



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Bryan School

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

I.	<u>APPLICATION CONTACT INFORMATION</u>	4
	<u>Grade Levels Served and Total Student Enrollment:</u>	4
II.	<u>MISSION and PURPOSES</u>	6
	<u>Mission:</u>	6
	<u>Educational need and Targeted Student Population of the Proposed Charter School:</u>	6
	<u>Purposes of the Proposed Charter School:</u>	7
	<u>Goals for the Proposed Charter School:</u>	8
III.	<u>EDUCATION PLAN</u>	10
	<u>Instructional Program:</u>	10
	<u>K-8 Curriculum and Instructional Design:</u>	11
	<u>Special Programs and "At-Risk" Students</u>	12
	<u>Exceptional Children</u>	14
	<u>Student Performance Standards</u>	15
	<u>Student Conduct:</u>	16
IV.	<u>GOVERNANCE, OPERATIONS and CAPACITY</u>	18
	<u>Governance:</u>	18
	<u>Governance and Organizational Structure of Private Non-Profit Organization:</u>	18
	<u>Proposed Management Organization (Educational Management Organization or Charter Management Organization)</u>	22
	<u>Private School Conversions: complete</u>	23
	<u>Projected Staff:</u>	24
	<u>Staffing Plans, Hiring, and Management</u>	24
	<u>Staff Evaluation and Professional Development</u>	27
	<u>Enrollment and Marketing:</u>	29
	<u>Marketing Plan</u>	29
	<u>Parent and Community Involvement</u>	30
	<u>Admissions Policy</u>	31
	<u>PROJECTED ENROLLMENT 2014-15 through 2018-2019</u>	32
	<u>Transportation Plan:</u>	33
	<u>School Lunch Plan:</u>	33
	<u>Civil Liability and Insurance</u>	33
	<u>Health and Safety Requirements:</u>	34
	<u>Facility:</u>	34
	<u>Facility Contingency Plan:</u>	34
V.	<u>FINANCIAL PLAN</u>	35
	<u>Budget: Revenue Projections from each LEA 2014-15</u>	35
	<u>Total Budget: Revenue Projections 2014-15 through 2018-2019</u>	36
	<u>Personnel Budget: Expenditure Projections 2014-15 through 2018-2019</u>	37
	<u>Operations Budget: Expenditure Projections 2014-15 through 2018-2019</u>	39
	<u>Overall Budget:</u>	40
	<u>Budget Narrative:</u>	40
	<u>Financial Audits:</u>	42
VI.	<u>AGREEMENT PAGE</u>	43
	<u>LEA Impact Statement:</u>	43
	<u>Applicant Signature:</u>	43

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Bryan 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: *To Be determined*

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: *Patricia Greene*

Title/Relationship to nonprofit: *Business Consultant - Smyth & Company*

Mailing address: 4408 Deacon Court
High Point NC 27265

Primary telephone: 336-404-6052 Alternative telephone: 336-847-1104

E-Mail address: *bsmythco@gmail.com*

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

County: GUILFORD

LEA: 410-Guilford County Schools

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

No:

Yes:

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

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? *To Be determined*

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,01,02,03,04,05,06,07	576
Second Year	K,01,02,03,04,05,06,07	676
Third Year	K,01,02,03,04,05,06,07,08	763
Fourth Year	K,01,02,03,04,05,06,07,08	788

Fifth Year	K,01,02,03,04,05,06,07,08	788
Sixth Year	K,01,02,03,04,05,06,07,08	816
Seventh Year	K,01,02,03,04,05,06,07,08	897
Eight Year	K,01,02,03,04,05,06,07,08	978
Ninth Year	K,01,02,03,04,05,06,07,08	1059
Tenth Year	K,01,02,03,04,05,06,07,08	1059

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.

bsmythco
Signature

Founder & Consultant
Title

bsmythco
Printed Name

02/28/2013
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

*State the Mission of the proposed charter school in **one hundred words or less**. The mission statement defines the organization's purpose and primary objectives, describing why it exists. The mission statement provides the foundation for the entire proposal.*

The mission statement of the proposed charter school is as follows:

To ensure that children achieve basic academic skills, develop critical thinking skills be good citizens and develop a strong sense of self worth. To foster an environment where students, parents, teachers, staff and community are partners in educating children To increase the well being and stability of each parent whose child is enrolled in the program.

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.*

Bryan School will be open to any K-8 student that meets the criteria for admission to a North Carolina public school. Additionally, specific marketing efforts will be developed to reach out to families in transition, immigrants and families of children with special needs. By selecting a locale that is centrally located and highly visible, we are confident that will reflect the diversity of the greater community and the school system.

- 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?*

During the first year, we will serve children from kindergarten through seventh grade and will achieve enrollment of 676. During years 2 through 5 we will achieve full enrollment of 735. During the next five years, we will expand by adding a high school, which may or may not be housed on the same campus as the K-8 school. Since Guilford County School serves over 72,500 students our school will serve a little over 1% of the total population.

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

Because we are a smaller entity, we will provide a more customized education plan, and will use more flexibility in implementing a variety of teaching styles and innovations that have proven to be essential to increased learning outcomes in students. However we will use the latest curriculum suggested by the State, The NC Core Standards and Essential Standards as listed on the state's website ncpublicschools.org. We will assess students at entry, working in collaboration with the University of North Carolina System, We have also received an opportunity to receive training with Partners For Developing Futures which will assist our team with training to develop a school of excellence.

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 do not provide more than one sample survey form).*

Purposes of the Proposed Charter School: *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.*

The Six Legislative Purposes of a Charter School are:

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

Our purpose for forming this school is most in tandem with legislative purpose # 4 and #3 Specifically with legislative purpose # 4 we are focused on back to basic education: We want to improve student learning and outcome. This is the reason for starting the school. To accomplish this we will focus on early assessment of students at entry into the school, Once students are assessed, we will then design intervention strategies if needed and perform followup on how they are progressing towards their goals and monitor them throughout their attendance at our school.

The second reason for forming the school is to create expanded school choices for children and parents who want it and feel that the school system usually because it is large and bureaucratic is not tending to their needs because the child or the child's family circumstance does not quite fit the mold of the typical student population they are accustomed to dealing with. We have categorized this group of parents as parents in transition. These parents are diverse and could be high income, middle income or low income - essentially coming from every segment of the school population. This includes gifted children, children from low wealth families, children for whom english is not their primary language and children who have special needs.

If the parent is in transition, there is a high chance that that child who shows up will not be prepared to learn. We will focus on the family, assisting them once enrolled in accomplishing their personal life goals, where the children will not feel "other than" and will feel that finally there are other children going through similar circumstances and it is now okay to let out a sigh of release that they have finally found a place where they can just be themselves because a lot of people were facing similar

circumstances.

It is important to add here that we will not exclude anyone who comes to our door, but we will dedicate our outreach efforts identifying such parents. Additionally and in order of priority as outlined in our mission statement we want to:

Create new professional opportunities for teachers. Teachers will participate in professional training, will be afforded opportunities to attend customized training through University of North Carolina System, through Guilford County School System. Additionally, because we want to grow to a network of schools, teachers will have opportunities to move up the ladder or acquire cross-training opportunities as our school organization grows.

Hold our school accountable for meeting measurable student achievement results. We will hold our schools accountable for meeting or exceeding all student achievement measurements such as the EOG tests, the North Carolina Core curriculum standards. We embrace having measurable goals.

