

Bridges Academy of Greensboro

CHARTER SCHOOL APPLICATION

Building relationships
Realizing the potential of all students
Inspiring students to create
Designing
Granting opportunities
Ensuring achievement
Supporting one another



A Guilford County Charter School Opening in Fall 2011

Bridges Academy of Greensboro
PO Box 18832
Greensboro, NC 27419

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I. Basic Information for the Proposed Charter School

Primary Contact Person: Alison Mercier

Mailing Address: 14 Mill Creek Court

City/State/ Zip: Greensboro, NC 27407

Phone Number: 336 420 0767

Email: thebridgesacademy@gmail.com

Name of Proposed Charter School: Bridges Academy of Greensboro

Location Proposed Charter School (LEA): Guilford County

Proposed Grade Levels: (i.e., K-3, K-4, etc.)

2011-12: K-2 2012-13: K-3 2012-14: K-4 2014-15: K-5 2015-16: K-5

Projected Enrollment:

2011-12: 120 2012-13: 160 2012-14: 200 2014-15: 240 2015-16: 240

TARGETED POPULATION

Historically, students from low-income families and minority ethnic groups have a lower high school graduation and college enrollment rate. Our target population is to serve first generation college students from within, but not limited to, these groups. Low-income students experience an average summer learning loss in reading and math achievement of over two months, thereby creating a need for year round education.

CONVERSION

No: ☒

Yes: ☐ If so, Public ☐ or Private: ☐

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

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

SUMMARY OF EDUCATIONAL MISSION

Bridges Academy is a racially and culturally diverse community of students, parents, and staff dedicated to creating an environment where:

- Students collaboratively solve problems and reflect on their experiences.
- Learning is driven by challenging, open-ended problems.
- Students take responsibility for their learning and work in small, collaborative groups.
- Teachers facilitate learning to enhance content-knowledge and foster the development of communication, problem solving, and self-directed learning.
- Parents are committed to a home-school relationship built on communication and mutual respect.

- Each student is empowered to reach his or her full academic and personal potential.

II. GOVERNANCE

PRIVATE NONPROFIT CORPORTATION

Name of Private Nonprofit: Bridges Academy of Greensboro

Mailing Address:

City/State/Zip:

Street Address:

Phone:

Fax:

Name of registered agent and address:

FEDERAL TAX ID:

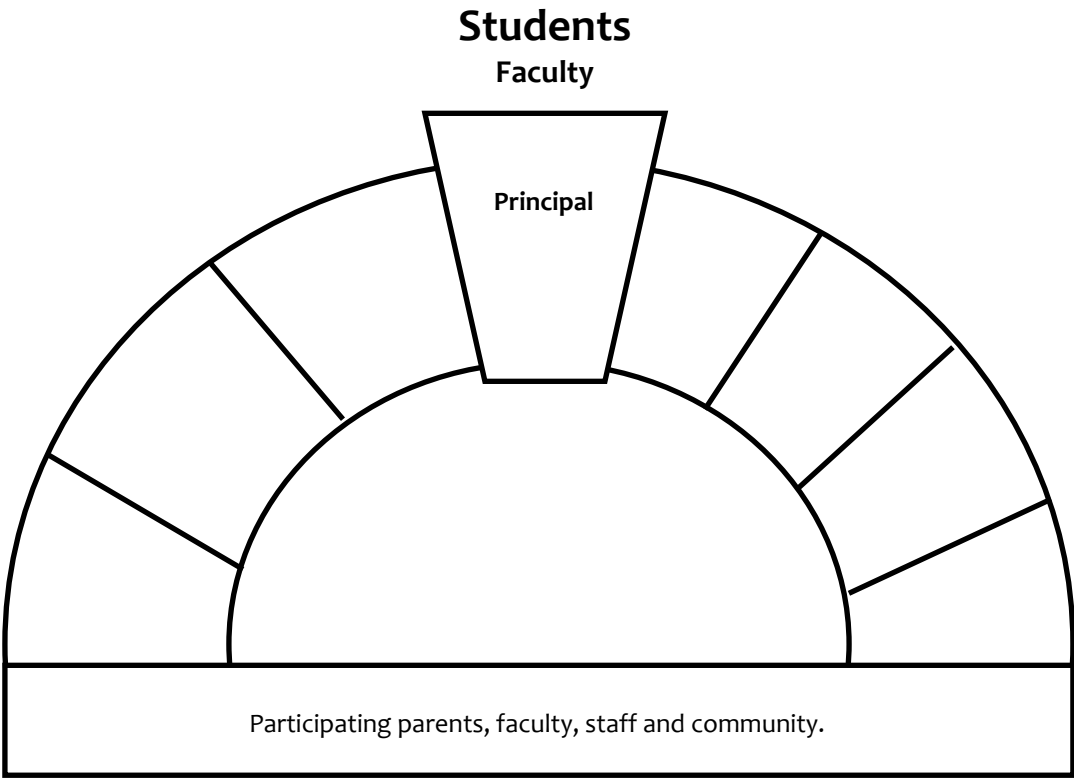
TAX-EXEMPT STATUS (501 (c)3)

The private nonprofit listed as the responsible organization for the proposed charter school has 501 (c)(3) status:

- ☐ Yes (copy of letter from federal government attached)
☒ No

ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT

Governance of Brides Academy Charter School:



The Arch is the visual image of our governance model. The parents, staff, students and community are the foundation for the Board. Every board position is designed to support the principal or school leader, who then supports the teachers, who are in direct contact with our children every day. Always, with every decision, the Board asks, “What is best for Bridges Academy?”

Bridges Academy of Greensboro will be managed by Bridges Academy of Greensboro, Inc., a certified 501(c)3 nonprofit organization. The business and affairs of Bridges Academy Charter of Greensboro, Inc., will be managed under the direction of its Board of Trustees. All powers of the Corporation may be exercised by or under the authority of the Board of Trustees. The Board of Trustees will keep minutes of its meetings and full and fair accounts of its transactions.

The Board is made up of a body of elected volunteers. These individuals are a combination of parents in the school, staff members and the community. Directors are elected for their ability to perform specific duties.

Every family member of a Bridges Academy student and every staff member at Bridges Academy is a member of the corporation. Everyone has a say at Bridges Academy and everyone is encouraged to use their power and get involved.

Founding Board Members of Bridges Academy of Greensboro

The founding board members of Bridges Academy of Greensboro will be:

- Jennifer Jones
- Alison Mercier
- Sue Mercier
- Carrie Mitchell
- Brad Walker
- Cheryl Walker

The founding board brings a wealth of experience in the areas of education, management, business, curriculum and community relations. They will help establish the vision and mission of Bridges Academy of Greensboro and ensure its success.

Here are resumes for the founding board members of Bridges Academy of Greensboro, highlighting professional experience and achievements:

Objective	To seek positions allowing me to collaborate with colleagues in the education community in order to explore strategies for educational improvement
Education	<p>National Board Certification (November 2006)</p> <ul style="list-style-type: none">• Early Childhood Generalist (ages 3-9) <p>Masters of Education in Curriculum and Instruction from University of North Carolina at Greensboro NC (May 2002)</p> <ul style="list-style-type: none">• Teaching certificate from the state of North Carolina (May 2002) <p>Bachelor of Arts in Psychology from The University of North Carolina at Greensboro (1999)</p> <ul style="list-style-type: none">• Concentration in Childhood Development• Graduated Magna Cum Laude• Member of Psi Chi National Honors Society in Psychology
Teaching Experience	<p>Kindergarten Classroom Teacher at Hunter Elementary School (2002-current)</p> <ul style="list-style-type: none">• Served as a guest lecturer at Elon University regarding Integrating Literature throughout the curriculum• 6 years experience as an On-Site Student Teacher Educator with college sophomore, junior and senior interns• Member of School Intervention Support Team (IST) Kindergarten through Second Grade• 5 years as member of the STARS/Fullan team for improving instructional effectiveness• Developed and Presented adaptations of STARS/Fullan training to staff on topics such as teambuilding, sustaining learning communities, and increasing student achievement• As chair of Kindergarten, acted as the link between site-based management team, administration and other team members• Worked as a member of a grade level team to collaboratively plan authentic learning experiences based on student assessment and linked to the standard course of study• Provided an integrated and differentiated learning environment allowing students to achieve to their potential• Instrumental to the development of Kindergarten Kamp, where students and families received an overview of Kindergarten before beginning school• Participated in on-site and off-site staff development in Reader's Workshop, Writer's Workshop, Everyday Math, Phonemic Awareness and questioning strategies• Member of the Parent Involvement, Community Involvement and Multicultural Committee• Nominated as the school's Teacher of the Year 2007-2008• Written and received grants for creating a "Kinder-Garden": a project integrating science and literature where students planted and tended their own garden.• Looped from K to 1st grade with students and from Pre-K to Kindergarten• Collaborate with families, children, teaching assistant and therapists to foster a community of learners and teachers• Create developmentally appropriate lessons for children with and without disabilities and limited English proficiency• Establish a connection between the school and the local community by creating student made calendars for BellaTravels, a non-profit organization for parents with children of special needs

Education

Project Zero at Harvard University

- 35 classroom hours at Harvard's summer institute (July 2009)

National Board Certification (November 2006)

- Early Childhood Generalist (ages 3-9)
- Teaching certificate from the state of Maryland (August 2006)

Masters of Education in Curriculum and Instruction from University of North Carolina at Greensboro NC (May 2002)

- Teaching certificate from the state of North Carolina (May 2002)

Bachelor of Science in Biochemistry from North Carolina State University, Raleigh, NC (2000)

- Minor in Genetics and a concentration in Spanish

Teaching Experience

Second Grade Classroom Teacher at City Neighbors Charter School (2007-present)

- Establish an environment that promotes rigorous academics while fostering a socially conscious attitude
- Provide an arts integrated curriculum
- Provide a balanced literacy program that includes reader's workshop, writer's workshop, word study, literature circles, dramatization and guided reading
- Establish a connection between the school and the local community with the Oak Crest Buddy Reading Program and Project Linus
- Instrumental in developing a comprehensive writing program, establishing writing standards and leading writing staff development in Kindergarten through third grade
- Envisioned and lead Family Math Night, where parents were introduced to and tutored in the Everyday Math Curriculum
- Lead staff development for Everyday Math to foster a mathematical learning community

Fifth and Sixth Grade Reading Teacher at Kipp Harbor Academy (2006-2007).

- Work to develop a literacy program that meets the components of NCLB – phonics, phonemic awareness, comprehension, fluency and vocabulary
- Provide balanced literacy including reader's workshop, word study and guided reading.
- As lead reading teacher, act as advisor for curriculum advancement
- Work as a member of the Kipp Harbor Academy spirit committee to enhance culture throughout the school and motivate students
- Instrumental in organizing and implementing the Accelerated Reader Program

First Grade Classroom Teacher with a Title I population - 92% minority, 86% free and reduced lunch and 32% ESOL learners (2003-2006)

- Provided an integrated and differentiated learning environment allowing students to achieve to their potential
- Worked as a member of a grade level team to collaboratively plan authentic learning experiences based on student assessment and linked to the standard course of study
- As chair of the first grade, acted as the link between site-based management team, administration and other team members
- Planned and organized annual First Grade Dinner Theater to promote parental involvement and to showcase student achievement
- Participated in on-site and off-site staff development in Reader's Workshop, Writer's Workshop, Everyday Math, Phonemic Awareness and questioning strategies
- Work as an On-Site Student Teacher Educator with college sophomore, junior and senior interns
- Coordinator of and accountable for school-wide implementation of the *Responsible Discipline Process*
- Member of the Parent Involvement, Community Involvement and Multicultural Committee
- Instrumental in securing over \$5000 in community donations for grade level learning experiences
- Written and received grants for integrating quality literature into science, literature into a comparative art study and a study of repetitive fairy tales as they relate to reading and writing with young children
- Organized school's annual yard sale to raise money for field trips

First-Second Grade Classroom Teacher with a culturally diverse, socio-economically, challenged population (2002-2003)

- Provided daily instruction based on assessment in all areas of curriculum
- Integrated science and quality literature through a grant from the Mathematics and Science Business Advisory Board
- Involved students in daily, differentiated, hands-on math instruction
- Instrumental in developing a class Writer's Workshop leading to a grade level focus and resulting in a cross grade level study
- Nominated as the school's Rookie Teacher of the Year 2002-2003
- Nominated as the school's Teacher of the Year 2005-2006

Susan K. Mercier

14 Mill Creek Court
Greensboro, NC 27407

Home: 336 547 0620 Email: SueMer14@aol.com

PROFESSIONAL EXPERIENCE:

2008 to presentSchool Performance Consultant

- Collaborate with school personnel to develop professional growth, strategize and focus instructional change and maximize performance.
- Write professional development activities providing credit renewal units
- Target instruction ensuring continued performance
- Coach, co-teach and collaborate with experienced, initially licensed and pre-service teachers and para professionals
- Provide access to best practices, model programs and resources that enhance learning.

1998 to 2008

Curriculum Coordinator

- Responsible for staff development through book studies, modeling and mentoring that affects teacher change and impacts instruction.
- Disseminated professional knowledge in literacy, especially emphasizing comprehension strategies and reading behaviors and provide opportunities for teacher application and adaptation.
- Collaborated with the University of North Carolina at Greensboro to supervise and mentor pre service teachers who are members of a literacy team at our Professional Development School.
- Taught effective reading strategies at High Point University where Master's students experience an intellectual community for sharing knowledge and utilize this knowledge in a clinical setting.
- Hosted professionals visiting our school and provide on site staff development emphasizing structure, organization and best practices.
- Presented at conferences, schools and seminars explaining and modeling reading strategies, word study techniques, and best practices that teachers can adapt to student and curricular needs in order to impact school change and achievement.

Conferences/seminars include:

Raising Achievement and Closing Gaps, Public Schools of NC, 2004

Every Teacher is a Teacher of Reading, Randleman Middle School, 2003

On the Steady, Focused Track to Achievement, NCASCD, 2002

Word Study and Differentiated Instruction, NC Reading Assn., 2001, 2002

Schema Theory: Making Connections To Text and Raising the Level of

Questioning, NC public schools, 2002-2003

Word Study and Differentiated Instruction, NC Department of Instruction, 2001

Closing the Achievement Gap, NC Department of Instruction, 2000

Leading the 2000 Vision, Guilford County Schools, 2000

PUBLICATIONS:

Preparing Teachers for High Poverty Schools, (2005) Educational Leadership. ASCD, Vol. 62, No. 8
Co-Author of *Exploring Words*©(1999), *Exploring Word Families*©(2000), *Exploring Syllables*©(2002), *SSAC – Self Selection and Choice in a Literacy Program* published in NCASCD(1994).

HONORS:

WHO'S WHO AMONG AMERICA'S TEACHERS, 2005

GUILFORD COUNTY TEACHING EXCELLENCE AWARD, 2000

LEADER OF AMERICAN ELEMENTARY AND SECONDARY EDUCATION, 1971

PRIOR EXPERIENCES:

Literacy Facilitator for Pre K – 5, Title I Reading Recovery Teacher,
Kindergarten, First, Second grade and Montessori classroom teacher

EDUCATION:

Masters of Education: Reading Emphasis, University of North Carolina at Greensboro. Summer 1994.

Bachelor of Science Degree: Elementary Education, University of Minnesota, 1964.

