audit approach is based on gaining a clear understanding of the school's accounting and internal control systems, testing the ability of these systems to process and report transactions accurately, and reporting the results of our testing to management and the Board of Directors. This information will be gathered through inquiries of the appropriate school personnel and observations of school practices. In addition, the audit firm will test compliance with applicable laws and regulations related to federal and state funds as required by the Single Audit standards referenced above, including review of grant agreements and testing samples of expenditures. The audit firm will audit balances to the extent considered necessary, based on the results of the above procedures.

Provide the name and contact information of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit.

We interviewed LB&A Accountants and Elliott Davis LLC. Due to their experience with charter schools, we have decided to engage Elliott Davis as our independent auditor to conduct our financial audit.

Name: Elliott Davis LLC
Address: 700 East Morehead St, #400, Charlotte, NC 28202
Phone Number: 803.256.0002 Fax Number: 803.255.0737

VI. AGREEMENT PAGE

LEA Impact Statement:

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will be located. The applicant must submit their application to the LEA within **seven (7) days** from the due date so that proof of submission can be included in the complete application packet. The LEA may then submit information or comment directly to the Office of Charter Schools for consideration by the State Board of Education.

BPS has given a copy of our application to both Mecklenburg and Cabarrus Counties on February 25, 2013. Please find two letters enclosed in our application packet signed by representatives from Cabarrus and Mecklenburg counties stating that they have received a copy of the application from our Board chair, Kelly Painter.

VII. APPLICANT SIGNATURE

Applicant Signature:

The foregoing application is submitted on behalf of Bradford Preparatory School. 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.

Print/Type Name: Kelly Painter

Board Position: Board Chair

Signature: Kelly Painter Date: 2-22-13

Sworn to and subscribed before me this
22nd day of February, 2013.

Karen Winstead
Notary Public Official Seal

My commission expires: November 7, 2013.



VIII. APPENDICES

- A. Evidence of Educational Need (no more than 5 total pages)**
 - Target Population and Educational Need
 - Community Meeting
 - Survey Results
- B. Proposed Curriculum Outline(s) and Course Sequencing**
 - Kindergarten Language Arts Course Scope and Sequence
 - Math 7 Course Scope and Sequence
 - Civics and Government Course Scope and Sequence
 - High School Course Sequencing
 - Electives
- C. Student Conduct Handbook (Draft)**
- D. Federal Documentation of Tax Exempt Status**
 - Not Applicable
- E. Charter School Board Member Information Form and Resume**
 - Kelly Painter, Chair
 - Jeff Pyles, Vice Chair
 - Katie Clark, Secretary
 - Karin Drescher, Treasurer
 - Angela Petr
 - Gray Riley
 - Rick Robinson
 - Nick Tarasovitch
- F. Proposed Bylaws of the Non-Profit Organization**
- G. Articles of Incorporation**
- H. Copy of Non-Profit Organization Board Policies**
 - Board of Directors Agreement Form
 - Board of Directors Roles and Responsibilities
 - Conflict of Interest Policy
 - Board Committees
 - Meeting Procedures (Open Meetings Law and Closed Session Purposes)
 - Whistleblower Policy
 - Self-Evaluation Policy
 - Board of Directors Training and Development Policy
 - Document Retention Policy and Procedures
 - Recruitment of New Board Members Policy
 - BPS Discipline Policy and Procedures
 - Policy for Probation or Termination of Employment
 - Non-Discrimination Policy
 - Compensation Arrangements Policy
 - Confidentiality Agreement
 - Grievance Policy
- I. Copies of Meeting Minutes**
 - September 20, 2012
 - October 11, 2012
 - November 1, 2012

December 6, 2012

January 3, 2013

January 17, 2013

February 7, 2013

- J.** CMO/EMO Contract
 - Not Applicable
- K.** Projected Staff
- L.** Employment Policies (Draft)
- M.** Insurance Quotes
- N.** Facility Form
 - Not applicable.
- O.** Copies of Completed Facility Inspections
 - Not applicable.
- P.** Revenue Assurances and/or Working Capital Report
 - Not applicable
- Q.** IRS Form 990
 - Not applicable
- R.** Additional Appendices Provided by Applicant (10 page Limit)
 - ENRICH Program
 - Brain-based Learning Strategies
 - Technology and FF& E Breakdowns
 - Contingency Budget
 - Spending Priorities Chart
 - Bradford Prep Job Descriptions
 - Resources