Increase learning opportunities for all students but specifically focus on children whose parents are in transition and who may subsequently become at risk of academic failure, help gifted students, child for whom English is not their primary language and devise methods to include children with special needs.

Encourage the use of different and innovative teaching methods. We will utilize the core curriculum standards, will adapt our teaching methods to accommodate our student population.

Goals for the Proposed Charter School:

1. *How will the governing board know that the proposed public charter school has attained their mission statement? What metrics will be used to gauge that success, and how often will the metrics be reviewed in your analysis?*

In order to ensure all students are growing and developing academically we must regularly monitor and evaluate their progress. To accomplish this it will be critical that our Board, school leaders, teachers, and other stakeholders have a mechanism which allows each to effectively measure student growth. Therefore we will implement Northwest Evaluation Associations Measures of Academic Progress and Primary Grades Assessment (NWEA MAP & PGA) in addition to other assessments as required by applicable law.

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. These goals should include specific and measurable performance objectives over the first five years of the school's existence.*

We've established the following student achievement goals including measurable objectives which will allow our Board to determine how well children are learning necessary basic skills and knowledge necessary for achievement in life.

Student Achievement Goals

Reading

Goal: Students will be proficient in reading.

I. Objective: Each year, eighty percent (80 percent) of third through eighth graders who have attended at least one prior year will meet or exceed student proficiency levels on the End-of-Grade (EOG) Reading assessment.

II. Objective: Each year, children who have already completed their first year will perform on the (EOG) Reading assessment in each tested category exceed the average of the residential composite peer district.

Mathematics

Goal: Students will be proficient in mathematics.

I. Objective: Each year, eighty percent (80 percent) of third through eighth graders who have already completed one year at our school will meet or exceed student proficiency levels on the End-of-Grade (EOG) Mathematics assessment.

I. Objective: Each year, 50% or more of students who have attended our school for at least one year will be proficient in the End-of-Grade (EOG) Mathematics assessment and will exceed the average of the residential composite peer district.

II. Objective: Each year, the school will administer a nationally standardized assessment in grades K-8. We expect that our students will score in the 50th percentile or higher

of public schools nationally as measured by the percentage of students that meet or exceed beginning of year to end of year growth on the mathematics assessment in grades 2-8.

English Language Arts

Goal: Students will be proficient in Language Arts

I. Objective: Each year, the school will administer a nationally standardized assessment in grades K-8. We anticipate that children will score 50th percentile or higher of

public schools nationally as measured by the percentage of students that meet or exceed beginning of year to end of year growth on the Language Usage assessment in grades 2-8.

No Child Left Behind (NCLB)

II. NCLB goal: Under the states NCLB Accountability system, the schools Accountability Status will be adequate, at a minimum, each year.

Student Progress Over Time

While each aspect listed above is important to our schools success, we believe that measuring student progress over time is central to reaching our student achievement objectives.

III. EDUCATION PLAN

(No more than ten total pages in this section)

NOTE: *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation could deem the application incomplete.*

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.

Bryan School will provide an environment where children will be given opportunities to master the academic building blocks of success, be good citizens and parental involvement will be encouraged.

All of the programs of the school will focus on four areas: 1) rigorous academics, 2) character education, 3) school safety and acceptance (freedom from bullying) and 4) parental involvement.

By setting high expectations and giving students the tools they need to meet them, students will graduate

with a strong academic foundation and learn the values of being good citizens. The school will adopt North Carolina Common Core Standards. and the READY testing and assessment methods to achieve them. Character education and school safety will be taught to students at all grade levels. Parents will be given opportunities to be an integral part of the school community.

Our school will include up to 10 slots for college students internship. This opportunity will be made up of 5 students who are not thriving in college and 5 that are doing well. For those that are not doing well and are at risk of dropping out, this will give them an alternative outlet from traditional schools. They will be given actual jobs and will earn up to 24 college credits during the year they are interning at Bryan School. We will work with area universities to device a leadership curriculum that will meet their requirements while giving college students a second chance to continue their college education, especially those at risk of dropping out.

It will also benefit students enrolled at Bryan School who can look at both of these groups as role models either initially, or see the turnaround in some during the program.

Our best way of differentiating Bryan School from the school system in that we will

1) utilize additional teaching strategies and assessment methods tailored to our student population. Therefore after we assess students in the first year, we will them customize and modify our instructional program to accomodate them. We will use back to basic education and focus our resources on getting and retaining good teachers.

2) provide parents with choices, such as the ability to have their children attend regular classroom instruction, and if not we will strive to incorporate a version of homeschooling/classroom instruction hybrid and

online education in the second year as an option for some students after they have been evaluated by our multidisciplinary team and if the parent wants and sees the benefit of this option for their child.

3) We will also divert significant school resources to provide support of the classroom teacher by having additional staff such as teacher assistants, resource room staff, multidisciplinary team support and frequent observation of the classroom by school leadership to ensure that students enrolled in our school are learning and thriving.

4) Assist parents achieve their personal goals, so that children can come to school ready to learn.

K-8 Curriculum and Instructional Design:

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

Learning will be delivered in a classroom environment. Additionally, we will afford opportunities for independent study and home based learning for those whose IEP's determine will be able to benefit from them.

These are the following class size estimates for the first year and future years will grow according to demand.

Kindergarten 18 children in each class 4 classrooms and total 72 children enrolled.

Grades 1 to 3 21 children in each class 9 classrooms and total of 190 children enrolled (one class will have an extra child in one class)

Grades 4 to 6 22 children in each class 9 classrooms and total of 207 children enrolled (one class will have an extra child in one class)

Grades 7 and 8 23 children in each class 3 classes of 7th graders 2 classes of 8 th graders and total of 125 children enrolled.

Total Number of classrooms are 27 classrooms and total of 576 children enrolled in the first year.

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.

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

We will select the North Carolina Core Curriculum Standards for Math and Language Arts, as well as the Essential standards for all other subjects outlined on the State Department of Education website, which will ensure that we are following North Carolina Accountability Model. We will customize the curriculum to incorporate the tenents of the charter school mission and target student 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.

Although the North Carolina Core Curriculum will allow our school to obtain important academic achievement for our target student population, it is important to note that just having a curriculum alone will not be sufficient. Consequently we believe that the process begins with recruitment of highly skilled teachers in the first place. The next critical element of learning at our school will be focused instruction that

will engage students. Teachers will be expected to customize their instructional methods to accommodate student needs, which begins with assessment, and studying of the history and cultural background of each student in their class. Once this process is completed, then targeted instructional strategies outlined below can be effective.

Recognizing the value of parent involvement and finding ways to make them partners in their child's education.

Direct instructions, such as modeling and demonstration to name a few.

Ongoing Assessment and Student Evaluations

Guided Instructions in small group settings

Recognition of the needs of students with different learning styles and abilities, as well as cultural acceptance in the classroom, so that all students from all backgrounds feel wanted and accepted in the classroom

Collaborative learning to allow students to learn from peers.

Tutoring during the extended school day

Instructional Resources will be available in the classroom and school library to support different learning styles.

In summary, by utilizing these instructional methods, providing appropriate teacher training and interventions, students will show gains in meeting north carolina core curriculum standards.

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.