Licensed Reading Recovery Teacher

Extensive Post Graduate Work in: Impacting School Performance, Transforming Schools, Clinical Diagnosis, Individualized and Personalized Learning, Auditory-Perceptual Development, Open Structure Concepts, Behavioral Learning Problems, Pathways to Effective People Skills, Montessori Theory and Approach, Effective Teacher Training, Instructional Alignment, North Carolina Assessment, Reading Recovery training and study.

Caroline Traister Mitchell
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Accomplishments

2006- 2009 Nominated for Hunter Teacher of the Year
2008 Selected as Hunter Teacher of the Year
2006 Achieved National Board Certification

Education

2001-2005 Elon University, M. Ed., Elementary Education
1996-1999 University of North Carolina at Greensboro, B.S., Human Development and Family Studies with a concentration in Child and Adolescent Development, Minor in Psychology

Teaching Experience

2003- present Hunter Elementary School, teacher (Kindergarten, Grade 1, K-1 loop, K-1 combination class)
Responsible for creating and implementing a year-long curriculum to cover all standards in the NC Standard Course of Study for kindergarten and first grade students, including meeting diverse learning needs, communicating with parents and cooperating staff members, and managing the day to day functions of the classroom
2001-2003 Randolph County Schools, interim kindergarten teacher

Related Work Experience

1998-2001 Hunter Elementary School, ACES Assistant, third grade math tutor, and first grade instructional assistant

Special Projects

2008-09 Specialized Education Services (SES) Coordinator
2007-10 Mentor to beginning teacher
2004-10 Crisis team member
2003-10 On-site teacher educator, Greensboro College & UNCG
2000-03, 06-10 Hospitality committee member
2000-01, 03-04, 08-10 Dr. Seuss Committee member
2007-08 Intervention Support Team (IST) member
2004-2008 Community involvement committee member/Volunteer coordinator
2005-07 Leadership team representative and chairperson
2005-07, 2010 Grade level chairperson
2003-07 Parent involvement committee member/PTA representative
2000-01, 2003-06 Special events committee member and chairperson
1998-01, 2004-06 Talent show committee member

BRAD L. WALKER
4942 Hackamore Road
Greensboro, NC 27410
336.669.9710

OBJECTIVE

To secure capital and investors for business expansion.

PROFILE

Owner of multiple small businesses, with more than seven years of experience in management, marketing, sales and training.

EXPERIENCE

January 1981-current

Franchisee, Domino's Pizza, Spring Garden Pizza, Inc. , Greensboro, NC

Responsibilities include making certain eight Domino's Pizza stores are run efficiently and are profitable. This includes marketing, management of 160 employees, budgeting, ordering supplies and equipment, compliance with Franchisor and State and Federal regulations.

March 1979-January 1981

Manager, Domino's Pizza, Raleigh and Chapel Hill, NC.

Responsible for managing the stores. Responsibilities included ordering food, scheduling, management of employees, meeting food and labor percentage goals, maintenance of the facility, and preparing pizzas for delivery.

September 1978-March 1979

Manager Trainee, Domino's Pizza, Delaware, OH.

Carried out the managerial responsibilities of operating the Domino's Pizza store, under the supervision of the manager in charge.

September 1977-September 1978

Delivery Driver, Domino's Pizza, Delaware, OH.

Delivered pizzas for local franchisee and performed store duties as assigned by the manager

ACCOMPLISHMENTS

President's Council, Domino's Pizza, Inc.
President, Southeast Regional Franchise Association
White House Conference on Small Business (William Clinton)
Brooks Global Studies PTA, Active Member

EDUCATION

Attended Guilford College in Greensboro, North Carolina (2007-2008)
Bachelor's of Science in Psychology from Ohio Wesleyan University in Delaware, Ohio
High School Diploma from Episcopal High School in Alexandria, Virginia (1973)

Cheryl M. Walker
4942 Hackamore Road
Greensboro, NC 27410
336-240-6464

- Education:** Graduate course work at The University of North Carolina at Chapel Hill and The University of North Carolina at Greensboro
- Bachelor's of Arts in Early Childhood Education from The University of North Carolina at Chapel Hill
- Certificate of Massage Therapy and Bodywork from Guilford Technical Community College
- Employment:** *Primary Reading Assistant* in Chapel Hill-Carboro City Schools
- Assisted the teacher in providing reading instruction according to the North Carolina Standard Course of Study
- Pension Administrator* for Pilot Life Insurance Company
- Determined eligibility of benefits for retiring of deceased employees covered by plans written by Pilot Life Insurance Company
- Teacher* for Triad Home for Autistic Youth
- Provided instruction to five autistic teenagers in a group home setting
- "Willie M" Teacher* for Guilford County Schools
- Provided academic and behavioral instruction for violent and aggressive teenagers
- Teacher* for Guilford County Schools
- Taught work skills, personal care skills, social skills and academics to school age autistic children
- Kindergarten Teacher* for Guilford County Schools
- Provided instruction to kindergarten students according to the North Carolina Standard Course of Study
- Massage Therapist* (self employed)
- Provided massage and bodywork to clients in a safe and calming environment
- Massage Therapist* at Balance Day Spa
- Provide massage and body wrap services to spa clients
- Director of Local Marketing* for Spring Garden Pizza, Inc. (DBA Domino's Pizza)
- Participated in planning and preparing marketing materials for local marketing campaigns
- Substitute Teacher* for Guilford County Schools
- Provided classroom instruction and management as a substitute teacher
- Organizations:** Board Member, Triad Home for Autistic Youth
Vice President, Brooks Global Studies PTA
Secretary, Brooks Global Studies PTA
Various Committee Chair Positions, Brooks Global Studies PTA
Girl Scout Leader

Bylaws of the Bridges Academy of Greensboro

ARTICLE I *Purposes*

The purposes for which Bridges Academy of Greensboro (the "School") is organized are: to organize and operate a charter school in Greensboro, North Carolina and to engage in any other activity permissible. The School is a subdivision of the State of North Carolina created and operated pursuant to North Carolina General Statute 115C-238.29B(b)(3), as the same may be amended. The governing Board of Trustees represent a public entity and individual members are considered public officials of the state.

ARTICLE II *Board of Trustees*

Section 1: The Board of Trustees ("the Board") shall have an odd number of trustees consisting of at least 7 Trustees and no more than 15 Trustees. All Trustees shall have identical rights and responsibilities.

Section 2: Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board.

Section 3: One board membership shall be reserved for a current staff member of Bridges Academy. This Trustee shall have a full vote on the Board. At least one board membership shall be given to a current parent or guardian of a Bridges Academy student.

Section 4: The School nominating committee, known as the Committee on Trusteeship, shall present a slate of potential Trustees for election by the Board of Trustees. This slate shall be presented at the annual meeting of the Board.

Section 5: Except as provided for the initial Trustees, Trustees shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Trustee may not be reduced, except for cause as specified in these bylaws. No Trustee shall serve more than two (2) consecutive, three-year terms. Trustees shall take office on January 1 following the annual meeting at which their appointment is announced. Fulfilling an incomplete term is not considered part of the term limit. Trustees shall serve staggered terms to balance continuity with new perspective. One third of the initial Trustees shall serve initial terms of three (3) years; one third shall serve initial terms of two (2) years and one third shall serve initial terms of one (1) year. Subject to the foregoing provisions, the Chair shall assign the term limits of the initial Trustees.

Section 6: Any vacancy occurring in the Board of Trustees and any position to be filled by reason of an increase in the number of Trustees may be filled, upon recommendation of a qualified candidate by the Committee on Trusteeship, by the affirmative vote of the majority of the seated Trustees. A Trustee elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

Section 7: A Trustee may resign at any time by filing a written resignation with the Chair of the Board.

Section 8: The Board may remove any Officer or Trustee with or without cause by two-thirds (2/3) vote of the entire Board of Trustees at any regular or special meeting of the Board, provided that a statement of the reason or reasons shall have been mailed by Registered Mail to the Officer or Trustee proposed for removal at least thirty (30) days before any final action is taken by the Board. This statement shall be accompanied by a notice of the time when, and the place where, the Board is to take action on the removal. The Officer or Trustee shall be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

Section 9: Members of the Board of Trustees:

- (a) Shall receive no payment of honoraria, excepting, subject to applicable law, reimbursement for expenses incurred in performance of voluntary activities on behalf of the School in accordance with the School's policies.
- (b) Shall serve the School with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the School.

- (c) Shall have no direct or indirect financial interest in the assets or leases of the School; any Trustee who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the School shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

The Board of Trustees holds the charter from the state and is therefore responsible for ensuring that Bridges Academy complies with all applicable laws and regulations, as well as ensuring that the school is an academic success, organizationally viable, faithful to the terms of its charter, and earns charter renewal.

All participants in Board work shall comply with all laws and regulations, will be bound by the Code of Conduct, Conflict of Interest and Confidentiality policy statements, if any, adopted by the Board. Unless determined to be inadvisable in any given year by vote of the Trustees, every fiscal year, the Board shall take a retreat, planned by the Committee on Trusteeship, to evaluate Board progress and enhance Board performance.

Section 10: The Board of Trustees shall:

- (a) Have authority to adopt, amend, or repeal the bylaws, with the approval of the North Carolina Department of Education;
- (b) Amend the material terms of the school's charter, with the approval of the North Carolina Department of Education;
- (c) Submit charter amendments to the State of North Carolina;
- (d) Determine general school policies;
- (e) Manage financial affairs;

ARTICLE III
Officers

Section 1: There shall be four (4) elective Officers of the Board: a Chair, a Vice Chair, a Secretary, and a Treasurer.

- (a) Board Chair: Is elected by the Board of Trustees to Chair meetings of the Board of Trustees and to formally communicate positions voted by the Board of Trustees. He or she shall set the agenda for and make regular reports on the status of the School to the Board of Trustees. The Board Chair shall nominate Committee Chairs and memberships subject to confirmation votes by the Board of Trustees.
- (b) Vice Chair: May be elected by the Board of Trustees to exercise all of the duties of the Board Chair in his or her absence. The Vice Chair shall undertake such other duties as voted by the Board of Trustees.
- (c) Treasurer: Is elected by the Board of Trustees and is responsible for the general financial affairs of the School and shall keep full and accurate records thereof which shall always be open to inspection by the Board Chair or other Trustees. The Treasurer shall render to the Board Chair or other Trustees whenever they require it, a statement of the accounts of transactions made as Treasurer and of the financial condition of the School.
- (d) Secretary: Is elected by the Board of Trustees and is responsible for the record of the proceedings of all meetings of the Members and of the Board of Trustees. The Secretary shall notify the Members and Trustees of all regular meetings in accordance with these by-laws.

Section 2: The Trusteeship Committee shall present a slate of Officers to the Board of Trustees. The nominated Officers shall be drawn from among the members of the Board of Trustees. The election of Officers initially shall be held at the first public meeting of the School and thereafter at the annual meeting of the Board.

Section 3: The newly elected Officers shall take office on January 1 following the close of the meeting at which they are elected and the term of office shall be one year, or until respective successors assume office. A Trustee may serve more than one (1) term in the same office, but not more than two consecutive terms in the same office.

Section 4: In the event that the office of the Chair becomes vacant, the Vice-Chair shall become Chair for the unexpired portion of the term. In the event that the office of Vice-Chair or Secretary-Treasurer becomes vacant, the Chair shall appoint interim Officers to fill such vacant offices until a scheduled meeting of the Board can be held.

ARTICLE IV *Meetings*

Section 1: Notice shall be given of the date, time, and location of all meetings (regular, special, or annual) in accordance with open meeting law (General Statute 143-318.10). The annual meeting of the Board of Trustees shall occur in the first Tuesday of December. There shall be at least 9 other regular meetings of the Board held on the first Tuesday of the month. Notice shall be given to each Trustee and ten (10) days prior to the date of every regular meeting of the Board and shall include the meeting agenda, the time and place of the meeting and any other information as the Chair may deem appropriate. To the extent required by law, public notice of meetings shall also be given. A record of every meeting will be kept, including the date, time, and location of the meeting, the members present or absent, and all action taken at the meeting, in compliance with open meeting law (General Statute 143-318.10).

Section 2: Special meetings of the Board of Trustees may be called by the Chair or by a majority of the Board filing a written request for such a meeting with the Chair and stating the object, date, and hour therefore, due notice having been given each Trustee five (5) calendar days prior to the meeting.

Section 3: One-half of the Trustees then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Trustees, except where otherwise required by these Bylaws. A majority of those assembled is required to take action.

Section 4: The Board shall select its own meeting format in any method allowed by the laws of the State of North Carolina. Any such meeting, whether regular or special, complying with Sections 1 or 2 of Article IV shall constitute a meeting of the Board of Trustees and shall subscribe to the policies, procedures, and rules adopted by the Board.

Section 5: Notice of all regular and special meetings of the Board, an agenda of all items to be discussed at such meetings, and agenda support materials shall be circulated to all Trustees prior to the meeting. Any Trustee may waive notice of any meeting. The attendance of a Trustee at any meeting also shall constitute a waiver of notice of such meeting, except where a Trustee attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Notices shall comply with all applicable public meeting and other laws.

Section 6: Voting by Trustees by proxies shall not be permitted.

Section 7: An absentee Board member may not designate an alternate to represent him or her at a Board meeting.

ARTICLE V *Staff*

The Board of Trustees shall have the discretion to appoint a chief staff person, who shall be responsible for carrying out the work of School in accordance with the policies established from time to time by the Board of Trustees.

ARTICLE VI *Executive Committee*

Section 1: There shall be an Executive Committee comprised of the officers of the School Board. The Executive Committee shall be convened by the Chair when it is not possible to convene the Board in a timely fashion, or shall be authorized to act on behalf of the Board by action of the Board. Actions of the Executive Committee shall require ratification by the full Board of Trustees at its next meeting.

Section 2: The Executive Committee shall not serve as an intermediary between the Board and its committees or task forces. The Board of Trustees may delegate to the Executive Committee, to the extent provided in a specific resolution, any of the Board's powers and authority, except with respect to:

- (a) the filling of vacancies on the Board of Trustees or in any committee which has the authority of the Board;
- (b) the amendment or repeal of Bylaws or the adoption of new Bylaws;
- (c) the amendment or repeal of any resolution of the Board of Trustees which provides that such resolution may not be amendable or repealable by the Executive Committee;
- (d) the approval of any self-dealing transactions;

- (e) the sale, transfer, or distribution of all or substantially all of the assets of the School;
- (f) the sale, transfer, or purchase of real property;
- (g) the merger or dissolution of the School;
- (h) the appointment of committees of the Board of Trustees or the members thereof;
- (i) the setting of the budget or approval of audits; and
- (j) any action prohibited by the Corporate Charter, these Bylaws, or the laws of the Commonwealth of Massachusetts.

ARTICLE VII

Other Committees and Task Forces

Section 1: The Chair shall appoint all committees or task forces of the Board except the Trusteeship Committee. Committees may be composed of Trustees and community members. Committees composed of community members must have at least one member who is also a member of the Board of Trustees. The Board may prescribe the responsibilities and the composition of such committees. Except as otherwise provided in Section 3 of this Article VII, the Chair shall appoint the chair of each committee.

Section 2: There shall be four (4) standing committees. These shall include: (1) the Trusteeship Committee; (2) the Finance Committee; (3) the Fundraising Committee; and (4) the Outcomes Committee.