Date (tentative) Description

July 21-25 Management Training and Board Retreat

August 4-8 New Teacher Orientation

August 11-15 Teacher professional development and preparation

August 18 First day of school

September 1 Labor Day school closed

October 23-24 Teacher professional development days students do not report

October 24 End of first quarter

November 4 Report cards are sent home

November 7 Half day for students, Parent/Teacher conferences

November 10 School closed, Parent/Teacher conferences

November 11 Veterans Day school closed

November 26-28 Thanksgiving break school closed

December 19 January 2 Winter break school closed

January 16 End of quarter, Teacher professional development students do not report

January 28 Report cards are sent home

February 16 Teacher professional development day students do not report

March 20 End of quarter, Teacher professional development students do not report

March 31 Report cards are sent home

April 2 Half day for students, Parent/Teacher conferences

April 3 School closed, Parent/Teacher conferences

April 7-10 Spring break school closed

May 25 Memorial day school closed

June 12 Last day of 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.

Students who attend our school who are not performing at expected levels will have the advantage of early intervention: All students will be assessed and screened at entry and the results of the assessment will be reviewed to determine which students fell outside of the norm. The multidisciplinary team comprise of the school social worker, the special education teacher, at least one regular teacher and the nurse. We will also utilize best practices in assessments, including utilizing the University of North Carolina and Guilford Technical Community College Student Assessment Centers. Once students are identified, this team will work with the teacher to incorporate strategies such as resource rooms, the buddy and pairing system. Students will then be monitored and evaluated on their goals throughout the school year.

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

At entry, students will be assessed, those students who are identified as English Language Learners will be identified and goals for improving their grasp of English will be determined in collaboration with the multidisciplinary team made up of the school social work, nurse, special education teacher, school administrator, a regular teacher. Once the plan is determined, the team will include the parents, discussing goals for helping the students stay at grade level. Teachers will employ strategies such as pairing students, speaking deliberately in standard English standing directly in front of ELL so that they can see facial expressions, providing opportunities for students to indicate their understanding by asking them to repeat what the teacher says. We will provide teachers with opportunities to learn about the culture of ELL students too. Also, ELL students will be monitored, based on the results of their initial assessments. Progress towards achieving the goals will be evaluated on a regular basis by the interdisciplinary team and the classroom teacher. Parents will become a regular partner in helping their children catch up with the rest of the class.

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

Intellectually gifted students will be identified early during the overall school assessment and screening at enrollment. Also parents may request that their children be treated as gifted, and a review of the student file will indicate if the child has been identified as gifted in a previous school attended.

Children who are gifted, either had specific experience that is advanced when compared to their peers, or learn new skills faster. Consequently, gifted students should be tested on how well they've learned the difficult portion of the learning. The teacher will allow the student to work

independently, after the student has exhibited mastery of the concepts being taught. Additional strategies include creating academic competitions, creating new curriculum that is not currently being taught. The teacher will also give alternate assignments that allow the student to gain skills beyond what is being taught in the classroom.

Gifted Students will be monitored through an Individual Learning plan. Regular meetings, records of lessons and projects that were designed specifically for students, goal settings and inclusion of parents as a partner will all serve to monitor and evaluate the progress of intellectually gifted students.

Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA)* Amendments of 2004 (20 U.S.C. 1400 et seq.), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, *North Carolina Policies Governing Services for Children with Disabilities*. All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law. Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

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

All students entering the school will be assessed and screened. Our initial application form will include questions which a parent may choose to answer. For those parents who reveal that their child has a disability, we will request the IEP and use it as information to guide our multidisciplinary team in its decision to provide appropriate placement. For those who have not been previously identified, our initial assessment of all students at entry will ensure that we identify those whose scores are outside of the norm. Additional assessments may be conducted or closer monitoring may occur. A student may be diagnosed as having a specific learning disability when the child is not able to learn on pace with his or her own age group and peers. Once the assessment is completed by the multidisciplinary team, a meeting will be held with parents to obtain consent to the goals set for the child. Once the Individualized Education Plan is signed off on, then there will be ongoing monitoring to ensure that the goals are being met, or if difficult, that they are being met again.

Records of students with disabilities will be requested from previous school using a form to be signed by the parent, authorizing the school to have it; alternatively, parents may request their child's record and bring it to the school. All records will be kept confidentially and under lock and key.

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.
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).
3. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.
4. Describe the proposed plan for providing related services.

To determine if appropriate placement of the child after the IEP has been developed and educational goals have been established, schools will first determine what para educational services are needed such as if occupational therapy and speech therapy are warranted. Within the regular classroom setting strategies include resource room time with assigned teacher assistants assigned to these students or making modifications such as giving tests orally versus written. Another strategy of course is budgeting for a special education class where students with similar abilities will be taught in smaller groups than the traditional setting. If alternative placement outside of the traditional classroom setting is warranted, then we will make sure that we follow the IEP's and place the child as close to home as possible.

The implementation of the IEP will be monitored by the interdisciplinary team on frequent basis and reports will be given to the student, their parents and appropriate staff.

Student Performance Standards

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

1) Student Performance Standards for the school as a whole.

Our standards for student performance is based on the assumption that all children who attend school ready to learn, will learn as long as there is an effective and engaged teaching staff, school leadership and parent involvement. Therefore if the students do not learn and it is the fault of ineffective teaching, unengaged leadership and inadequate parental support.

2) 3), 4) These three areas are critical, but will depend on which funding and management partner we select, as each has different systems in place. However we have evaluated Partners for Developing Futures Plan for Designing Schools of Excellence. We have received a grant from them for one leader to participate in the training for three days in Los Angeles in April. If we are selected as a finalist for additional grant funds up to \$230,000, we may select them as a partner and utilize their model.(Please visit their sample school Camino Nuevo Charter School). Additionally we are looking forward to working with Charters School USA in Florida and they are a good prospect, with definitive student performance standards. We will meet with them sometime in March to learn more about them and begin due diligence process.

The KIPP model also has our application under consideration.

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.

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.

Student Code of Conduct

1)Our goal is to offer a quality education program. Therefore schools must be a safe place, where students feel free to pursue a quality education in a positive learning environment. Consequently, all students must obey basic rules of good conduct while on school property. This includes basic courtesy towards each other, staff, administration and parents and visitors. We have implemented the following policies to promote effective discipline

a) Discipline actions that may be used includes, but not limited to:

1. Warning: Teacher will talk to pupil and explain his/her offense
2. Time-out in or out of classroom
3. Missing part or all of recess
4. Work details
5. Call Parents
6. After school detention
7. Student conference with the administrator
8. Conference with the administrator and parents
9. Probation
10. Suspension in and/or out of school
11. Expulsion

2)A Preliminary list and definitions of offenses which may result in suspension or expulsion

Inappropriate behavior includes but is not necessarily limited to:

- too many unexcused tardiness to school and/or class
- failure to complete assignments
- classroom and hallway disruptions
- unnecessary talking in class
- disobedience to teacher directives
- public displays of affection inappropriate touching
- stealing
- selling items at school
- possession or use of tobacco, alcohol or other controlled substances*
- fighting
- possession of knives, guns or other weapons*
- misbehavior in the restroom or playground
- disrespect and/or defiance toward staff
- using obscenities

- any form of harassment or intimidation
- lying
- leaving school without permission from the office
- abuse or willful destruction of school property
- mistreatment of other students
- critical or derogatory remarks
- possession of nuisance items, such as radios, CD players, games, personal toys, skateboards, pets, etc.

3)The school will take into account the rights of students with disabilities by involving the school social work early in the intervention process. Student conduct will be evaluated to see if it is the result of their disability and if additional intervention will be needed.

4)The following grievance procedures

A grievance may only be filed by the student or parent or guardian of the student.

1)Any concerns with administration, teachers, or staff members should first be addressed with the individual(s) directly involved.

2) If the issue is not resolved, the complainant should address the concern with the Head School Administrator

3) If the issue is still not resolved to the complainants satisfaction a written complaint may be filed with Bryan School's Board President.

IV. GOVERNANCE, OPERATIONS and CAPACITY

(No more than ten total pages in this section)

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.

Governance:

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: To Be determined

Mailing Address:

City/State/Zip: greensboro NC 27403

Street Address: 801 province spring circle

Phone: 336-404-6052

Fax:

Name of registered agent and address: Smyth & Company
801 Province Spring Circle
Greensboro NC 27403

FEDERAL TAX ID:

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:

X 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:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation
Clifford Wilson	Board Member	GUILFORD	Mental Health Professional

Maria Harrison	Board Chair	GUILFORD	Planning Manager/Engineer
Bryan Sayer	Founder and Board Member	GUILFORD	College Student
Patricia Greene	Founder and Board Member	Out of State	Business Consultant/Former Head Start Program Mgr
Rose Boyce	Board Member	Out of State	Homemaker/Nurse

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

- 1. 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.*

Our school leadership is comprised of respected leaders that are committed to providing quality educational options in their community. The board shall be comprised of up to seven Directors at any one time, and in order to facilitate efficient and effective daily operations, Board members shall define roles of board members as minimally as possible. Board members shall not have the authority or ability to formulate or implement policy on an individual basis and all decisions shall be made collectively in accordance with board procedure. The board shall be responsible for developing and outlining the mission, vision, and values of the School and developing the appropriate policies to ensure those fundamentals are maintained. The board has contracted with CSUSA to provide management and professional expertise. CSUSA will assist in developing, planning, and marketing the School, as well as organizing the finance, human resources, curricula and operations of the School. CSUSA will be responsible for developing, implementing, and ensuring the ongoing operational procedures in accordance with the mission, vision, and values outlined by the board and other stakeholders. The board will in conjunction with CSUSA hire recruit, hire and supervise the lead administrator.

- 2. 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 board will be comprised off the following (up to seven people).

- 1 Elected Official or Designee
- 1 Not for Profit focused populations in transition
- 1 representative from a Foundation or individual with fundraising expertise
- 1 Community Representative and/or College Student
- 1 individual with K-12 education expertise

1 Facilities/Construction Professional

A parent liaison will participate as a non-voting member and this individual will be a member of the school's parent council, to ensure effective representation of parents.

We believe that this governance structure has the best chance of contributing to the educational and operational success of the school. The board will be responsible for evaluating the school leader, in conjunction with CHSUSA.

3. *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?*

Our founding board members were selected by Bryan and Patricia. There are additional board vacancies, as well as individuals who have been recruited but have not yet made a commitment. Each of our prospective managers/grantees, such as Partners for Developing Futures, National Heritage Foundations and Charter Schools USA have indicated that they will be happy to help us complete the number of board member seats and they will be happy to work with us to prepare for our interview with the State Board.

4. *How often will the board meet?*

The board will meet at least 10 times a year and may modify this at anytime

5. *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).*

The Board of Bryan School will participate in the State Department of Public School free board training which will begin April 2013. At the beginning of the school year in August of 2014, The board will have a retreat and training sessions.

Orientation & Training

- Missions, Goals and Education Foundation of Bryan School
- Roles and Responsibilities of New Board Members.
- Conflict of Interest Policy
- Completion of an application and criminal background check

in the first year our new board members will participate in Office of Charter School's board training outlined below.

Date

Time

Description

Registration Link

February 5th, 2013

6:30 8:00

Roles and Responsibilities

Archived

at

<http://ncboardfundamentals.wikispaces.com/Roles+and+Responsibilities>

March 5, 2013

6:30 8:00

Evaluating the effectiveness of your charter school plans (Strategic

Planning)

<https://www1.gotomeeting.com/register/488246000>

April 2, 2013

6:30 8:00

Developing, adopting and managing school policies

<https://www1.gotomeeting.com/register/492529736>

May 7, 2013

6:30 8:00

Sustaining Financially Viable Organizations

<https://www1.gotomeeting.com/register/136932384>

June 2, 2013

6:30 8:00

Getting it ALL Done (Committee Development

During the two weeks before school opens there will be a board retreat to address the above topics in greater detail and to have a board retreat and bonding session.

- 6. 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.*

Bryan School will adopt and enforce a Conflicts of Interest policy. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

A Board Member shall inform the Board of any direct or indirect conflict of interest which the Board Member has with regard to any transaction contemplated by the Board. A Conflict of Interest shall exist in Board actions including, but not be limited to, actions concerning a transaction in which the

Board Member: (a) has a material financial interest; or (b) is presently serving as a director, trustee, officer, or general partner of another entity. Pursuant to the provisions of Section 55A-8-31 of the General Statutes of North Carolina, the Head with a Conflict of Interest may participate in the discussion, but may not vote on the transaction. The transaction is authorized, approved, or ratified by the vote of a majority of the Board Member in office who have no Conflict of Interest (which must be more than one Board Member) and when a majority of Board Members who have no Conflict of Interest so vote, a quorum is deemed to be present at the meeting for purposes of that vote.

Each member of the board will receive training on The Conflict of Interest policy as a part of the

mandatory board training sessions required of all Board members.

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

Our board will follow the following steps in developing school policies

- 1) Appoint a committee to work on the policy and procedure manual
- 2) Make Sure to include how the board will work together
- 3) Identify what policies are going to be included
- 4) Obtain timeline for when the board will review policies and how often policies will be revised
- 5) Publicize the information so everyone knows it exists.

8. *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.*

A parent advisory board will be formed and that board will send a representative to the governing board. although the parent liaison will not have voting powers, he/she will represent parents interests and viewpoints to the governing board.

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

Include in the Appendices:

9. *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).*
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

If the Charter School plans to contract for services with an educational management organization (EMO) or charter management organization (CMO), please specify the contact information below.

Name of the Company: Charter Schools USA
Address: 6245 North Federal Highway
Ft Lauderdale FL 33308
Website: charterschoolsusa.com
Phone Number: 954-202-3500
Contact Person: Sandy Castro
Fax: 954-202-3815
Email: scastr@charterschoolsusa.com

1. *Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school. Please include a copy of the proposed management agreement as Appendix J of the specified EMO or CMO.*

We do plan to contract with Charter Schools USA or another CMO that will be in the best interest of our student population.

2. *What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management organization's fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.*

We have pursued National Heritage Foundation but it is too late and they are currently involved with other applicants. However the door remains open to them, should their plans change. Additionally, an application was submitted to KIPP Futures Leaders Program and we expect to obtain a response soon, although all of these entities were contacted late in the game. Additionally we have been selected by Partners for Developing Futures to participate in their Designing School of Excellence Institute which will be held in Los Angeles in April. After completion of this training we may be accepted to be awarded a grant and mentoring assistance of up to \$230K to ensure we open the school and receive mentoring and assistance.

3. *Provide and discuss student performance, governance performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what is the highest and lowest performing school of the EMO/CMO? Why are these two schools so different in overall achievement?*

N/A we have not committed to any CMO and they have not committed to us.

4. *Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.*

N/A we have not yet selected a CMO and they have not accepted us yet.