Section 3: The Trusteeship Committee shall be composed of five (5) persons recommended by the Chair and elected by the Board of Trustees at its annual meeting. The Trustees shall also elect the chair for the Committee on Trusteeship. Each committee member shall serve a term of one (1) year, and these terms shall be staggered to ensure continuity of committee membership. The duties of the Committee on Trusteeship shall be conducted consistently with the section of the School's Charter Application entitled "Board Development" and shall include:

- (a) review of the qualifications of candidates and presentation of a slate of the best qualified nominees for the vacant Trustee positions on the Board;
- (b) recommendation of candidates to the Board to fill vacancies that arise outside the regular nominating process;
- (c) provision of ongoing orientation to Trustees;
- (d) oversight of the Trustee assessment process to ensure optimum performance;
- (e) creation of Trustee and Officer position descriptions to be submitted to the Board for approval; and
- (f) recommendations with respect to the annual retreat of the Board and planning of said retreat consistent with board directives.

ARTICLE VIII

Fiscal Year

The fiscal year of the School shall begin on July 1st and terminate on June 30th of the following year.

ARTICLE IX

Rules of Order

Except where they may be in conflict with the Charter or Bylaws of the School, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of the School.

ARTICLE X
Indemnification

The School shall, to the extent legally permissible, indemnify each person who may serve or who has served at any time as an Officer or Trustee of the School, against all expenses and liabilities (including counsel fees, judgments, fines, excise taxes, penalties and amounts payable in settlements) reasonably incurred by or imposed upon such person in connection with any threatened, pending or completed action, suit or other proceeding, whether civil, criminal, administrative, or investigative, in which such person may become involved by reason of such person's serving or having served in such capacity (other than a proceeding voluntarily initiated by such person unless such person is successful on the merits, the proceeding was authorized by the School or the proceeding seeks a declaratory judgment regarding such person's own conduct); provided that no indemnification shall be provided for any such person with respect to any matter as to which such person shall have been finally adjudicated in any proceeding as not having acted in good faith in the reasonable belief that his or her action was in the best interests of the School. Further, such indemnification shall extend to any matter disposed of by a compromise payment by such person, pursuant to a consent decree or otherwise, so long as the payment and indemnification thereof have been approved by the School, which approval shall not unreasonably be withheld, or by a court of competent jurisdiction. Such indemnification shall include payment by the School of expenses incurred in defending a civil or criminal action or proceeding in advance of the final disposition of such action or proceeding, upon receipt of an undertaking by the person indemnified to repay such payment if such person shall be adjudicated to be not entitled to indemnification under this article, which undertaking may be accepted without regard to the financial ability of such person to make repayment.

Where indemnification hereunder requires authorization or approval by the School, such authorization or approval shall be conclusively deemed to have been obtained and each Trustee of the School approving such indemnification shall be wholly protected if:

- i) the payment has been approved or ratified (1) by a majority vote of a quorum of the Trustees consisting of persons who are not at that time parties to the proceeding, (2) by a majority vote of a committee of two or more Trustees who are not at that time parties to the proceeding and are selected for this purpose by the full Board of Trustees (in which selection Trustees who are parties may participate), or (3) by a majority vote of a quorum of the Members of the School Community, which quorum shall consist of Members who are not at that time parties to the proceeding; or
- ii) the action is taken in reliance upon the opinion or independent legal counsel (who may be counsel to the School) appointed for the purpose by vote of the Trustees or in the manner specified in clauses (1), (2) or (3) of subparagraph (i); or
- iii) the payment is approved by a court of competent jurisdiction; or
- iv) the Trustees have otherwise acted in accordance with the standard of conduct set forth in General Statutes of the State of North Carolina

Any indemnification or advance of expenses under this article shall be paid promptly and in any event within 30 days, after the receipt by the School of a written request therefore from the person to be indemnified, unless with respect to a claim for indemnification the School shall have determined that the person is not entitled to indemnification. Unless otherwise provided by law, the burden of proving that such person is not entitled to indemnification shall be on the School.

The right to indemnification under this article shall be a contract right inuring to the benefit of the Officers and Trustees and no amendment or repeal of this article shall adversely affect any right of such Officer or Trustee existing at the time of such amendment or repeal.

The indemnification provided hereunder shall inure to the benefit of the heirs, executors and administrators of an Officer or Trustee.

The School shall maintain adequate insurance to cover the obligation to provide indemnification as enumerated above.

ARTICLE XIII
Amendments

These Bylaws may be amended at a regular meeting by a two-thirds vote of all Trustees then in office; provided that notice of the proposed amendment, together with a copy thereof, is mailed to each Trustee at least fifteen (15) days prior to the meeting at which the amendment is to be considered. All amendments are subject to the approval of the North Carolina Department of Education.

III. MISSION, PURPOSES and EDUCATIONAL FOCUS

MISSION

Bridges Academy is a racially and culturally diverse community of students, parents, and staff dedicated to creating an environment where:

- Students collaboratively solve problems and reflect on their experiences.
- Learning is driven by challenging, open-ended problems.
- Students take responsibility for their learning and work in small, collaborative groups.
- Teachers facilitate learning to enhance content-knowledge and foster the development of communication, problem solving, and self-directed learning.
- Parents are committed to a home-school relationship built on communication and mutual respect.
- Each student is empowered to reach his or her full academic and personal potential.

PURPOSES OF PROPOSED CHARTER SCHOOL

Improvement of Student Learning

Bridges Academy provides an innovative and rigorous standards-based curriculum that develops each student's full potential with special emphasis on integrating all content areas through problem-based learning.

Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted.

Bridges Academy encourages project-based learning with student's original research answering student-generated questions. The school expands shared reading experiences into social studies, science and other content areas and students experience word study differentiated by student need and learning styles. Teachers and specialists teach guided reading based on the student's individual reading level and utilizing flexible grouping. Educators incorporate reader's workshop, which combines explicit comprehension instruction and opportunities for students to expand their own skills independently, with peers and within larger settings. Math instruction focuses on real-life problem-solving, balancing whole-class and self-directed learning. Concepts are not presented in isolation, but are linked to everyday lives. The curriculum provides numerous opportunities for incorporating mathematics into classroom routines and other subject areas. Writer's workshop opportunities are emphasized to develop writing fluency and technique through continuous exposure and practice in the writing craft, creating confident students and incorporating authors and their texts as mentors.

Encourage use of different and innovative methods

In order to encourage the use of different and innovative instructional methods, Bridges Academy provides teachers more flexibility and greater opportunities in decision-making regarding curriculum and instructional methodologies. The school and its administration engender creative and innovative thoughts, encouraging teachers to think outside the box. There are increased opportunities for meaningful, professional development focusing on research-based academic programs for teachers and instructional staff members.

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

A sense of ownership among staff members is fostered by providing flexibility in development of state and national curriculums. Bridges Academy provides opportunities to develop the academic and social climate of

the school as an integral part of site-based management. Teacher representation on the Board of Directors assures staff members a voice within the framework of the school. Bridges Academy seeks to increase teacher training and

continual educational opportunities by participating in on and off site professional development. The administration allots weekly time for focused professional collaboration.

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

Bridges Academy fosters creativity and academic excellence for students in an experience-centered, inquiry-based learning environment. All members of Bridges Academy strive to instill in each student a dedication to improving his or her educational and social community. The student body reflects the social richness of their own neighborhood, which is racially, culturally and socio-economically diverse. A vital community of students, teachers, staff, families and the wider world is built in order to teach their children how to live and work together. Bridges Academy offers parents and students proven educational methods to help children learn how to learn, building upon their own knowledge and experience, and, in the process, master all required academic subjects. Students learn and retain more through this constructivist approach, which emphasizes understanding concepts over traditional methods of rote learning.

Accountability for meeting measurable student achievement results and providing the school with a method to change from rule-based to performance-based accountability systems

Teachers conduct ongoing formal and informal assessments to generate learning outcomes. All classes use required state assessments for all eligible students. Beyond required state assessments, teachers at Bridges Academy utilize performance based assessments, including projects, rubrics, portfolios, self and peer assessment as well as teacher observation.

EDUCATIONAL FOCUS

Bridges Academy strives to have the essential combination of a research-based, innovative curriculum, parent involvement and excellent test scores through a constructivist approach to learning. This pedagogy has been supported by research for more than 60 years and has been used in successful schools across the country.

Bridges Academy's educational philosophy is progressive, hands-on and experience-based. Children, particularly in the lower grades, use concrete manipulatives and experiential learning. Our philosophy draws on the work of John Dewey, Jean Piaget, Jerome Bruner, and Lev Vygotsky. Students receive differentiated instruction in response to their different interests and strengths. Our vision involves a process navigated by aligning students' curiosities and questions with academic standards while children learn through the medium of their own experiences.

The educational program of Bridges Academy is designed to:

- serve the whole child and foster a lifelong commitment to exploration, individual growth, and social responsibility;
- embrace, celebrate and benefit from the diversity of our community and promote family, school, and community partnerships;
- respect, support and empower teachers by providing time for reflection, collaboration and action research focused on student learning.

IV. EDUCATION PLAN

EDUCATIONAL THEORY AND FOUNDATION OF THE BRIDGES ACADEMY MODEL

Bridges Academy strives to have the essential combination of a research-based, innovative curriculum, parent involvement and excellent test scores through a constructivist approach to learning. This pedagogy has been supported by research for more than 60 years and has been used in successful schools across the country.

Bridges Academy's educational philosophy is progressive, hands-on and experience-based. Children, particularly in the lower grades, use concrete manipulatives and experiential learning. Our philosophy draws on the work of John Dewey, Jean Piaget, Jerome Bruner, and Lev Vygotsky. Students receive differentiated instruction in response to their different interests and strengths. Our vision involves a process navigated by aligning students' curiosities and questions with academic standards while children learn through the medium of their own experiences.

The educational program of Bridges Academy is being designed to:

- Serve the whole child and foster a lifelong commitment to exploration, individual growth and social responsibility
- Embrace, celebrate and benefit from the diversity of our community and promote family, school and community partnerships
- Respect, support and empower teachers by providing time for reflection, collaboration and action research focused on student learning.

TEACHING APPROACH AND CURRICULUM DESIGN AT BRIDGES ACADEMY

As stated, it is the mission of Bridges Academy to create a caring environment where:

- Students collaboratively solve problems and reflect on their experiences.
- Learning is driven by challenging, open-ended problems.
- Students take responsibility for their learning and work in small, collaborative groups.
- Each student is empowered to reach his or her full academic and personal potential.

The goal of Bridges Academy is that all students focus on and experience individual growth in all academic areas while developing a commitment to lifelong learning. All teachers at Bridges Academy develop a curriculum that uses a problem-based learning approach integrating all core content areas across the curriculum and providing for daily reading, writing and math instruction.

Classes at Bridges Academy experience quarterly "themes". Curricular integration and larger studies revolve around these emergent and student driven themes. Teachers, with the support of their administrator and a curriculum specialist, meet the needs of their collaborative, independent thinkers using quarterly curriculum maps. Curriculum mapping is a system that thematically aligns curriculum, instruction and assessment.

With communication and dedication, the staff at Bridges Academy assists students in reaching their full potential and meeting high expectations by implementing an innovative and rigorous curriculum. This curriculum:

- Promotes independent thinkers
- Creates students who explain their critical thinking and develop problem solving skills
- Encourages students to investigate and explore their environment to solve larger problems
- Allows students to express their thoughts and ideas in a variety of ways
- Provides students with an opportunity to communicate ideas through the written word in an thoughtful, eloquent, authentic way
- Supports developmental literacy growth in all students while enabling each student to take ownership of their learning and academic growth

Based on the aforementioned Bridges Academy vision and goals, the curriculum includes:

Science

Children are born scientists. They want to know how the world works. Children are curious about everything and need correct information and strong reasoning ability to prepare them for the future. Bridges Academy gives students a feeling of wonder and excitement about the marvels of the natural and scientific world. Students understand that science is more than just facts; it is critical thinking and exploration of thoughts and ideas. Bridges Academy uses Science and Technology for Children (STC). STC is a complete science program for children in grades K-6, filled with innovative, hands-on, inquiry-based activities for students that are designed to motivate learners and increase critical thinking. STC's effectiveness with children has been nationally field tested in diverse urban, rural and suburban public schools and all STC units are scientifically accurate and pedagogically appropriate for children. Science and Technology for Children was developed because educators have found that students learn better "by doing". At Bridges Academy, all students engage in investigation and discovery activities using everyday materials along with basic scientific equipment. This hands-on, motivational approach captures the children's natural curiosity and stimulates their interest. The result is increased scientific thinking. With STC, Bridges Academy students develop critical thinking skills and participate in a variety of exciting activities involving observation, measurement, identification of properties and controlled experiments involving life, earth and physical science concepts. This directly correlates with the North Carolina Science Standard Course of Study as it seeks to promote and achieve scientific literacy. Students achieve scientific literacy through an instructional program based on the scientific components of the Standard Course of Study for Science, a program designed to merge the unifying concepts of science objectives, content goals and scientific strands. Science and Technology for Children includes goals and objectives from life, physical and earth sciences and, while focusing on the nature of science, science as inquiry and social and personal perspectives in scientific life.

Problem Based Learning

Children have a strong disposition to explore and discover. Bridges Academy employs The Project Approach to building on learners' natural curiosity. This enables children to interact, question, connect, problem-solve, communicate and reflect. This authentic learning extends beyond the classroom to each student's home, community, nation and the world. Through The Project Approach, Bridges Academy enables children to learn the substance of real-life and be active participants in and shapers of their world. The Project Approach, conceived by Sylvia Chard, is a specific form of project and problem based learning that brings a number of advantages to the Bridges Academy classrooms and represents best practices in 21st century education. The Project Approach refers to a set of teaching strategies that enable teachers to guide students through in-depth studies of real-world topics. All projects have an intricate, but flexible framework within which teaching and learning are seen as interactive processes. A project, by definition, is an in-depth investigation of a real-world topic that is worthy of a student's attention and effort. The investigations may be carried out with an entire class or with small groups of students. Projects do not constitute the whole education program, but instead teachers use them in conjunction with other forms of systematic instruction and as means of achieving curricular goals and meeting high expectations. The Project Approach fosters not only academic knowledge and skill sets but what many educators refer to as the education of the whole child. Bridges Academy uses The Project Approach to:

- connect students to their local communities and the world – providing real-world experiences both in and out of the classroom
- foster creativity, collaboration and critical thinking skills
- provide opportunities to integrate technologies into the daily life of the classroom
- provide students with the opportunity to apply the skills and knowledge that they acquire through other forms of instruction
- build on the needs, interests, and strengths of all students and to allow children to work at their own pace, when appropriate
- improve research skills through field work, as well as through electronic and print resources
- integrate content knowledge, so students come to see and make cross-curricular connections

- give students a sense of purpose and foster self-esteem
- provide opportunities for service learning and foster a culture that values social justice
- sharpen literacy and communication skills as students use various means to share their project work with authentic audiences

The Project Approach correlates to North Carolina Standard Course of Study as the Standard Course of Study is based on the philosophy of utilizing teaching and learning that is consistent with current research, exemplary practices and national standards. Bridges Academy uses The Project Approach to educate the whole child, where the word “*whole*” stems from research indicating that students need more than content mastery to succeed in the 21st century – they need to be physically, emotionally and socially healthy as well as intellectually challenged.

Math

In the 1980’s a consensus emerged regarding the teaching of mathematics. The NCTM adopted this consensus and expressed it with their revised standards, standards upon which the North Carolina Standard Course of Study for Mathematics is based. Everyday Mathematics is based on the same research and thought as the NCTM Standards and North Carolina Standard Course of Study. Bridges Academy uses Everyday Mathematics to bring a constructivist approach to mathematics, develop strong math “habits” and advance a deeper understanding of mathematical applications in a child’s world. Everyday Mathematics focuses on the application of mathematical concepts in real world situations. These mathematical concepts and number skills are not presented in isolation, but are instead linked to situations that are relevant in a child’s life. A student at Bridges Academy understands that math is not a subject to be isolated in the classroom, but rather an experience that is applicable to their lives both in and out of their own community. Everyday Mathematics meets the needs of all Bridges Academy learners as lessons include time for both whole-group and small group instruction, partner work and independent activities. The activities that Bridges Academy students participate in are a balance of teacher-directed instruction with opportunities for open-ended, hands-on exploration, long-term projects and on-going practice. Students’ needs are also met with numerous instructional methods for basic skills practice, concept development and review. Time is dedicated to written and choral fact drills, mental math routines, and practice with fact families, daily routines including the use of review problems called Math Boxes, homework, on-going and integrated mathematical projects and a variety of math games. Throughout the Everyday Mathematics curriculum, students are encouraged to explain and discuss their mathematical thinking. Opportunities to verbalize their thoughts and strategies allow Bridges Academy students the chance to clarify their thinking and acquire new insights from their peers. Not only is there an emphasis on student communication throughout the Everyday Mathematics program, but daily Home Links (grades K-3) and Study Links (Grades 4-5) provide daily mathematical communication for family members. These links provide opportunities for family members to participate in a student’s learning. All students and their families receive periodic letters to help keep everyone informed about their child’s experiences with Everyday Mathematics. Everyday Mathematics is a problem-solving, constructivist and inquiry-based learning approach that connects to the Bridges Academy students’ everyday knowledge.

LITERACY

The state of North Carolina charges its educators with the duty of creating literate members of a community who search for meaning and interest in both past and present learning. If the expectation in our society today is one hundred percent literacy, then it is our job as educators to identify and implement a multi-faceted literacy curriculum that promotes personal learning and fulfillment while giving students the ability to think and reason as a literate person. This kind of literacy focuses on thinking critically and creatively using oral language, written language and other media and technology as tools. Children should use their language, knowledge, skills and personal experiences to comprehend literature and other texts and to use the written word to convey their thoughts and ideas. In the early years of education, children need to be given daily opportunities to connect what they know to new skills and information as they grow cognitively and socially. Young children should be expected to be self-directed learners, collaborative partners and complex thinkers while experiencing oral and written language that is appropriate and relevant to them as learners. As students grow older, a literacy curriculum should be designed to sustain and expand growth of the foundational skills

that students acquire earlier as well as promote growth of strategies, skills and conceptual understandings. At Bridges Academy, the primary focus of a literacy curriculum in the upper graders focuses on using language to obtain and communicate information, for literary response and expressions, for reflection and self-evaluation and for problem solving and application. Students move towards increasing literacy independence in the use of communication skills and strategies. Students develop independent readers and writers as they continue to expand their literacy proficiency and apply their foundational skills automatically and flexibly to reading and writing fiction, nonfiction, drama, poetry and multiple genres. Bridges Academy will present this multi-faceted curriculum through the use of:

- Reader's Workshop
- Guided Reading
- Shared Reading
- Read Aloud
- Writer's Workshop
- Word Study
- Interactive Writing

Reading

All students need rich experiences with good literature. An ideal program moves beyond a strict adherence to a set of materials and is centered on themes appropriate to any given groups of students. Literature includes multicultural selections of traditional, classical and modern works. At Bridges Academy reading is taught throughout the curriculum. Thematic units are incorporated quarterly to encompass many, diverse studies. Students at Bridges Academy accomplish this reading through a variety of vehicles in the curriculum that include:

- Reader's Workshop
- Shared Reading
- Guided Reading
- Read Aloud

Reader's Workshop

At Bridges Academy the purpose of the reader's workshop is to promote literacy in the classroom. The teacher sets the purpose for students by focusing on text and promotes the enjoyment and love of reading through meaningful interactions with the printed word. The main focus of the reading workshop is to help students learn to read independently for enjoyment by connecting to the text in meaningful ways. The typical reading workshop at Bridges Academy begins with a focus lesson highlighting a reading behavior. The focus is often on personal interpretation of text. Teachers incorporate questioning techniques that encourage deeper thinking skills (critical and evaluative) by teaching students how to gain deeper understanding in order to derive meaning from a selection through thought provoking questioning habits. Teachable moments are critical ways to include reading strategy lessons with the entire class, small groups and with individual students. Ultimately, the reading workshop aspires to motivate students, inspire a love of reading and instill critical thinking during independent reading. Throughout the reader's workshop, students are reading books they have chosen based on personal choice and whether the selections are "just right" – meaning they are interesting and at their independent reading level (able to read with ninety-nine per cent accuracy). Students read and experience text as teachers either confer with students or work with small groups. During this time, students are encouraged to apply the strategy taught that day and to continue applying the strategies previously learned. Students are held accountable for their thinking and learning by jotting thoughts and ideas on sticky notes, filling out journal entries or making mental notes to be shared at a later time. Reader's workshop in this way functions as a time in which students are involved in authentic reading experiences that focus on the strengths, needs and interests of each individual student. As an active participant in the reading workshop, students learn how to work together as a community, supporting one another as well as pursuing individual reading goals. Students are actively engaged in reading individually, in pairs and in small groups. The reading workshop is a time for readers to take responsibility for their learning by taking time to read, think, talk, and respond to topics about which they are genuinely interested and also to set goals, track personal progress and self-assess success. The reading workshop culminates with a closing

activity. This time allows for students to have discussions with their peers and teacher about the texts they have been interacting with. Readers speak about the strategies they are applying and their original thoughts, synthesizing the experience. The reading workshop emphasizes the interaction between readers and text. Students learn to ask questions, make connections with prior knowledge and previously read texts and ask clarifying questions. The reading workshop gives students at Bridges Academy the tools for selecting and comprehending literature and endows them with the skills needed to be successful readers. Over the course of the year, students find themselves reading many books, following the habits of good readers – exploring different genres, authors and texts.

Shared Reading

Shared reading is a way to use rich, authentic and interesting literature even in the earliest phases of reading with children whose word-identification skills would not otherwise allow them to access quality literature. Each reading of a selection by a teacher provides opportunities for the teacher to model reading for the entire class. Shared reading of a selection provides opportunities for concept and language development and expansion that might not be possible if instruction relied only on selections that students could read independently. At Bridges Academy, shared reading brings an awareness of the functions of print, familiarity with language patterns and word recognition skills that grow as children interact several times with the same text. The individual needs of students are more adequately met as accelerated readers are challenged by the interesting, natural language of the text. On the other hand, students who work more slowly at acquiring reading skills experience success through the constant support of a teacher. The dominant focus of the North Carolina literacy curriculum for students in grades K-2 is the acquisition and development of language abilities while learning how to learn and applying strategies and skills to read new texts. Bridges Academy capitalizes on the advantages of shared reading as it is pleasurable, interactive and gives an array of opportunities with which students can interact, develop and learn. Shared reading provides social opportunities, improves confidence, offers the chance to share knowledge and enable children to thoroughly construct meaning from literature.

Guided Reading

Guided reading is a major part of the balanced literacy curriculum at Bridges Academy. An instructional setting that enables the teacher to work with small, focused reading groups, guided reading allows the varying instructional needs of all students to be met while enabling students to greatly expand their reading powers. Guided reading is a teaching approach that is designed to help individual students learn how to process a variety of increasingly challenging texts with understanding and fluency. It occurs in a small-group setting that allows for interactions among readers benefiting all students. The teacher selects and introduces texts to readers, based on student ability aligned with text level. At times, the teacher supports the students while reading the texts, always engages the readers in discussion, and performs a mini-lesson after the reading. Sometimes after reading a text, the teacher extends the meaning of the text through writing, text analysis or another learning activity. Many guided reading lessons include word study or work with words based on the specific needs of the small group. Bridges Academy implements daily guided reading groups in order to meet the literacy needs of all students. The use of guided reading builds foundational skills for decoding and comprehending, connecting prior learning with new learning and using conventions as aids for communication. This enables younger students to begin their literacy experiences and academic careers with deeper understandings rather than surface behaviors. It also facilitates and strengthens future learning as students progress through their academic career at Bridges Academy.

Read Aloud

A read aloud is a planned oral reading of a book or print excerpt usually related to a theme or topic of study. As Bridges Academy implements the Project Approach and works through thematic units, read alouds provide yet another opportunity for literacy to be integrated into and imbedded in other curricular subject areas. The read aloud is used to engage listeners while developing background knowledge, increasing comprehension skills and fostering critical thinking. At Bridges Academy it is expected that read alouds are part of a daily routine and favorite activity in the classroom. Read alouds serve many purposes in the Bridges Academy classroom. They will:

- build listening and comprehension skills through discussion before, during and after reading
- increase students' vocabulary foundation by hearing words in context

- improve students' memory and language skills as they hear a variety of writing styles and as students begin to paraphrase their understanding
- promote understanding of the community and world around the student
- develop individual student interest in a broad variety of subjects, imagination and creativity
- build skills to foster inquiry

Word Study

As students begin to read, practice and use their reading ability, it becomes increasingly important for them to be able to use phonetic knowledge and structural analysis to decode and interpret more difficult words. Word study builds on and emphasizes for students the relationship that exists between reading and writing. Considering Bloom's taxonomy, students go beyond literal understanding or knowledge into comparison, analysis, generalization and synthesis through word study.

Bridges Academy uses a word study program that:

- focuses on student recognition
- overlaps language, reading and composition strands of the core curriculum
- integrates inquiry into spelling and vocabulary instruction
- is based on a developmental continuum and scaffolding of skills and concepts

At Bridges Academy, word study focuses on word sorts and vocabulary. Students sort words and manipulate letters and syllables to make words. As students do this they derive meaning from context and morphemic clues. The strategies learned through word study are applied in other desired curricular areas. Words are an important foundation for reading and writing. Students must be able to read, write, understand, and use words effectively in their reading, writing, and spoken language. Students identify words in their reading by using strategies such as phonics, context clues, sentence structure, background knowledge, and pictures. They must also understand what words mean so they can use the words in their spoken, written, and reading vocabularies. In addition, students need to be able to spell words and write clearly so others can read and understand their writing. Therefore, word study is an important component of any reading program.

Writing

In all classrooms, Bridges Academy teaches writing mainly through the writer's workshop model. Writer's workshop is a framework for writing instruction and practice in the classroom. All writers' workshop models will follow the predictable pattern of:

- Mini-lesson
- Independent writing
- Conferencing (during independent writing)
- Sharing

The writer's workshop benefits the students of Bridges Academy as the philosophy behind it recognizes that all students are at different levels in their writing development and their academic needs are at that stage. Students write daily and determine the topics they choose to write about. The teacher's role in the writer's workshop is one of a facilitator as he/she circulates through the room, monitoring, encouraging, conferencing, and providing help as needed. Writer's workshop sets a collaborative tone for writing instruction and addresses the need for differentiated instruction. Students develop independence and motivation to be writers and they learn to evaluate and reflect on their own writing in order to develop into strong writers. The writer's workshop at Bridges Academy is based on the research of Lucy Calkins and Katie Wood Ray. Students are guided through carefully crafted, spiraling units of study that focus on teaching poetry and narrative and expository writing with increasing independence, power and attention to personal craft.

The writer's workshop at Bridges Academy is supported by additional opportunities for writing throughout the day and across the curriculum. In the primary grades, students actively participate in interactive writing, shared writing and

independent writing experiences integrated into other subject areas. The purpose of these writing experiences demonstrates how writing works and how ideas are recorded on paper. In addition, these writing experiences provide students with the chance to develop and strengthen concepts of print and practice using effective writing strategies. In the elementary grades, students write in all subject areas across the curriculum. When writing is combined with studies in other subject areas, the students engage in experiences that lead to better reasoning and higher-level thinking. This results in a richer and more meaningful educational experience than cannot be achieved by teaching subjects in isolation. Writing is and should be an integral part of all content areas. In science, social studies, reading/English language arts, and mathematics, students demonstrate their response to knowledge taught, concepts attainment, and understandings through writing.

Social Studies

At Bridges Academy, social studies objectives and ideas is presented through integrated, thematic units, rather than through a set social studies curriculum. Each year, the students at Bridges Academy experience at least 4 overarching project themes. These themes serve as the primary focus in social studies, but are integrated when possible into the other areas of the Bridges Academy curriculum. This project-based thematic approach, challenges students to look deeper into a topic, gains a more thorough understanding, and deal with the complexities of issues. Social studies objectives and ideas presented at Bridges Academy are based on the standards and objectives presented in the North Carolina Standard Course of Study, though Bridges Academy strives to teach and think beyond the standards and capitalize on student interests and community needs. This type of curriculum and subject area integration invites students to think about essential parts of their community and world and make connections between all parts of their education.

The Arts

Research points to the many ways in which the arts cultivate the cognitive and behavioral skills necessary for success in any part of a K-12 curriculum, even in a post-secondary environment and the workplace. It also suggests that through the arts, the environment for learning is transformed into a safe haven for inquiry for all students and members of the school community. With the arts, all students have a chance to succeed and showcase their learning. The arts – in all forms – stimulate the brain. They ignite creativity and provide students with opportunities to critically interpret the world around them. In a very real way, arts integration transforms the curriculum. Arts integration is not about reserving time each day or week to immerse students in art, just as it is not injecting art into the regular curriculum in little bits and pieces. Arts integration is not about artist residencies, or occasional art projects that connect to other curricular subjects. It is about a methodology and a philosophical approach to education that creates a level of personal connection and added depth in the classroom through a creative inquiry-based process of teaching and learning. At Bridges Academy, teachers employ an integrative approach to teaching. The arts (visual art, music, poetry, puppetry, storytelling, and drama) are an integral part of all subject areas. This kind of integrative approach for example, connects visualization with reading comprehension, contextualizes math, and brings an experiential context to the science or social studies classroom. Using the arts at Bridges Academy assists students in understanding and applying skills to standardized exams. Focus and concentration is developed through an appreciation and application of different learning styles, including linguistic, visual or kinesthetic thinking. Through the connection of personal experience with the subject matter, and there is an emphasis on the process of discovery allowing for unexpected outcomes, as teachers help students develop more complex thinking skills.

SERVING EXCEPTIONAL CHILDREN

Special Education

Bridges Academy provides programs to exceptional students that implement and comply with federal, state and local policies and procedures, specifically: the Individuals with Disabilities Education Act (IDEA) in its current or reauthorized form, Section 504 of the Rehabilitation Act of 1973, and North Carolina's General Statute 115C-106. This includes, but is not limited to:

- provisions for a Free Appropriate Public Education (FAPE)

- a non-discriminatory policy regarding identification, evaluation, selection and location
- individual Education Plans (IEP's) to include IEP meetings with the student's family and the IEP committee, consisting of the special educator, the administrator and the classroom teacher.
- education of all students with disabilities in the least restrictive environment. Bridges Academy utilizes an inclusive model by providing for appropriate assessment, program design, modifications or adaptations and the utilization of intervention specialists, special education teachers, tutors and other related service personnel as required and determined appropriate by the IEP committee. Tutors and other staff work under the direction of the special education teachers.

For detailed information about how Bridges Academy serves their Special Education population and ensures a meaningful academic experience for these students, please refer to the Special Education Section on page 41 of the application.