5. *Provide a description of the relationship that will exist between the charter school employees and the Management Organization.*

N/A We have not yet selected a CMO and they have not accepted us yet.

6. *Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles.*

N/A

7. *Is the facility provided by the EMO/CMO? If so what is the rental cost per square foot?*

8. *List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.*

The facility will be provided by the CMO if we do decide to work with one. However, we have experience with other entities that are prepared to do financing for a new facility or make renovations to an existing facility, should we not be able to contract with a 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.

X Not Applicable

Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.

X Not Applicable

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.

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.

Our strategy for recruiting and retaining high performing teachers will be Identify high performing teachers that will be a fit with our school culture. This includes emotional intelligence, dealing with stress and ability to multitask and handle students of varying abilities and backgrounds in your classroom. Once we determine what kinds of teachers will be a fit for our school, we will then utilize traditional channels of recruitment, which include posting positions online, attending fairs at the University of North Carolina area campuses, other area institutions of higher learning. Additional avenues include media advertising and word of mouth. Teacher candidates will be screened by the consultant, and forwarded to the board for recommendation and final hiring. Also when we sign an agreement with an education management organization, they will participate in the hiring process. Finally to retain high performing teachers, we will compensate them close to the school board salary range. High Performing teachers will benefit from excellent development and mentoring opportunities and will receive bonuses for helping students acheive performance milestones.

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.

N/A because a charter entity has not been selected. However a draft employment handbook is attached as Appendix L

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

Hiring Policy

a) Sourcing - We will recruit candidates for most jobs internally first and then externally if no applicant is qualified or interested in the position. Interviewing Candidates who are recruited will be interviewed to determine the best fit for the position including how to handle stress. Those who are not selected will be notified.

Background Screening - a criminal and civil background check will be performed on all personnel; additionally references and employment history will be verified.

Legal Considerations - Policy of non discrimination

Bryan School is an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. Bryan School is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or

veteran status in employment, educational programs and activities, and admissions.

Firing Policy

An employee may separate themselves from being employed by a company in two ways: voluntary and involuntary. Voluntary terminations include resignations, retirement, failure to return from leave, failure to report to work for three consecutive days without notifying the company, and completion of a contract. Involuntary terminations include layoffs and disciplinary action. Employees who want to leave in good standing will give their supervisor at least two weeks notice.

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

Position	Salary Range
Lead Administrator	\$80K to \$100K
Assistant Administrator	\$50K to \$70K
Finance Director	\$50K to \$70K
CurriculumSpec/HR	\$50K to \$70K
School Social Worker	\$50K to \$70K
School Nurse	\$50K to \$70K
Special Education Teacher	\$50K to \$60K
Teacher	\$40K to \$50K
ESL Teacher	\$40K to \$50K
Librarian/Resource	\$40K to \$50K
Asst Teachers	\$7 to \$11 hr
Administrative Assts	\$20 to \$30K
Part Time IT	\$20 to \$30K

Several positions, facilities, food service and security will be outsourced. Legal, Marketing, Auditing and Human Resources Training and Development will initially be contracted.

Employee benefits will be customized to fit the education management organization, but at a minimum we will provide 15 days of PTO for each employee. Health, medical and dental at reasonable cost, AFLAC life insurance at 1X salary and a 401k plan. Employees will also get free professional development opportunities.

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

Grievance Procedure

In the event of a dispute involving employment practices or the enforcement of the personnel policies contained in our Employee Handbook, and after a good faith effort with the supervisor to thoroughly resolve the dispute, all employees may submit their grievance following the procedures outlined below.1

The employee may submit his/her grievance in writing to the Personnel Committee within seven calendar days of a failed good faith effort to resolve the dispute. For the 2013 2014 school year, the personnel Committee is comprised of Human Resources, and Middle School Asst Head Administrator . Within fourteen calendar days of receipt of the written grievance, the Personnel Committee shall schedule a hearing at a mutually convenient time and place for discussion of the complaint with all parties involved, but in

no event later than twenty days after receipt of the written grievance and after notification to the employee.

3. The Personnel Committee will hold a hearing and render a decision, as established by a majority vote of the members of the Personnel Committee. If the Chairperson or any member of the Personnel Committee is an involved party, he/she will be precluded from hearing the grievance and participating in the decision. The decision shall be rendered within seven calendar days of the completion of the final hearing. Any such proceedings shall be conducted in closed session, unless otherwise requested by the employee. The employee may not have counsel present at the meeting.

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

In the first two years the Asst Administrator of the Middle School will also serve as a Curriculum Specialist until the second year when a Human Resource Generalist will be hired to serve the dual roll of Curriculum Specialist and HR Administrator.

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.*

Our plan for anticipated special needs staffing, ELL and Gifted students is directly tied in with the number of support staff (teacher assistants) as well as one full time special education teacher. We intend to recruit and train on the job or pay for training for teacher assistants. Some teacher assistants will be recruited from our parents to encourage staff who are reflective of our student body; The remaining teacher assistants will be recruited from the University of North Carolina and GTCC, and we anticipate having volunteer as well as paid students work to support our students. Finally depending on need we will hire a spanish teacher who will be a language teacher and also allow us to incorporate culture in our school.

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).*

Roles & Responsibilities	Minimum	Qualifications
Appropriate Licenses		
Lead Administrator School Administrator	Masters Degree in Education,	3 yrs teaching and curri. design 3 years in school leadership
Assistant Administrator School Asst Princ/Princ	Bachelors Degree in Education	related field 3 years teaching in K-5
Assistant Adminitrator School Asst Princ/Princ/	Bachelors Degree in Education	related field 3 years teaching in K-8 or Middle School Curriculum Development Experience
School Social Worker Social Work License	MSW	with experience in schools
School Nurse RN License	RN	with experience in schools
Librarian	MS in Library Science	

Special Education Teacher Bachelors degree in Special Ed
Special Ed Teacher License

Teacher(Incl ESL Tch) Bachelors degree in content area
Teaching license in content

Information Technology Bachelors degree & 5 years exp

Asst Teachers High School Diploma or GED

Administrative Assts High School Diploma or GED

Staff Evaluation and Professional Development

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

Although responsibility for maintaining teacher licensure requirements and professional development will lie with the assistant Administrator of the Middle School, an administrative assistant will maintain the 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.*

Bryan School will take care to recruit and attract great teachers who also believe in the vision of the school. Therefore once these teachers are on board, we will create an environment that will give them great support in achieving outstanding results with our students. One key strategy is appropriate supervision, observation, mentoring and excellent professional development opportunities. The head administrator, the assistant administrators, and when hired the curriculum development specialist/ human resource manager will all be a mentoring and support team for teachers. Teachers will have the flexibility in the classroom and senior administrative staff will provide a supportive environment to aid student learning. Additionally, the multidisciplinary team of special education teacher, ell teacher, librarian and school resource staff, teacher assistants will all serve as additional resources to help the teacher become even better.

We have put together an extensive training and professional development plan and a budget to support the plan. Additionally teachers may self select training opportunities for further improvement. We will work with the school board to coordinate training with them. Additionally, the University of North Carolina will be a wonderful resource for teachers at our school. These learning opportunities include seminars, conferences, video libraries, web-based resources, book studies, eLearning, and access to both internal and external consultants.

The curriculum development specialist will have responsibility for making sure that teacher certification and licensure, and ongoing professional development opportunities are aligned with the specific teacher needs, the state licensure and certification requirements and NCLB laws. With regard to teacher assistants, they too will be given opportunities to further their career goals including onsite training and classroom study at community and

4 year colleges as funding permits.