Limited English Proficient Students

Students with limited English proficiency (LEP) are welcomed at Bridges Academy. The purpose of the LEP program put into place at the school ensures that students who are LEP attain English proficiency, develop high levels of academic attainment in English and meet the same challenging state academic content and student academic achievement standards as all students are expected to meet. Faculty of the school and the parents of the student provide the means for instruction in the English language and/or specific modifications or accommodations most appropriate for English instruction.

All LEP students enrolled in the school are entitled to programming which is appropriate to their level of English proficiency, their level of academic achievement, and any special needs they may have. LEP students have equal access to appropriate English language instruction as well as instruction in basic subject areas, which is understandable to the students given their level of English proficiency and is equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient (non-LEP students).

LEP Program Goals

The program at Bridges Academy is designed to provide instruction in English language listening, speaking, reading and writing skills. The goal of the program is to provide LEP students with the skills that enables them to function successfully in the standard academic program.

The objectives that will be used to serve LEP students include:

- Utilizing content-based instruction
- Working with LEP students to demonstrate growth in English skills and improve proficiency results based on initial and post assessments
- Working closely with staff, classroom teachers, and counselors to facilitate communication and dissemination of information to parents
- Working with district administrators to ensure compliance with all state and federal guidelines for LEP students

Curriculum for LEP Students

Bridges Academy ensures that students with limited English Proficiency (LEP) meet the same challenging English proficiency objectives and standards required of all other students.

The school works closely with the local school district to obtain these objectives and follow the ELL guidelines as established by the local school district. The school subscribes to the guidelines set forth in the U.S. State Department of Education's Office for Civil Rights publication *"The Provision of an Equal Education Opportunity to Limited English Proficient Students"* (1992).

ELL Students are identified through the registration process. If parents acknowledge that English is a second language in the home (or if they check yes to any of the determining questions on the Home Language Survey), the student is referred to the ELL liaison for testing. Staff with ELL training serve students with limited proficiency in English.

LEP Student Identification

Identification procedures for LEP students:

- At the time of registration, through school records and registration forms
- Accompanying documents for students who are registered at neighborhood schools
- The need of home language assistance at the time of registration (assistance provided through bi-lingual staff members, other parents or community resources)
- Use of the Home Language Survey

Tests to Determine English Proficiency

In accordance with NC GCS-K-000 all new LEP students are assessed using the W-APT. This assessment too is used to measure the English language proficiency of students who have recently arrived in the U.S. or in a particular district and at Bridges Academy. It assists in determining whether or not a child needs English language instructional services, and if so, at what level. In accordance with Title III guidelines the timetable for the assessment is:

- Within 30 days of the beginning of the school year
- Within 14 days of a student's enrollment in Bridges Academy

Parental Notification

At the beginning of services through an LEP program, parents are notified:

- No later than 30 days after the beginning of the school year
 - During the school year, within 2 weeks of the student being placed in the structured immersion program
- Information regarding the Parent Request for Student Withdrawal From the LEP Program and Parental Waiver Application for Bilingual Program Placement are included with every Parental Notification.

Student LEP Plan

An LEP Student Plan is a written document that identifies a student's name, instruction by program (including programs other than ELL), amount of instructional time or an academic schedule, date of entrance, date of exit and assessment data used to exit the student as English proficient. The plan may be included in or attached to a student's existing plan, EPT, etc... or may be a separate document for the student.

Each LEP student has an individual Student LEP Plan developed for documentation of LEP student status, assessment data, assessment dates, equal access and programmatic assessment for correct placement and instruction. These documents are kept in a separate folder in the student's permanent record file. The plan includes the following items:

- Student assessment dates relative to program entry and exit
- ELL Instructional Program Schedule, including extended school year and any schedule changes
- Post-reclassification monitoring
- Documentation of programmatic assessment
- Required supporting documentation maintained with the student LEP Plan:
- Home language survey
- Copy of W-APT results
- Copy of parent letter in home language
- Student data sheet
- Parent invitation to LEP Committee Meeting
- LEP Committee Outcome Form
- Annual Review
- Any other referrals of conference forms

ENTRANCE AND EXIT REQUIREMENTS

Bridges Academy is open to all students. Students are not denied enrollment on the basis of sex, race, religion, national origin, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. The school does not discriminate in its pupil admission policies or practices whether on the basis of intellectual or athletic ability, measures of achievement or aptitude, or any other basis that is illegal in any public school. Upon enrollment at Bridges Academy, students are placed into a grade level commensurate with records from their previous school or in an age-appropriate classroom in the event that records are unavailable. Students exit Bridges Academy when withdrawn from the school by a parent or guardian or upon satisfactory completion of the fifth grade.

SCHOOL CALENDAR

The element of time is crucial in education. Modifying the school calendar is a primary reform effort that enhances the academic agenda of the schools and responds to the current needs of students. Bridges Academy uses a year-round school calendar. Year-round education centers on reorganizing the school year to provide more continuous learning by breaking up the long summer vacation into shorter, more frequent vacations throughout the year. It does not eliminate the summer vacation, but reduces it and redistributes it as vacation or intersession time during the school year. Students attending a year-round school go to the same classes and receive the same instruction as students on a traditional calendar. The year-round calendar is organized into instructional periods and vacation weeks that are more evenly balanced across 12 months than the traditional school calendar. The balanced calendar minimizes the learning loss that occurs during a typical three-month summer vacation.



Bridges Academy functions on balanced, year-round, 45/15 school calendar. The balanced, year-round calendar reduces the long summer break and apportions those days throughout the school year, producing more frequent breaks and limiting long periods of in-session days, as well as longer vacations. The calendar features 180 days of instruction, with the modified calendar balancing the frequency of in-session days with days on break. The winter holiday and Thanksgiving break are the same on both calendars.

Here is the 2011-2012 school calendar for Bridges Academy first operating year:

EVALUATION TOOLS TO BE USED AT BRIDGES ACADEMY

<u>Evaluation Tool</u>	<u>Purpose</u>
North Carolina End of Grade Tests	This assessment is designed to measure student performance on the goals, objectives and grade-level competencies as specified in the North Carolina Standard Course of Study
WIDA-ACCESS Placement Test	This evaluation tool will test and place English Language Learners as they enter and progress through Bridges Academy
Developmental Reading Assessment (DRA)	This evaluation tool is a set of individually administered criterion-referenced reading assessments for students in kindergarten through Grade 8 used to determine a student's reading level and rate of progress. This assessment tool includes assessments and subtests that evaluate oral reading comprehension, oral reading fluency, oral reading accuracy, letter/high frequency word recognition, structural analysis and syllabification, metalanguage and, in the primary grades, phonological awareness and phonics.
Qualitative Reading Inventory (QRI)	This assessment tool is an individually administered, informal reading inventory designed to provide diagnostic information about the conditions under which students can identify words and comprehend text successfully and the conditions that appear to result in unsuccessful word identification, decoding and/or comprehension
Primary, Elementary and Upper Level Spelling Inventories	These assessment tools will be used to assess and group students for developmentally appropriate word study instruction
Everyday Mathematics Unit and Quarterly Assessments	These assessment tools will measure a student's knowledge of the six strands of mathematical knowledge

EVALUATION TOOLS (CONTINUED)

Developmental Writing Continuum	This evaluation tool is a rubric that assesses student writing along a developmental continuum based on types of texts, contents and traits, process, mechanics and convention, and student attitude and self-evaluation
Portfolio of Learning	This evaluation tool is a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas of the curriculum
Performance Assessment	This assessment method, also known as alternative or authentic assessment, is a form of testing and assessment that requires students to perform a task or complete a project rather than select an answer from a ready-made list on a formatted test. Students will use this form of assessment to demonstrate their learning
Teacher Observation	Observation involves teachers in observing students as they participate in planned activities. Teacher observation occurs continually as a natural part of the learning and teaching process and can be used to gather a broad range of information about students' demonstrations of learning outcomes.

STUDENT ACHIEVEMENT GOALS FOR BRIDGES ACADEMY

Grade	Curricular Area	Achievement Goals	Method of Demonstrating Knowledge
K	Reading	Students will read at an instructional level of 3	DRA
	Concepts of Print	Students will demonstrate an understanding and correct usage of the idea of the front cover, the back cover, the title, beginning of the text, directionality, return sweep, one to one correspondence, words and letters.	DRA
	Letter and Letter Sound Recognition	Student will be able to read and produce the corresponding sounds for all letters of the alphabet	DRA
	Phonemic Awareness	Students will be able to hear and replicate all consonant and vowel sounds, the "ing" ending, and some diagraphs	DRA, Primary Spelling Inventory
	Word Knowledge	Students will be able to read, write and use the sight words: I, me, name, like, today	DRA
	Writing	Students will be developing writers	Assessment using the Developmental Writing Continuum Rubric
	Math	Students will demonstrate that 80%of their math knowledge is developing or secure	Everyday Mathematics unit, quarterly and yearly assessments
	Science	Students will show a change in thinking, a gain in knowledge and the ability to demonstrate their knowledge in multiple forms	STC pre and post-assessments, portfolios, performance assessment
	Social Studies	Students will demonstrate their understanding of integrated, thematic topics	Performance assessment, portfolios

Grade	Curricular Area	Achievement Goals	Method of Demonstrating Knowledge
First	Reading	Students will read at an instructional level of 16	DRA
	Concepts of Print	Students will demonstrate an understanding and correct usage of the idea of the front cover, the back cover, the title, beginning of the text, directionality, return sweep, one to one correspondence, words and letters.	DRA
	Phonemic Awareness	Students will demonstrate a secure understanding of blends, digraphs, onsets and rhymes, word endings	DRA, Primary Spelling Inventory
	Word Knowledge	Students will show mastery of and be able to read, write and use the first 50 of the 100 frequently used words in reading and writing	DRA
	Writing	Students will be beginning writers	Assessment using the Developmental Writing Continuum Rubric
	Math	Students will demonstrate that 80% of their math knowledge is developing or secure	Everyday Mathematics unit, quarterly and yearly assessments
	Science	Students will show a change in thinking, a gain in knowledge and the ability to demonstrate their knowledge in multiple forms	STC pre and post-assessments, portfolios, performance assessment
	Social Studies	Students will demonstrate their understanding of integrated, thematic topics	Performance assessment, portfolios

Grade	Curricular Area	Achievement Goals	Method of Demonstrating Knowledge
Second	Reading	Students will read at an instructional level of 28	DRA
	Phonemic Awareness	Students will demonstrate a secure understanding of blends, digraphs, syllabification, short vowels, long vowels, and r controlled vowels	Primary Spelling Inventory
	Word Knowledge	Students will show mastery of and be able to read, write and use all 100 of the 100 frequently used words in reading and writing	DRA
	Writing	Students will be expanding writers	Assessment using the Developmental Writing Continuum Rubric
	Math	Students will demonstrate that 80% of their math knowledge is developing or secure	Everyday Mathematics unit, quarterly and yearly assessments
	Science	Students will show a change in thinking, a gain in knowledge and the ability to demonstrate their knowledge in multiple forms	STC pre and post-assessments, portfolios, performance assessment
	Social Studies	Students will demonstrate their understanding of integrated, thematic topics	Performance assessment, portfolios

Grade	Curricular Area	Achievement Goals	Method of Demonstrating Knowledge
Third	Reading	Students will read at an instructional level of 38	DRA
	Phonemic Awareness	Students will demonstrate a secure understanding of more difficult long and short vowel words, word endings, homophones, r controlled vowels, inflected endings, and suffixes	Elementary Spelling Inventory
	Word Knowledge	Students will show mastery of and be able to read, write and use 150 of the 200 frequently used words in reading and writing	DRA
	Writing	Students will be bridging writers	Assessment using the Developmental Writing Continuum Rubric
	Math	Students will demonstrate that 80% of their math knowledge is developing or secure	Everyday Mathematics unit, quarterly and yearly assessments
	Science	Students will show a change in thinking, a gain in knowledge and the ability to demonstrate their knowledge in multiple forms	STC pre and post-assessments, portfolios, performance assessment
	Social Studies	Students will demonstrate their understanding of integrated, thematic topics	Performance assessment, portfolios
	Reading and Math	Students will perform at a proficiency level of III or IV on the NC End of Grade Assessment	NC EOG

Grade	Curricular Area	Achievement Goals	Method of Demonstrating Knowledge
Fourth	Reading	Students will read at an instructional level of 40	DRA
	Phonemic Awareness	Students will demonstrate a secure understanding of more difficult long and short vowel words, word endings, syllable junctures, inflected endings, bases, roots and suffixes	Elementary Spelling Inventory
	Word Knowledge	Students will show mastery of and be able to read, write and use all 200 of the 200 frequently used words in reading and writing	DRA
	Writing	Students will be bridging or fluent writers	Assessment using the Developmental Writing Continuum Rubric
	Math	Students will demonstrate that 80% of their math knowledge is developing or secure	Everyday Mathematics unit, quarterly and yearly assessments
	Science	Students will show a change in thinking, a gain in knowledge and the ability to demonstrate their knowledge in multiple forms	STC pre and post-assessments, portfolios, performance assessment
	Reading and Math	Students will perform at a proficiency level of III or IV on the NC End of Grade Assessment	NC EOG
	Social Studies	Students will demonstrate their understanding of integrated, thematic topics	Performance assessment, portfolios

Grade	Curricular Area	Achievement Goals	Method of Demonstrating Knowledge
Fifth	Reading	Students will read at an instructional level of 44	DRA
	Phonemic Awareness	Students will demonstrate a secure understanding of complex consonants, inflected endings, unaccented syllables, affixes, suffixes, prefixes, roots and Greek/Latin influences	Upper Level Spelling Inventory
	Word Knowledge	Students will show mastery of and be able to read, write and use all 300 of the 300 frequently used words in reading and writing	DRA
	Writing	Students will be fluent or proficient writers	Assessment using the Developmental Writing Continuum Rubric
	Math	Students will demonstrate that 80% of their math knowledge is developing or secure	Everyday Mathematics unit, quarterly and yearly assessments
	Science	Students will show a change in thinking, a gain in knowledge and the ability to demonstrate their knowledge in multiple forms	STC pre and post-assessments, portfolios, performance assessment
	Reading and Math	Students will perform at a proficiency level of III or IV on the NC End of Grade Assessment	NC EOG
	Social Studies	Students will demonstrate their understanding of integrated, thematic topics	Performance assessment, portfolios

SPECIAL EDUCATION

Bridges Academy provides programs to exceptional students that implement and comply with federal, state and local policies and procedures, specifically: the Individuals with Disabilities Education Act (IDEA) in its current or reauthorized form, Section 504 of the Rehabilitation Act of 1973, and North Carolina's General Statute 115C-106. This includes, but is not limited to:

- provisions for a Free Appropriate Public Education (FAPE)
- a non-discriminatory policy regarding identification, evaluation, selection and location
- Individual Education Plans (IEP's) to include IEP meetings with the student's family and the IEP committee, consisting of the special educator, the administrator and the classroom teacher.
- education for all students with disabilities in the least restrictive environment. Bridges Academy utilize an inclusive model by providing for appropriate assessment, program design, modifications or adaptations and the utilization of intervention specialists, special education teachers, tutors and other related service personnel as required and determined appropriate by the IEP committee. Tutors and other staff work under the direction of the special education teachers.

No student with a disability is excluded from participation in any program or activity of the school, nor is a student be subject to discrimination by the school.

Bridges Academy believes the accommodations, modifications, philosophies and attention to individualized learning reflect an inclusive educational environment. Necessary special education and related services serve as a guide to improve student access to the general education curriculum and allow the child to progress. Those students whose needs are so severe or unique that they cannot be met within the school's program are appropriately referred. Bridges Academy staff works with the LEA to ensure the needs of those students are met in the most appropriate setting. Parents and students with disabilities receive procedural guidance and guidelines in their native languages provided by the LEA's office of special education.

Bridges Academy adheres and subscribes to all the principles set forth in *"No Child Left Behind Act"*, which ensure the academic success of every student, including:

- All students must be held to the same challenging standards
- All students must be assessed
- Progress of students is to be consistent
- Assessment results must be reported to parents
- Student progress is monitored regularly and improvements noted

Staffing Plan for the School's Special Education Program

Bridges Academy employs at least one teacher as a special educator who holds EC certification in accordance with the mandates set forth by the North Carolina State Department of Education.

A Student Support Team (SST) committee consists of the child's parents/legal guardian, the child's teacher, the certified special educator, and a representative from the administration to determine eligibility for services. This committee creates an individualized education program for the student by:

- Reviewing all assessment results and reports from teachers and parents
- Discussing the needs and strengths of the student, academic goals, assessments and benchmarks, and determining the types of services and modifications that are required to ensure that the student receives the maximum benefit from his/her educational program
- Deciding which setting or setting would best meet those needs
- Reviewing placement decisions annually at the SST review meeting

- Reviewing the cumulative folders of those students coming from another school to determine their eligibility status to receive special education services and/or related services. Services are provided through contracts with an appropriate agency if necessary, or a staff member is employed with the appropriate certificate in that exceptionality.

Interventions

Interventions are established by the team and agreed upon by the teachers and parents. The interventions are attempted for a minimum of three weeks. The SST then analyzes the student's progress. Student needs are supported through the interventions determined by a team and students are identified and evaluated in accordance with state and federal regulations. Bridges Academy implements a process that identifies whether the concern regarding the student is academic and/or behavioral in nature.

Documentation of interventions is reviewed to determine whether the intervention strategies used were successful. If the results are encouraging, then a team continues to monitor monthly or as needed basis. If the interventions are not effective, an additional or alternative set of interventions are designed and implemented for another three weeks. At this point, a school psychologist is made available to administer psychological evaluations, to determine whether student's needs warrant an IEP and special education and/or related services. Other areas are also be assessed, as needed (such as speech or language).

It is the firm belief of Bridges Academy that the goal of exceptional student education services is to support the needs of students with disabilities to ensure their success in the general student population's learning environment. This is attained with the appropriate support and services integrated within the Bridges Academy program. Bridges Academy provides accommodations and modifications as necessary to permit access to technology-based learning and the related services provided on a student's IEP. The modifications and adaptations include, but are not limited to:

- adapted curriculum assignments
- test modifications
- computer pacing and remediation
- adapted computer devices

How Bridges Academy Identifies, Refers or Evaluates Students for EC Services

Students' needs are supported through the interventions determined by the SST or IEP Team. Students are identified and evaluated in accordance with state and federal regulations. The following procedures are implemented at Bridges Academy to determine a student's achievement and eligibility for special education or EC services:

Criteria for determining the existence of a specific learning disability

The achievement is determined not to be corresponding proportionate with the age and ability of the student:

- A severe discrepancy exists in one or more areas between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, and/or mathematics calculation and reasoning
- The severe discrepancy between ability and achievement is not resulting from visual, hearing or motor impairment, emotional disturbance or environmental, cultural or economic disadvantage.

Required observation of a student

At least one team member other than the student's classroom teacher observes the student's academic performance in the regular classroom setting.

Written documentation of the team's determination of eligibility

Any written documentation of the team's determination of eligibility due to the presence of a specific learning disability at Bridges Academy includes:

- statements of whether the students has a specific learning disability

- the basis for making the determination
- the relationship of that behavior or disability to the student's ability to function academically
- educationally relevant medical findings, if any
- statements as to whether there is a severe discrepancy between achievement and ability that is not correctable without special education and/or related services
- The determination of the IEP Team concerning the effects of environmental, cultural or economic disadvantage

Alternative Assessment for Students with Disabilities

It is important to note that exceptional students are assessed on an on-going basis. Each class's curriculum is developed to include regular assessments to determine student learning and academic growth. If a student does not exhibit academic growth, the special educator works with the classroom teacher to modify the classroom curriculum and/or pace and delivery within the general classroom setting. All classroom teachers are provided with the appropriate IEP's and staff support to address the identified goals. Assessments administered by Bridges Academy reflect aptitude and achievement levels as free as possibly from culture and linguistic bias.

Alternative programs, textbooks and curricular materials are utilized so that each student has the opportunity to successfully access the regular curriculum. In cases where the aforementioned solutions are not working and a greater disability is suspected, the Individual Education Plan (IEP) is modified, making necessary accommodation to permit students with disabilities to access learning opportunities on the same basis as general education students.

Instructional Service Delivery Models Used

At Bridges Academy, students work directly with the special educator and/or an instructional aide in individual and small/group settings. Alternative programs and textbooks are utilized so that each student has the opportunity to successfully access the regular curriculum. In cases where the aforementioned interventions and solutions are not impacting the student and a greater disability is suspected, the IEP is modified, making necessary accommodations to permit students with disabilities to access learning opportunities on the same basis as general education students.

Bridges Academy subscribes to all the principles set forth in the "No Child Left Behind Act" 20 USCS § 6301 which ensures the academic success of every student, stating:

- All students must be held to the same challenging standards
- All students must be assessed
- Progress of students is to be consistent
- Assessment results must be reported to parents
- Student progress is monitored regularly and improvement are noted

Bridges Academy utilizes an inclusive model by providing for appropriate assessment, program design, modifications or adaptations, and the utilization of EC teachers, tutors and other related service personnel as required and determined appropriate by the IEP committee. Staff members, support staff and contracted staff members work under the direction of the EC teacher. No students with a disability are excluded from participation in any program or activity of the school, nor is the student subject to discrimination by the school.

Additional Services Provided

In cases of extreme impairment or disability whereby the student are not properly served appropriately by Bridges Academy, then Bridges Academy meets with District personnel to review the student's IEP (if one is in place) to discuss placement options with the parent or secure the outside services of professional to provide the needed services. This includes occupational therapy, physical therapy, speech and/or language therapy, and behavioral intervention services for any and all students.

Instruction to EC Students Who May Not be able to Follow the Standard Curriculum

It is the firm belief of Bridges Academy that the goal of exceptional student education services is to support the needs of students with disabilities in order to ensure their success in the general student population's learning environment. However, for students with needs beyond the traditional classroom setting and standard curriculum, interventions are established by the IEP team and agreed upon by the teachers and parents. The following services are provided to serve the needs of these students:

- Academic pullout – for those students who require extra services or instructional assistance by a certified EC teacher. The amount of pullout time and the specific content area to be provided will be determined as part of the IEP.
- Consultation and Collaboration – for students who do not require “pull out” services but require some assistance per the IEP. They will receive extensive monitoring.
- Speech Therapy, Physical Therapy and Occupational Therapy – these services are contracted out and services provided according to each student's IEP
- Enriched Curriculum for gifted students

Adaptation of the Curriculum

In order to provide equal access to the general education curriculum, students who have a need are provided with an adapted curriculum, materials and instructional strategies. This are attained with the appropriate support and services integrated with the Bridges Academy educational program. The school provides accommodations or modifications as necessary to permit access to learning and the related services provided on the student's IEP. It is important to note that exceptional education students are assessed on an on-going basis. Each course's curriculum is developed to include regular assessments to determine student mastery. If a student does not exhibit mastery, the EC teacher works with the classroom teacher to modify the curriculum and/or pace and delivery of content.

Composition of IEP Team

At Bridges Academy an IEP team is formed including the following members:

- The child's parents
- A representative of the school who acts as the EC coordinator and who is (1) qualified to supervise or provide special education; (2) is knowledgeable about the general curriculum; and (3) is knowledgeable about the availability of resources at Bridges Academy
- A representative of Bridges Academy who has the authority to commit the resources of the school
- A teacher who has recently had or currently has the student in a classroom or other teaching situation.
- Other individuals at the request of the student's parents
- Individuals who are qualified to interpret the instructional implication of evaluation results
- Other individuals who may be necessary to write the IEP for the child as determined by the EC coordinator

The IEP team will create an individualized education program for the student by:

- Reviewing all assessment results and reports from teachers and parents
- Discussing the needs and strengths of the student, writing goals and benchmarks, and determining the types of services and modifications that are required to ensure that the student derives maximum benefit from his or her educational program
- Deciding which setting or settings is least restrictive and best meets the student's needs
- Reviewing placement decisions annually at the IEP team review meeting
- Reviewing the cumulative folders of those students coming from another school to determine their eligibility status to receive special education services and/or related services. Services are provided through contracts with an appropriate agency if necessary, or a staff member is employed with the appropriate certificate in that exceptionality.

ADMISSIONS POLICY

Bridges Academy is open to any student residing nearby. In compliance with section 115C-238.29F(g) of the North Carolina General Statutes, enrollment is not denied to any eligible applicants on the basis of sex, race, religion, national origin, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. The school does not discriminate in its pupil admission policies or practices whether on the basis of intellectual or athletic ability, measures of achievement or aptitude, or any other basis that is illegal in any public school.

In the event that enrollment exceeds capacity at the beginning of the year, Bridges Academy performs a blind, random lottery to determine what students are enrolled and what students are placed on a waiting list (in the order of their selection). Any students that inquire about enrollment after the lottery is held are placed on the waiting list on a first-come, first-served basis. Admission preferences are only be given to existing students, siblings of existing students, children of a member of the governing board (during the first year of the school's existence) or children of an employee of the school.

STUDENT CONDUCT AND DISCIPLINE

Bridges Academy is committed to creating a safe learning and growing environment for our students. To help create this environment, it is necessary to have clear expectations. We empower our students to exert control over their own behaviors and to help better situations when they can. On-going conversations and instructions with students about what it means to be a member of a community and, more specifically, what it means to be a member of the Bridges Academy community are on-going. To ensure that everyone has this safe place to learn and grow, non-cooperative behavior concerning school expectations are handled firmly and consistently.

As part of our discipline system, we use a process of restorative practices. In the case of a student conflict in a classroom issue, mediation is the first course of action giving students the opportunity to work out the issue, gain understanding and make commitments to future actions and find resolution or make restorations. Through this process of negotiation, participating in difficult conversations, taking responsibility for feelings and actions, and willingly making commitments, students are empowered to be in control of their own behavior.

For students who fail to meet behavior expectations, egregiously violate norms, or choose not to correct behaviors, Bridges Academy has a behavioral system of formal reminders, behavior reviews and progressive consequences.

FORMAL REMINDERS

Formal reminders are a mechanism for teacher to communicate with students and parents when students have clearly violated one of the school norms. These formal reminders are a quick, but formal reminder of our expectations. No one formal reminder carries any consequence (unless determined by the teacher). However, formal reminders allow students to stop and think for a moment and, over time, allow staff to document and address the small behaviors before large ones may appear.

Disruptive Conduct in the Classroom, Hallway or Bathroom

Talking too much, making unnecessary noise, distracting others, running within the school or yelling.

Not Following Directions

Refusing to comply with an adult's directions.

Damaging Property

Inflicting minor damage to school property and/or the property of others (if value of property is less than \$25).

Possession of Electronic Devices of Cell Phones

Using electronic or video devices including cell phones, games, iPods, mp3s, or CD players is not allowed in school.

Cell Phone Policy

Cell phones must be turned off and must remain in a student's backpack, even at lunch and recess.

The general policy is:

1st time – The cell phone is confiscated and can be retrieved by the student at the end of the day.

2nd time – The cell phone is confiscated, the student serves 2 days silent lunch and missed recess and a parent must retrieve the phone from the teacher

3rd time – The cell phone is confiscated, the student serves one week silent lunch and missed recess and the parent may retrieve the cell phone at the end of the week from the principal.

Disrespect to an Adult

Speaking or otherwise interacting with an adult in a way perceived as disrespectful to the adult.

Inappropriate Language

Using inappropriate language, including swearing.

Taunting or Teasing

Speaking or interacting with another student in a way that is demeaning or hurtful.

Physical Play

Rough-housing, horse-play or other play that includes physical contact.

Taking Care of Space

Leaving the classroom or school environment unclean or disorderly.

Food and Toys

Chewing gum, eating candy, or eating food in places other than the cafeteria or during designated times in a classroom.

Dress Code

Violating the guidelines set by the dress code.

**Formal reminders may be given for other behaviors that violate the Bridges Academy Way, but may not be listed above.*

FORMAL REMINDER CONSEQUENCES

Five Formal Reminders:	Formal Parent Communication
Ten Formal Reminders:	Student Meeting with Teacher and Parents
Fifteen Formal Reminders:	Student Meeting with Parents and Principal

BEHAVIOR REVIEWS

Behavior reviews are issued for more serious and significant behaviors that lay far outside the norms of Bridges Academy or of any community. The review is completed by the student and the teacher and encourages the child to formally process their behaviors. The completed form is then signed by the student, teacher and principal and sent home to be signed by the parents and returned to school the following day. These behaviors have a hierarchy of consequences.

Level A Behavior Reviews

Significant Behavioral Disruption

Disruptive behaviors that continue after a warning and formal reminder have been given.

Defying Authority

Purposefully or aggressively refusing to follow an adult's directions or yelling/screaming at a teacher

Damaging or Destroying Property

The destruction of books, articles of clothing, automobiles or other personal property of more than \$25. This covers impulsive infliction of minor damage to property.

Stealing

Taking or attempting to take property from another person.

Skipping Class

Purposefully skipping a portion of or an entire class.

Verbal Threats

Verbally threatening to physically hurt another person.

Vulgar or Derogatory Statements or Gestures, Including the Distribution of Obscene Material

The use of vulgarity or derogatory statements verbally, electronically, by written words, in photographs, drawings or with obscene gestures.

CONSEQUENCES FOR LEVEL A BEHAVIORS

1 st consequence:	Silent Lunch, Missed Recess, Meeting with Student, Teachers and Parents
2 nd consequence:	Silent Lunch and Missed Recess for One Week, Meeting with Student, Teacher and Parents
3 rd consequence	One Day In-School Suspension, Meeting with Student, Teacher, Parents and Administrator

Level B Behavior Review

Physical Violence

Using violence (including but not limited to slapping, kicking, hitting and biting) or force to disrupt the educational process and/or cause bodily harm

Discriminatory Language or Verbal Abuse

Directing vulgarity or discriminatory language toward another person or a group. Discriminatory Language includes words, names or language that demeans an individual or group or people based on ability, race, gender, sexual orientation, culture, family structure or socioeconomic status.

CONSEQUENCES FOR LEVEL B BEHAVIORS

1 st consequence:	One Week Silent Lunch and Missed Recess, Meeting with Student, Teacher and Parents
2 nd consequence:	One Day In-School Suspension, One Week Silent Lunch and Missed Recess, Meeting with Student, Teacher, Administrator and Parents
3 rd consequence:	Two Day In-School Suspension, Meeting with Student, Parents and Administrator

Level C Behavior Review

Vandalizing, Damaging, Defacing or Destroying School Property

Premeditated and willful destruction of school property and/or impairing the use of school property (if resulting in damages greater than \$500)

Violent Behavior/Assault, Vicious Fighting

Being in physical combat with another person, where blows are being delivered or exchanged.