- 3. Discuss the core components of 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.*

Teachers at Bryan School will be afforded professional development opportunities. The core components of the professional development plan are

Instructions on Content Area
ClassRoom Management Techniques
Understanding the Ready Core Curriculum
Classroom Planning, Resources and Tools
How to Incorporate Technology in the Classroom Environment
Incorporating multiple learning styles in the classroom
Addressing the needs of Language Learners in the classroom environment
Addressing the needs of Exceptional Students in the Classroom environment
Addressing the needs of Gifted Learners in the classroom
Understanding Culture and its impact on the Classroom
Understanding NCLB

In addition to the University of North Carolina the State Department of Public Instruction has a wealth of online education for students to participate in.

- 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.*

Prior to the start of school, all new teachers and school leadership will participate in New Teacher Orientation (NTO), a five-day immersion program with support continued throughout the year, designed to onboard them by sharing the schools purpose and vision and addressing specific curricular and instructional needs.

All Staff:

Purpose & Vision
Educational Focus and Goals
Overview of the Ready Core Curriculum
Review of the Employee Handbook, Benefits and Grievance Procedures
Review of Student Handbook and Parent Grievance Procedures
Incorporating Diversity

Teacher Specific Training
First Aid
Curriculum, Curricular Tools, & Planning
Behave with Care Character Development Assembly
Teacher Observation Protocol
Grade Level Best Practices
School Wide Assessments

- 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.

In addition to orientation at the beginning of the school year, teachers will participate in professional development days where school will be closed. A total of 15 days have been set aside for teacher training. Additionally, teachers may participate in onsite training in small groups where other teachers, teacher assistants, librarian/resource room and administrator covers the class. Additionally AESOP teacher substitute system may be utilized. This method of coverage during the school day is a last resort. The preferred method is evening or weekend classes.

Enrollment and Marketing:

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.238.29F(g) (1-7) carefully.

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 reflects the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

In discussing marketing, it is important to look at the 4ps of marketing.

Promotion - A marketing and branding consultant will assist us with creation of a full marketing plan. We will perform grassroots outreach. Already we have began to talk about the school and its focus on back to basics education, as well as assistance in reaching out to populations in transition. We are working with identifying a central location where it will be easy to access a diverse group of people. We believe that central to our mission is the ability to recruit and retain qualified staff and therefore our marketing plan is also tied in with our staff recruitment plan. Additionally, board members will serve as the voice of our community.

Product - We believe our mission, our raison d'etre is unique, in that our school is focused on family circumstance, and then providing them with back to basics academic skills to ensure that they perform well throughout their 9 years spent with our school. We want them to be equipped with the necessary skills to perform well whether they choose careers in STEM discipline, in the Arts or Global organizations. Our school's mission is to prepare them to handle live issues and mastery of academic basics is essential to becoming productive performing citizens. Additionally, if the families are also progressing towards their life goals, the children will thrive and be happy, and be better prepared for instructional time.

On a typical day children will arrive at school at 7:00 am and the day will end at 5pm although formal instruction time may end earlier. In addition to the core ready curriculum, children will take part in art, music and physical education. We will subsidize gym memberships to supplement physical education. They will partake in character and nutrition education. Additionally students will be served family style meals, eat breakfast,

lunch and two snacks. Optional dinners will be served and children, family and community members may participate in meals at cost and to assist in classrooms. There will be a lounge area for parents equipped with a shower, laundry facilities, computers and local phones as well as small privacy rooms.

Placement - To attract a diverse group of parents and to encourage easy access to the school, we hope to identify a convenient location. We have had very promising discussions with current landlord, prospective landlords and can begin serving students immediately if required. Additionally we've had preliminary discussions with Patrick Beausoleil of HighMark Schools to build a new facility which is our long term vision for our students, and the initial discussion is that we would meet the requirements for a sale leaseback and have built that into our budget. Should the location not be accessible, we will work with the developer and the City/County established transportation systems to ensure children who want to attend can and are not restricted due to lack of transportation.

Pricing - N/A Our charter school will be free to all who want to attend

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.*
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.*

Upon submission of the application, we will plan a parent and community meeting. At this meeting we will create a parent survey to generate feedback on our application, discuss parents concerns. We will ask parents to provide an email address so that they can receive feedback on the results of the survey. From this initial email list, we will provide them with status updates on how our application is progressing through the process.

At Bryan school, we believe that parents are an integral part of our school and contribute to student success. Therefore each parent is automatically a voting member of the parent council. A parent council made up of 5 to 7 parents will then serve as the official communicating body and will send a liaison to the governing board to provide feedback on parental concerns. Our school facility will be designed with the needs of visiting parents to encourage their presence at the school. There will be laundry facilities, computers, parent lounge and various amenities included. Additionally, parents will have the opportunity to volunteer and to be hired into entry level positions such as teacher assistants. Through our parent company which is going to expand in the greater Triad area, we will utilize our parent to fill entry level jobs. Parents will participate in fundraisers, attend informal meetings such as exercise classes and parent training sessions. Parents will be able to participate in meals at cost. Additional activities are family night, family socials at which childcare will be provided.

A critical component of our program is helping parents with goal setting and attaining, whatever that goal is. Our school social work will also serve as the parent coordinator and will be dedicated, along with the lead administrator and the board in helping parents who wish to advance their

life goals.

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

Bryan School will not discriminate in admitting students and will embrace all students who come to our school. We will advertise our school in many ways, by word of mouth, by engaging parents in meetings at the Library, placing announcements in churches, outreach at community events, etc. We will accept all applications and enroll students based on first serve, until we reach full enrollment and then a lottery will be implemented.

Bryan School will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability.

We will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. There will be

no entrance examination and no screening process, other than to determine the eligibility of a student to enroll in

a North Carolina public school. We will advertise and solicit applications from a wide range of communities

within Guilford County with the idea that the make-up of our school should reflect the make-up of Guilford

County as much as possible. Bryan School will have an open enrollment period where we will accept applications for enrollment. If the application

is approved on February 3, then the open enrollment period will be from February 6 to March 9. At the end of

the open enrollment period, if there are any grades for which there are more applications than open positions,

a lottery will be held for those grades after the open enrollment period.

At the public lottery, a drawing will first take place to determine the order of the grades that will be drawn.

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

- LEA #1 Guilford County Schools
- LEA #2 Alamance-Burlington Schools
- LEA #3 Forsyth County 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.

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 410	LEA 010	LEA 340	LEA 410	LEA 010	LEA 340	LEA 410	LEA 010	LEA 340	LEA 410	LEA 010	LEA 340	LEA 410	LEA 010	LEA 340
Kindergarten	68	2		68	2		68	2		68	2		68	2	
Grade 01	77	2		76	2		76	2		76	2		76	2	
Grade 02	77	2		76	2		76	2		76	2		76	2	
Grade 03	77	2		76	2		76	2		76	2		76	2	
Grade 04	64	2		84	2		84	2		84	2		84	2	
Grade 05	64	2		76	2		84	2		84	2		84	2	
Grade 06	96	2		92	2		96	2		96	2		96	2	
Grade 07	21	2		96	2		96	2		96	2		96	2	
Grade 08	0	0		0	0		71	2		96	2		96	2	
	544	16	16	644	16	16	727	18	18	752	18	18	752	18	18
	560 576			660 676			745 763			770 788			770 788		

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.