Threat/Assault on an Adult

Verbal or physical threats made to any adult or any act intended to inflict harm including throwing objects, hitting, pushing, shoving, biting and/or kicking.

Possession, Distribution or Use of Tobacco and Alcohol Products

Possession of Weapons

Possession or handling of weapons (other than firearms)

CONSEQUENCES FOR LEVEL C

Three day out of school suspension and a parent conference with the teacher and administrator

EXPULSION

Students caught dealing drugs, with firearms, or attempting to harm another student with a weapon will be expelled and proper authorities will be immediately contacted

AFTER-HOUR EVENTS

Student and adult conduct at after-hour events has important effects for our school culture. First, it reinforces a sense of respect when inside the school – a tone that carries over into our daily work. Second, maintaining respectful and controlled conduct respects our shared space. Therefore, the school's basic policies regarding student behavior: no running, shouting, climbing or going outdoors without an adult remain in effect.

However, staff members are off-duty after hours. Parents are responsible for supervising their children at all times. These include evening events, committee meetings, parent-teacher conferences and all activities at the school. In the event that a student's behavior becomes dangerous or distracting during an event, the parents will be asked to remove the child and reestablish order before returning to the event.

RESOLVING CONFLICTS AT BRIDGES ACADEMY

Over the course of a student's career at any school, disagreements will inevitably arise between the student and other students, between students and teachers, between parents and other parents, or between parents and teachers. Disagreements are not only healthy, but vital. It is through disagreement that change and growth can occur.

The healthiness and possibility of disagreement, however, is directly tied to how the participants handle that disagreement. How we handle conflict will ultimately teach our children how they should manage the obstacles and conflicts in their lives.

We expect that all community members (students, parents and teachers) will approach conflict or disagreement in a respectful manner that assumes the best intentions of all parties.

If you have a concern of disagreement, we expect you to follow the Issue Concern Communication (ICC) process:

THE ICC PROCESS

The purpose of the Issue/Concern Communication (ICC) process is to have school community member resolve issues in-house in a respectful and fair manner. School community includes students, parents, guardians, teachers, applicant

families, volunteers, advisors, community members, partners and collaborators. The following denotes the specific areas of responsibility where school matters are concerned:

Areas of Responsibility:

1. Classroom Issues

For an issue happening inside the classroom, whether instructional, recreational or behavioral, please discuss it with the teacher first. If the issue cannot be resolved, then contact the administrator for assistance.

2. School-wide Concerns

For a concern that relates to a school-wide issue (an assembly, school-wide expectations, etc...) please send an email or make an appointment to speak with the principal.

3. Governing Board

For issues that relate to the overall governing of the school or any school policy, please sign up for community comment at the monthly Bridges Academy board meeting.

When there is a questions about an issue at school, please follow these guidelines in seeking resolution:

- 1) Make an appointment with the person(s) directly involved, or the person whose area of responsibility the issue involves (see above for Areas of Responsibility).
- 2) If the meeting does not resolve the issue, make an appointment with the principal. When appropriate, the principal may request the teacher, staff member or other party to take part in the meeting.
- 3) If after a reasonable amount of time (not more than three weeks), the issue has not been sufficiently addressed, you may submit in writing a statement to the Board of Directors and the principal. The person against whom the complaint is made will be given a copy of the written statement. The principal and the president of the board will work with all parties to resolve the issue.
- 4) If the issue or complaint is against the principal, bring the issue to the principal's attention. If after a reasonable amount of time (not more than three weeks), the issue has not been sufficiently addressed, you may submit in writing a statements to the Board of Directors for resolution.

If the issue is a Board of Directors matter, please submit the concern in writing to the president of the Board of Directors and he/she will bring it to the Board and the appropriate board member. You may also attend a Board of Director's meeting and speak during Public Comment.

V. BUSINESS PLAN

PROJECTED STAFF

<u>2011-2012</u>		<u>2012-2013</u>		<u>2013-2014</u>	
<u>Staff</u>	<u>Amount</u>	<u>Staff</u>	<u>Amount</u>	<u>Staff</u>	<u>Amount</u>
Principal	1	Principal	1	Principal	1
Secretary	1	Secretary	1	Secretary	1
Teacher (K)	2	Teacher (K)	2	Teacher (K)	2
Teacher (1)	2	Teacher (1)	2	Teacher (1)	2
Teacher (2)	2	Teacher (2)	2	Teacher (2)	2
Teaching Assistant	3	Teacher (3)	2	Teacher (3)	2
Full Time Custodial Staff	1	Teaching Assistant	5	Teacher (4)	2
Part Time Custodial Staff	0	Full Time Custodial Staff	1	Teaching Assistant	5
Full Time Food Services Staff	0	Part Time Custodial Staff	0	Full Time Custodial Staff	1
Part Time Food Services Staff	1	Full Time Food Services Staff	1	Part Time Custodial Staff	1
Special Educator	1	Part Time Food Services Staff	0	Full Time Food Services Staff	1
Total Full Time Staff:	13	Special Educator	1	Part Time Food Services Staff	1
Total Part Time Staff:	1	Specialist (Art, Music, PE)	1	Special Educator	1
		Total Fulltime Staff:	19	Specialist (Art, Music, PE)	2
		Total Part Time Staff:	0	Literacy Specialist	0
				Total Fulltime Staff:	22
				Total Part Time Staff:	2

<u>2014-2015</u>		<u>2015-2016</u>	
<u>Staff</u>	<u>Amount</u>	<u>Staff</u>	<u>Amount</u>
Principal	1	Principal	1
Secretary	1	Secretary	1
Teacher (K)	2	Teacher (K)	2
Teacher (1)	2	Teacher (1)	2
Teacher (2)	2	Teacher (2)	2
Teacher (3)	2	Teacher (3)	2
Teacher (4)	2	Teacher (4)	2
Teacher (5)	2	Teacher (5)	2
Teaching Assistant	6	Teaching Assistant	6
Full Time Custodial Staff	2	Full Time Custodial Staff	2
Part Time Custodial Staff	0	Part Time Custodial Staff	0
Full Time Food Services Staff	1	Full Time Food Services Staff	2
Part Time Food Services Staff	1	Part Time Food Services Staff	0
Special Educator	1	Special Educator	1
Specialist (Art, Music, PE)	2	Specialist (Art, Music, PE)	2
Part Time Specialist	0	Part Time Specialist	0
Literacy Specialist	0	Literacy Specialist	0
Librarian	1	Librarian	1
Total Fulltime Staff:	27	Total Fulltime Staff:	28
Total Part Time Staff:	1	Total Part Time Staff:	0

QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS:

The founding team of Bridges Academy recognizes that 75% of the school's instructional staff must be certified and that all staff members must be highly qualified as stated by No Child Left Behind. It is the mission of Bridges Academy to mainly employ highly qualified staff members and educators, all of whom are certified by the State of North Carolina in their area of expertise. Please see the attached job descriptions for individual positions at Bridges Academy in order to obtain a clear description of qualifications needed and essential job functions.

Position: Teacher Assistant (Instructional Assistant)

Job Description:

Under general supervision of the classroom teacher, a teacher's assistant, or instructional assistant, performs a variety of technical and clerical tasks in assisting a teacher. Employee performs a wide range of tasks in order to support the efforts of the lead teacher, meet the needs of all students, and ensure the provision of quality instruction for all students. Employee provides one-on-one assistance with academics and behavioral problems and may lead small group activities. Employee assists lead teacher with general housekeeping and clerical duties. Reports to a Principal and/or lead teacher.

Qualifications:

A paraprofessional, or instructional assistant, will meet all qualifications and behavior standards as set by State of North Carolina. In accordance with graduation requirements and the performance expectations of the North Carolina Department of Public Instruction, all teachers' assistants shall meet the following employment criteria.

1. The minimum of two years college course work or a Bachelor's Degree from an accredited college or university.
2. Evidence of the willingness and the ability to comply with the standards for ethical and professional performance established by the State Board of Education.
3. Interview/file data will include evidence of sensitivity and respect for others and verification of the demonstrated ability to serve as a positive role model for youth.
4. Regular and predictable attendance is essential.

Essential Job Functions:

- Assists teacher with executing instruction and evaluating its effectiveness.
- Leads small group lessons or learning experiences
- Constantly monitors the safety and well-being of students; monitors student attitudes and encourages self-esteem; assists students with becoming increasingly independent.
- Monitors student behavior and helps maintain discipline in the classroom; assists with crisis prevention.
- Assists students with learning; reinforces and clarifies instructions; conducts short sessions on improving study skills; provides one-on-one assistance as needed.
- Maintains standardized records and documentation concerning the progress of students.
- Performs general housekeeping duties in maintaining an environment conducive to learning; performs repair and maintenance tasks related to school equipment.
- Performs various clerical duties as needed, maintains records of student progress; develops and files incident reports; checks daily attendance; makes copies; develops classroom display and instructional materials; maintains and operates audiovisual equipment; orders supplies; maintains class files, etc.

Position: Principal

Supervises: all administrative, professional, paraprofessional and non-teaching personnel

Job Description:

The Principal is the executive, educational, and instructional leader of the school. The Principal, who serves as the lead administrator of the school, is hired and reports directly to the Board of Trustees. The position entails general and specific responsibilities as required by the North Carolina State Board of Education, North Carolina Charter School Office, the Board of Trustees, and the School's Charter and Accountability Plan. These responsibilities are unique to this school and its population.

Qualifications:

- At least a Master's Degree in Education and/or Administration
- Certification in the state of North Carolina
- Knowledge of State of North Carolina Laws and Regulations for Public Schools, North Carolina Charter School Laws and Regulations, Budget development and Management, Implementation of standards-based curriculum and educational reform models

Experience:

- Minimum of three to five years charter school experience preferred
- Preferred experience as a Principal
- Demonstrated experience in educational leadership
- Ability to work effectively with Board of Trustees
- Ability to develop and maintain positive and productive relationships with the Department of Education, staff, students, parents, and the community
- Ability to effectively lead change, a diverse staff and student population and to implement data-driven decisions following the school's Accountability Plan
- Ability to communicate effectively with all stakeholders; students, parents, staff and the broader community

Essential Job Functions:

- Regularly communicates with the President of the Board of Trustees
- Reports to and seeks input from the Board and/or appropriate committees regarding the governance of Bridges Academy of Greensboro
- Develops and implements recommendations of the Board of Trustees regarding the governance of Bridges Academy of Greensboro
- Regularly reports to the Board on school activities and relevant matters
- Sits on the Board as a non-voting ex-officio member
- Within the school community, inspire a culture of excellence that is centered on the School's vision
- Manages and supervises all full and part-time staff
- In consultation with a hiring committee, shall have the power to hire and/or fire any employee.
- Oversees annual evaluations of teacher's and other administrative staff
- Oversees the development and maintenance of job descriptions, personnel policies and procedures, and coordinates with the appropriate union contracts.
- Insures that all teachers are highly qualified, certified, and have professional development plans of file that are aligned with the School's Accountability Plan.
- Coordinates and oversees staff development and training
- Conducts regular staff meetings
- Develops and maintain research-based educational programs in conjunction with the school's mission and vision, state law, charter school laws and regulations, and North Carolina Standard Course of Study.
- Assures programs meet Charter goals and requirements, recognizing that faculty is responsible for designing standards-based curriculum that is aligned with North Carolina Standards
- Oversees school data reporting systems; classroom, general school, and SBE required data.
- Oversees the development of the School's annual budget in coordination with the Board of

- Trustees Finance Committee and bookkeeper .
- Presents the annual budget to the Board of Trustees for final approval, and is responsible for the implementation of the budget
- Maintains on-going communication regarding financial decisions with the Finance Committee
- Oversees the preparation of monthly financial reports to the Finance Committee of the Board of Trustees
- Oversees the reporting of financial data to the State Board of Education
- Oversees all financial transactions including payroll
- Tracks and assigns all purchases
- Responsible for the Annual Audit and Annual Report
- Maintains an open-door policy for parents
- Participates in teacher-parent conferences when appropriate
- Articulates the schools mission and vision to parents and the community
- Conducts annual parent surveys and recommends changes to the Board of Trustees when appropriate
- Conducts community outreach programs in order to create a positive influence in the community at large.
- Oversees the development, maintenance, and implementation of a public relations plan
- Oversees the development of grants and other fundraising activities
- Supports and consults with the Board of Trustees on state related issues
- Oversees all necessary reporting to the State Board of Education: Annual Report, Accountability Plans, Data management, grants, etc.
- Maintains relationship and membership to state and national charter school organizations

Position: Special Educator

Job Description:

Under general supervision, provides special education services to students identified as disabled in accordance with state and federal regulations. Work involves developing and implementing the Individual Education Program in classroom settings that are compatible with the student's age and developmental level. The Special Education Teacher is responsible for developing lesson plans, adapting materials and designing activities to assist special education students as they develop the appropriate academic, behavioral, and social skills needed to meet their IEP goals. The teacher is responsible for monitoring student's progress and for maintaining special education records in compliance with state and federal guidelines. This person reports to the principal.

Qualifications:

- Degree in special education, and certification in at least one area of disability as a teacher by the North Carolina Department of Public Instruction.
- Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.
- Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments and/or directions from superiors.
- Ability to constantly monitor the safety and well being of students, particularly when student is participating in an inclusive activity.
- Ability to motivate students.
- Ability to maintain order in a classroom and a safe learning environment.
- Ability to maintain basic files and records.
- Ability to establish and maintain effective working relationships as necessitates by work assignments.

Essential Job Functions:

- Develops and implements an instructional plan which is compatible with the school and system-wide curricular goals and the students' Individual Education Program.
- Is responsible for the development of Individual Education Programs (IEP) for students with disabilities; implements the IEP; and uses diagnostic information obtained from tests and other assessment procedures to update IEPs as needed.
- Provides direct special education instruction to identified students.
- Employs a variety of teaching methods to meet student needs. Implementation of these methods may require the adaptation or development of materials.
- Monitors student behavior; maintains discipline in the classroom; deescalates inappropriate behaviors; teaches students appropriate behavioral strategies; restrains students when necessary; records and reports restrains.
- Assists disabled students with their personal and self-help needs, such as eating, toileting, and other essential tasks that the students are not able to perform by themselves.
- Communicates with parents regarding their children's educational progress via periodic written progress reports.
- Acts as a case coordinator for assigned students; consults with community care-givers, school support professionals, and parents to better understand and meet student needs.

Position: Curriculum Coordinator, Literacy Specialist and Interventionist

Job Description:

Performs a variety of tasks as a school-based professional development leader, specifically responsible for implementing teacher effectiveness and for increasing student achievement. Assists teachers and administrators in the curriculum, instruction, assessment, and organizational goals of the school by providing collaboration, consulting, and coaching. Acts as a key member of the school's instructional leadership team and works directly with the principal. Provides all-school, differentiated, professional development to teachers through demonstration and model lessons and workshops focused on professional development with the direct goal/outcome being increased student achievement. Responds to the needs of struggling readers and writers by providing consistent, research-based, on-going literacy interventions in a small group or one-on-one setting.