Our goal is to place our school close to public transportation. If this is not successful, we will work with the developer of our facility and public transportation agencies to identify funds to help students get to school. We realize that we may have to place our school on the outskirts.

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.

Our organization has prior experience with and are sponsors of the CHILD AND ADULT FOOD PROGRAM. We are currently in discussions with the state office of nutrition to determine how we can marry the low and reduced meal program with the paid school lunch program. Additionally we began conversations with vendors such as Chartwells and another school lunch company. No matter what road the final discussion ultimately takes, we will ensure that children are served nutritionally balanced meals each day. Our school model is based on the need for children to enter school ready to learn. In our opinion a child is not ready to learn, if they are hungry or malnourished. Therefore we will provide a full breakfast, lunch and snack menu. The menu will be prepared and supervised by a nutritionist, with parent input that will incorporate parents culture and values. A nutrition survey will be done at the beginning of the year and parents will have opportunities to comment on the menu. We will additionally provide dinner at cost to children and their families. We will extend the school day to 5pm, funding permitting. Therefore dinner sit-down or take-home can be ordered from school.

Civil Liability and Insurance (GS 115C-238.29F(c)):

The Charter School shall obtain and maintain insurance at a minimum in the following amounts:

1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;
4. Real and personal property: the appraised value of the building and contents;
5. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
7. Workers' compensation: as specified by Chapter 97 of the General Statutes.

Area of proposed coverage	Proposed amount of coverage	Cost (Quote)
Comprehensive General Liability	\$1,000,000	\$6,304.00
Officers and Directors/Errors and Omissions	\$1,000,000	\$.00

Property Insurance	\$800,000		\$1,200.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$0		\$12,725.00
Total Cost			\$20,742.00

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

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C238.29F (a).

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

bsmythco 02/27/2013

(Board Chair Signature) (Date)

Facility:

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

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).

Initially we identified JC Price School as the target and began work to obtain an educational certificate of occupancy. However, that site is no longer available. We approached Guilford County School Facilities Management who have indicated that although demolished Craven Elementary School in Lindley Park is still owned by Guilford County School. We will work with area real estate firms to solidify our plan for a site.

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.*

We are looking at several options, including a building currently housing students, where we currently lease space, and colocating at nearby UNCG or Greensboro College. We will work with real estate agents and people who own suitable sites in Greensboro to continue to work towards an appropriate site. Guilford County School Facilities planning will also be helpful in identifying possible partnership opportunities.

V. FINANCIAL PLAN

In the following sections present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income.

Budget: Revenue Projections from each LEA 2014-15

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

The formula for figuring these allotments can be found in the Resource Manual Finance Section.

See Charter School Dollars per ADM on the following link for per pupil allotments by county.

<http://dpi.state.nc.us/fbs/allotments/support/>

- 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 #1 410 - Guilford County Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,552.23	544	\$2,476,413.12
Local Funds	\$2,368.23	544	\$1,288,317.12
Federal EC Funds	\$3,570.84	54	\$192,825.36
Totals			\$3,957,555.60

LEA #2 010 - Alamance-Burlington Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,559.70	16	\$72,955.20
Local Funds	\$2,368.23	16	\$37,891.68
Federal EC Funds	\$3,743.48	2	\$7,486.96
Totals			\$118,333.84

LEA #3 340 - Forsyth County Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,670.36	16	\$74,725.76
Local Funds	\$2,368.23	16	\$37,891.68
Federal EC Funds	\$3,743.48	2	\$7,486.96
Totals			\$120,104.40

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

INCOME: REVENUE PROJECTIONS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
-Exceptional Children Federal Funds	\$207,799	\$0	\$0	\$0	\$0
-Local Per Pupil Funds	\$1,364,100	\$1,600,923	\$1,806,959	\$1,866,165	\$1,866,165
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-State ADM Funds	\$2,624,094	\$3,077,307	\$3,473,351	\$3,587,157	\$3,587,157
-Working Capital*	\$0	\$0	\$0	\$0	\$0
TOTAL INCOME	\$4,195,993	\$4,678,230	\$5,280,310	\$5,453,322	\$5,453,322

***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).

BUDGET EXPENDITURE PROJECTIONS 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
Personnel:															
Lead Administrator	1	\$100,000	\$100,000	1	\$110,000	\$110,000	1	\$120,000	\$120,000	1	\$130,000	\$130,000	1	\$140,000	\$140,000
Assistant Administrator	2	\$80,000	\$160,000	2	\$85,000	\$170,000	3	\$90,000	\$270,000	3	\$100,000	\$300,000	3	\$100,000	\$300,000
Finance Officer	1	\$70,000	\$70,000	1	\$74,000	\$74,000	1	\$70,000	\$70,000	1	\$70,000	\$70,000	1	\$70,000	\$70,000
Core Content Teacher(s)	22	\$40,000	\$880,000	25	\$43,000	\$1,075,000	28	\$45,000	\$1,260,000	30	\$46,000	\$1,380,000	30	\$48,000	\$1,440,000
Para Educator(s)	5	\$18,720	\$93,600	5	\$19,500	\$97,500	6	\$21,000	\$126,000	6	\$22,000	\$132,000	6	\$23,500	\$141,000
Electives/Specialty Teacher(s)	5	\$45,000	\$225,000	5	\$47,000	\$235,000	5	\$52,000	\$260,000	5	\$55,000	\$275,000	5	\$58,000	\$290,000
Exceptional Children Teacher(s)	1	\$50,000	\$50,000	1	\$53,000	\$53,000	1	\$55,000	\$55,000	1	\$57,000	\$57,000	1	\$59,000	\$59,000
Related Service Teacher(s)	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Contracted Personnel	3	\$50,000	\$150,000	3	\$55,000	\$165,000	4	\$60,000	\$240,000	4	\$57,000	\$228,000	4	\$59,000	\$236,000
Food Service Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Staff Supplements	2	\$18,000	\$36,000	2	\$19,500	\$39,000	3	\$21,000	\$63,000	3	\$22,000	\$66,000	3	\$24,000	\$72,000
Professional Development	1	\$100,000	\$100,000	1	\$100,000	\$100,000	1	\$125,000	\$125,000	1	\$135,000	\$135,000	1	\$150,000	\$150,000
Total Personnel	43	\$571,720	\$1,864,600	46	\$606,000	\$2,118,500	53	\$659,000	\$2,589,000	55	\$694,000	\$2,773,000	55	\$731,500	\$2,898,000
Benefits:															
Disability	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total
Disability	43	\$500	\$21,500	46	\$500	\$23,000	52	\$500	\$26,000	52	\$500	\$26,000	54	\$500	\$27,000
Health Insurance	43	\$300	\$12,900	46	\$300	\$13,800	52	\$300	\$15,600	52	\$300	\$15,600	54	\$300	\$16,200
Life Insurance	43	\$500	\$21,500	46	\$500	\$23,000	52	\$500	\$26,000	52	\$500	\$26,000	54	\$500	\$27,000

Bryan School

Medicare	43	\$500	\$21,500	46	\$500	\$23,000	52	\$500	\$26,000	52	\$500	\$26,000	54	\$500	\$27,000
Retirement Plan	43	\$1,000	\$43,000	46	\$1,250	\$57,500	52	\$1,500	\$78,000	52	\$1,750	\$91,000	54	\$2,000	\$108,000
Social Security	43	\$1,524	\$65,532	46	\$1,700	\$78,200	52	\$1,800	\$93,600	52	\$1,900	\$98,800	54	\$2,000	\$108,000
Total Benefits	258	\$4,324	\$185,932	276	\$4,750	\$218,500	312	\$5,100	\$265,200	312	\$5,450	\$283,400	324	\$5,800	\$313,200
Total Personnel Budget	301	\$576,044	\$2,050,532	322	\$610,750	\$2,337,000	365	\$664,100	\$2,854,200	367	\$699,450	\$3,056,400	379	\$737,300	\$3,211,200

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

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	Copy Paper	\$5,000	\$10,000	\$12,000	\$14,000	\$14,000
	Curriculum/Texts	\$50,000	\$75,000	\$80,000	\$85,000	\$85,000
	Instructional Materials	\$366,000	\$400,000	\$450,000	\$500,000	\$500,000
	Other	\$0	\$0	\$0	\$0	\$0
	School Supplies	\$20,000	\$40,000	\$50,000	\$50,000	\$50,000
	Testing Supplies	\$25,000	\$35,000	\$40,000	\$45,000	\$50,000
Human Resources Costs	Legal Counsel	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	NC Wise	\$2,500	\$5,000	\$5,000	\$5,000	\$5,000
	Personnel Software	\$5,000	\$10,000	\$10,000	\$10,000	\$10,000
Other	Food Plan	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000
	Insurances	\$25,000	\$30,000	\$35,000	\$40,000	\$40,000
	Marketing Plan	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
	Transportation Plan	\$10,000	\$10,000	\$15,000	\$15,000	\$15,000
	Travel Expenses	\$20,000	\$25,000	\$27,000	\$30,000	\$33,000
Rents and Debt Services	Custodial Supplies	\$30,000	\$30,000	\$32,000	\$35,000	\$35,000
	Extermination	\$2,500	\$2,500	\$3,000	\$3,000	\$3,000
	Facility Lease/Mortgage	\$700,000	\$725,000	\$725,000	\$750,000	\$750,000
	Maintenance	\$100,000	\$100,000	\$100,000	\$100,000	\$25,000
	Rent of Equipment	\$20,000	\$25,000	\$25,000	\$25,000	\$25,000
	Security/Alarm	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Technology Hardware	Instructional Software	\$30,000	\$35,000	\$40,000	\$45,000	\$50,000
	Network/Internet	\$50,000	\$20,000	\$20,000	\$20,000	\$20,000
	Office Software	\$10,000	\$15,000	\$15,000	\$15,000	\$15,000
	Other	\$40,000	\$50,000	\$50,000	\$50,000	\$50,000
Utilities	Electric	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Energy	\$20,000	\$22,000	\$25,000	\$25,000	\$25,000
	Phone	\$10,000	\$11,000	\$12,000	\$13,000	\$14,000
	Water/Sewer/Trash	\$5,000	\$5,000	\$10,000	\$10,000	\$10,000
Total Operations		\$1,836,000	\$1,970,500	\$2,071,000	\$2,175,000	\$2,114,000

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

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2014-2015	2014-2015	2015-2016	2016-2017	2017-2018
TOTAL EXPENDITURES (PERSONNEL)	\$2,050,532	\$2,337,000	\$2,854,200	\$3,056,400	\$3,211,200
TOTAL EXPENDITURE (OPERATIONS)	\$1,836,000	\$1,970,500	\$2,071,000	\$2,175,000	\$2,114,000
TOTAL EXPENDITURES	\$3,886,532	\$4,307,500	\$4,925,200	\$5,231,400	\$5,325,200
TOTAL REVENUE	\$4,195,993	\$4,678,230	\$5,280,310	\$5,453,322	\$5,453,322
ANNUAL NET PROJECTIONS	\$309,461	\$370,730	\$355,110	\$221,922	\$128,122

Budget Narrative: (No more than one and a half pages)

Please include additional information that showcases all assumptions for your budgetary calculations.

- 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?*

The budget projections is based on a review of Guilford County School System. The total enrollment is 72,500 for the 2012-13 school year. This figure represents less than 1% of the available population at startup and a little over 1% over the five year rampup. The budget estimates are based on the State ADM, however we could not obtain anyone to confirm the local supplement so we based it on a review of previous year application estimates. There is a short spending underestimate to compensate for any budget shortfall.

- 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*

If we do not have a CMO

A financial director will be hired and will be an important part of school leadership. The finance director will have a part time assistant and this important department will be responsible for accounting, purchasing, payroll. An outside audit team will be selected from the local government commission list. We will consider outsourcing payroll checks to payroll processing companies after performing a cost benefit analysis and requesting quotations from up to three firms.

If we have a CMO

The CMO will be responsible for staffing and supervising this important component.

- 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.*

Our school's mission is back to basics education. Therefore, we have invested a significant part of our budget in staffing. In order for the teachers to focus, they need a good resource team to work with. Adequate resources for teachers, professional development opportunities and a comprehensive benefit plan will help to retain good teachers and administrators. Our curricular offerings and available education resources will help to establish baseline goals and improvements on the goal. We have submitted a budget that has a very small transportation budget because it is

our intention to locate our school facility close to public transportation.

Sound fiscal practices require separation of duties. The Head administrator along with one board member will sign all checks which will be cut on a weekly basis. The part time fiscal clerk (listed as administrative assistant) will perform some day to day bookkeeping and the finance director will manage the overall budget and the accounting closing process. Our budget projections as presented has a small contingency reserve of around \$300,000 each year.

We recognize that startup activities, as well as furnishings and contents for the school will require startup funds. Although we have two strategies to raise funds 1) Grant Writing 2) Application to foundations and banks focused on school lending (one board member has built relationship from past employment with PNC Bank and National Cooperative Bank in DC) such as Self-Help, we are requesting one time funds from the State Department of Education for \$800,000.

If these resources are not available, we will partner with a charter management organization, such as Charter Schools USA, although the relationship has not been formalized.

Cash on Hand, Bonds \$0

Real Estate Lease Overpayment \$ 4,000

We have applied for grant funding but have not received any firm commitments as of this writing. However, we intend to

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.*

We have not received any commitments of funds because we have not yet received charter approval. We are confident however that upon receipt of charter approval it will not be difficult to raise funds, including grant funds.

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?*

If funds are not received, we will reduce our enrollment to 350 for the first five years, and will not build a new facility until such time that we are authorized to serve at least 600 children and receive the funding comensurate with it.

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

n/A

Financial Audits: (No more than a half of a page)

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

We selected the top four firms from the list of Top CPA and Audit Firms in the Triad compiled from the TRIAD Business Journal. A fifth firm was referred to us. Each of these five firms will be contacted to determine fit, and whether they are on the approved list by the NC Local Government Commission. We have now contacted these firms and several are on the NC Local Government Commission List.

Provide the name and contact information of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. If a firm has yet to be identified please list the firms the board has investigated.

The firms that are under consideration are
Turlington & Company Winston Salem NC
Dixon Hughes Goodman Charlotte NC
Davenport Marvin Joyce. Greensboro NC
Price Waterhouse, Greensboro NC
Deloitte and Touche , Charlotte NC

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.

Applicant Signature:

The foregoing application is submitted on behalf of Bryan School (*name of non-profit corporation or individuals submitting application*). 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: bsmythco

Board Position: Founder & Consultant

Signature: _____

Date: 02/28/2013

Sworn to and subscribed before me this
_____ day of _____, 20____.

Notary Public

Official Seal

My commission expires: _____, 20____.