Qualifications:

For Literacy Specialist

- Previous teaching experience
- Master's degree with concentration in reading education:
- A minimum of 24 graduate semester hours in reading and language arts and related courses
- Excellent communication skills;
- Outstanding strategic thinking and planning;
- A deep regard for students and a passion for their achievement;

For Curriculum Coordinator:

- At least three years teaching experience in elementary or middle schools;
- At least three years experience increasing student achievement in a school, as a mentor, coach or administrative role;
- At least Bachelor's Degree in Education, Curriculum and Instruction or related field, Master's Degree preferred
- Experience and skill as a coach or mentor on curriculum, assessment, instruction, and/or data analysis;
- Excellent communication skills;
- Outstanding strategic thinking and planning;
- A deep regard for students and a passion for their achievement;

Essential Job Functions:

- Develops and delivers professional development specific to increasing student achievement.
- Develops and leads regularly scheduled staff development focusing on literacy needs
- Is a member of the school's instructional leadership team and collaborates with other members of that team to provide a comprehensive approach to implementing curriculum, instruction, assessment and organizational goals of the school.
- Assists in the implementation and continuous improvement revisions of the literacy plan and curriculum as stated in the curriculum maps.
- Assists teachers in efficient, exemplary, instructional decision-making through reflective planning. Provides consultation on long-term teacher planning.
- Provides presentations and workshops to small and large groups of teachers to accelerate the use of exemplary instructional practices to improve student achievement.
- Assists schools in clarifying achievement goals and focus.
- Works with individual students or small groups of students as a form of literacy intervention and focuses on the improvement of students' individual reading and writing goals

NOTE: These statements are intended to describe the general nature and level of work being performed by people assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified.

Position: Custodian

Job Description:

Under general supervision, performs a variety of general custodial and light grounds-keeping work in the care and maintenance of assigned school buildings and facilities. Work involves sweeping, mopping and using vacuum cleaners to clean floors; washing walls, woodwork and fixtures; and policing buildings to empty trash receptacles and pick up debris, etc. Employee is also responsible for requisitioning necessary cleaning supplies. Employee is responsible for assuring that the schools meets health and safety codes. Reports to the Principal.

Qualifications:

- General knowledge of the standard methods, materials, and equipment employed in janitorial work.
- Some knowledge of cleaning procedures and the use of cleaning materials.
- Ability to follow instructions.
- Dependability
- Ability to perform medium physical work.
- Ability to exercise independent judgment and initiative in completing work assignments.
- Ability to establish and maintain effective working relationships as necessitated by work assignments.

Essential Job Functions:

- Is aware of state and local codes for fire safety, healthfulness and other codes necessary to meet accreditation.
- Sweeps, mops, vacuums, strips, waxes and buffs floor surfaces.
- Cleans restroom areas and replenishes paper supplies and soap as necessary.
- Cleans windows, walls, woodwork, blinds and light fixtures.
- Dusts and cleans desks and other furniture.
- Empties trash receptacles; deposits recyclable material in proper receptacles.
- Sweeps sidewalks and walkways outside of buildings; polices grounds, picking up debris; shovels snow and/or applies de-icing compounds to walkways and driveways, as necessary.
- Replaces burned-out light bulbs.
- Prepares requisition forms to obtain necessary supplies for coming workweek.
- Sets traps for rodents and other pests, appropriately discarding trapped animals. .
- Performs minor maintenance on appliances, as abilities allow.
- May open and secure buildings at start and end of workday, respectively; may turn on and off lights at start and end of day, respectively, and adjust heating or air conditioning, as appropriate.
- May arrange furniture for meetings or other events.
- Performs related work as required.

NOTE: These statements are intended to describe the general nature and level of work being performed by people assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified.

Position: School Food Services Manager

Job Description:

Under limited supervision, performs supervisory and administrative work directing operations of an assigned school cafeteria in compliance with United States Department of Agriculture and other federal, state, and local rules and regulations. Employee is responsible for ordering and maintaining appropriate food and supply inventories, recording purchases, food production, program participation and revenues, and for administering the Free and Reduced Priced Meal Program in accordance with applicable regulations. Employee is responsible for developing and supervising a team of skilled and professional cafeteria staff members, including performance of all routine personnel administration functions. Employee serves as the primary liaison between School Nutrition Services and individual school communities and promotes school meal programs through participation in various activities and events. Reports to principal.

Qualifications:

Graduation from high school supplemented by training in culinary arts, food service management, home economics, nutrition or a related field, and 3 to 5 years of experience in the preparation of food in quantity lots, including supervisory experience and preferably in an institutional setting; or any equivalent combination of training and experience that provides the required knowledge, skills and abilities. Work requires use of a personal computer on a daily basis to process, record and transmit data.

Essential Job Functions:

- Determines amount of food necessary for preparation of daily meals; determines and maintains proper inventories of necessary food supplies and materials, and prepares requisitions and/or orders; checks deliveries to ensure compliance with orders, and contacts appropriate persons to resolve discrepancies, as necessary.
- Prepares production reports
- Maintains the cleanliness and organization of food production and storage areas; conducts monthly physical inventory of food and supplies.
- Completes and submits correct required reports, activity records, documentation and surveys; submits accurate invoices, inventories, market orders, participation records and other records on time.
- Monitors Health and Fire Department inspections of cafeteria and related facilities, implementing procedures to resolve identified problems or deficiencies, as necessary; may confer with Health or Fire Department officials to clarify extent of problems, resolution procedures, preventative measures, etc.
- Oversees use of kitchen equipment, establishing and overseeing adherence to cleaning schedules, and requesting repair service as appropriate; assists in development and implementation of kitchen floor plans and layout to improve ease of operations and efficiency.
- Inputs data and generates various daily, weekly and monthly computer reports, such as cash and other financial reports, purchase orders, inventories, free and reduced rosters and meal participation; verifies cash and checks received; monitors and collects charge balances; prepares and makes bank deposits.
- Uses computer, pager, facsimile machine, e-mail, voicemail and other communication technology.
- Administers federal Free and Reduced Price Meal Program in accordance with local, state and federal rules and regulations; reviews meal applications, compares cafeteria and master rosters of eligible students, and confers with School Nutrition Services, Principal, parents and teachers to resolve discrepancies. Works with school SIMS and attendance office and School Nutrition
- Monitors services on a daily basis to maintain accurate student attendance and eligibility data.
- Assigns, directs and supervises cafeteria staff, ensuring adherence to established policies, procedures and standards; assists and advises subordinates, as necessary, resolving problems as non-routine situations arise; monitors job performance and provides fair, timely feedback regarding performance strengths and weaknesses.
- Completes daily work schedules for all cafeteria staff, ensuring that all team members' work is appropriate for their pay and benefit classification. Obtains temporary personnel as necessary to substitute for absent workers; reviews time sheets and submits required documents for processing of payroll; ensures that subordinates receive orientation and training necessary to perform job functions, including training in use of automated information systems.
- Assists in the preparation and service of breakfasts, lunches and other foods, as appropriate.

Position: School Secretary

Job Description:

To perform secretarial duties for assigned personnel; perform bookkeeping activities for school; assist in the purchase of office supplies; coordinate annually the purchase of school photos; register new students; organize, maintain and assume custodial responsibility for students; perform attendance record activities.

Qualifications:

- High school diploma or equivalent with post-secondary sources in office practices, bookkeeping, computer operations, and office machines preferred.
- Must be able to type and operate personal computer.
- Minimum of three years' secretarial experience preferred.
- Demonstrate the ability to:
 - Perform duties under general supervision,
 - Utilize initiative and good judgment in the scheduling of work,
 - Ensure the accuracy of work,
 - Assist students or teachers with problems
 - Deal with a variety of persons and situations requiring a high degree of courtesy and tact,
 - Perform work with accuracy and detail,
 - Handle volume of work and meet deadlines,
 - Sensitive to students' needs,
 - Cooperate with teachers, students and administration,
 - Perform the essential functions and requirements of the job

Essential Job Functions:

- Compose, or transcribe from rough draft, correspondence, bulletins, memorandums, and other material.
- Compile and file student grade and attendance reports and other school records.
- Greet school visitors; determine nature of their business, and direct visitors to destination.
- Talk with student encountering problem and resolve problem or direct student to other worker.
- Answer telephone to provide information, take message, or transfer calls.
- May order and dispense school supplies.
- May accept and deposit funds for lunches, school supplies, and student activities.
- May disburse funds, record financial transactions, and audit and balance student-organization and other school-fund accounts.
- Maintain calendar of school events.

NOTE: These statements are intended to describe the general nature and level of work being performed by people assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified.

Position: Specialist (Teacher of Art, Music, PE, etc...)

Job Description:

Primary responsibilities include:

- making knowledge accessible to all students within a certain subject area or specialty
- developing students cognitive capacity and respect for learning with a specified area
- fostering students' self-esteem, motivation, and sense of civic responsibility.

Qualifications:

- 2 to 3 years experience teaching young children in an designated area of specialty
- Evidence of the willingness and the ability to comply with the standards for ethical and professional performance established by the State Board of Education.
- Interview/file data will include evidence of sensitivity and respect for others and verification of the demonstrated ability to serve as a positive role model for youth.
- Regular and predictable attendance is essential.
- Belief that all students can learn and are entitled to lead enriched lives

Essential Job Functions:

- Works collaboratively with classroom teachers ensuring connectedness and integration of learning.
- Instructs pupils in area of specialty, such as art, music, PE, movement, drama, etc...
- Prepares lesson plans and establishes grade level and developmentally appropriate class goals.
- Select books and supplies for classes.
- Demonstrates method and procedure to pupils.
- Observes and evaluates pupils' work to determine student progress or to make suggestions for improvement.
- Confers with student, parent, and counselor to resolve student problem.
- May direct planning and supervision of student contests or whole school activities.
- May teach students with disabilities.
- May be required to have certification from state.

NOTE: These statements are intended to describe the general nature and level of work being performed by people assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified.

Position Title: Teacher

Job Description:

Primary responsibilities include:

- making knowledge accessible to all students
- developing students cognitive capacity and respect for learning
- fostering students' self-esteem, motivation, and sense of civic responsibility.

Qualifications:

The classroom teacher will meet all qualifications and behavior standards as set by State of North Carolina. In accordance with certification requirements and the performance expectations of the North Carolina Department of Public Instruction, all classroom teachers shall meet the following employment criteria.

- The minimum of a Bachelor's Degree from an accredited college or university.
- A valid North Carolina Teacher's Certificate (applicable level-area endorsements preferred).
- Professional verification of successful classroom teacher performance and/or student teaching experience.
- Evidence of the willingness and the ability to comply with the standards for ethical and professional performance established by the State Board of Education
- Interview/file data will include evidence of sensitivity and respect for others and verification of the demonstrated ability to serve as a positive role model for youth.
- Regular and predictable attendance is essential.

Summary of Essential Functions:

- Meets regular and predictable attendance requirements.
- Plans for and guides the learning process to help students achieve program objectives.
- Maintains a classroom atmosphere conducive to learning.
- Implements useful diagnostic and progress assessment measures.
- Selects and uses effective instructional methods and learning materials.
- Establishes a cooperative relationship with all assigned students.
- Maintains open lines of communication with parents/guardians.
- Engages in professional growth activities through an ongoing program of job-related knowledge and skill development.
- Works collaboratively to achieve the overall purposes of the school program.

NOTE: These statements are intended to describe the general nature and level of work being performed by people assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified.

ENROLLMENT

In the following tables, the numbers of students that the school reasonably expects to enroll are listed. The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.

**PROJECTED
ENROLLMENT
2011-12 through 2015-
2016**

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY
COME

List LEA #1 – Guilford County Schools

List LEA #2 – Alamance County Schools

List LEA #3 – Randolph County School

GRADES

Kindergarten

K

First

1

Second

2

Third

3

Fourth

4

Fifth

5

Sixth

6

2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
L E A 1	L E A 2	L E A 3	L E A 1	L E A 2	L E A 3	L E A 1	L E A 2	L E A 3	L E A 1	L E A 2	L E A 3	L E A 1	L E A 2	L E A 3
<u>40</u>	<u>0</u>	<u>0</u>	<u>40</u>	<u>0</u>	<u>0</u>	<u>40</u>	<u>0</u>	<u>0</u>	<u>40</u>	<u>0</u>	<u>0</u>	<u>40</u>	<u>0</u>	<u>0</u>
<u>40</u>	<u>0</u>	<u>0</u>	<u>40</u>	<u>0</u>	<u>0</u>	<u>40</u>	<u>0</u>	<u>0</u>	<u>40</u>	<u>0</u>	<u>0</u>	<u>40</u>	<u>0</u>	<u>0</u>
<u>40</u>	<u>0</u>	<u>0</u>	<u>40</u>	<u>0</u>	<u>0</u>	<u>40</u>	<u>0</u>	<u>0</u>	<u>40</u>	<u>0</u>	<u>0</u>	<u>40</u>	<u>0</u>	<u>0</u>
<u>0</u>	<u>0</u>	<u>0</u>	<u>40</u>	<u>0</u>	<u>0</u>	<u>40</u>	<u>0</u>	<u>0</u>	<u>40</u>	<u>0</u>	<u>0</u>	<u>40</u>	<u>0</u>	<u>0</u>
<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>40</u>	<u>0</u>	<u>0</u>	<u>40</u>	<u>0</u>	<u>0</u>	<u>40</u>	<u>0</u>	<u>0</u>
<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>40</u>	<u>0</u>	<u>0</u>	<u>40</u>	<u>0</u>	<u>0</u>
<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

PROJECTED ENROLLMENT 2011-12 through 2015-2016 (continued)

		2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Seventh	7	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Eighth	8	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Ninth	9	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Tenth	10	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Eleventh	11	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Twelfth	12	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Totals	LEA	<u>120</u>	<u>0</u>	<u>0</u>	<u>180</u>	<u>0</u>	<u>0</u>	<u>220</u>	<u>0</u>	<u>0</u>	<u>260</u>	<u>0</u>	<u>0</u>	<u>260</u>	<u>0</u>	<u>0</u>
Overall Total Enrollment		<u>120</u>			<u>180</u>			<u>220</u>			<u>260</u>			<u>260</u>		

Budget: Revenue Projections 2011-12 through 2015-2016

INCOME: REVENUE PROJECTIONS	2011-2012	2012-2013	2013-2014	2014-2015	2015- 2016
--State ADM Funds	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Local Per Pupil Funds	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Federal Funds	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Grants*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Foundations*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Private Funds*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Other Funds*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
TOTAL INCOME	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
<p>*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.</p>					

Budget (continued): Revenue Projections 2011-12 through 2015-2016

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

See <http://www.ncpublicschools.org/fbs/stats/index.html>

(OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data

The formula for figuring these allotments can be found in the Resource Guide.

Budget (continued): Expenditure Projections 2011-12 through 2015-2016

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
GS 115C-238.B(b)(5)					
<i>PERSONNEL</i>					
Total # of staff _____	\$\$_____	\$\$_____	\$\$_____	\$\$_____	\$\$_____
--Administrator(s) # _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Clerical # _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Teachers # _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Librarians # _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Guidance # _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Teacher Assistants # _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Custodian # _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Maintenance # _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Food Service # _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Bus Driver # _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Other _____ _____ _____	\$ _____ \$ _____ \$ _____	\$ _____ \$ _____ \$ _____	\$ _____ \$ _____ \$ _____	\$ _____ \$ _____ \$ _____	\$ _____ \$ _____ \$ _____
<i>EMPLOYEE BENEFITS</i>	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____

STAFF DEVELOPMENT					
MATERIALS AND SUPPLIES					
OFFICE SUPPLIES					
INSTRUCTIONAL EQUIPMENT					
OFFICE EQUIPMENT					

Budget (continued): Expenditure Projections 2011-12 through 2015-2016

BUDGET EXPENDITURE PROJECTIONS	2011-2012	2012-2013	2013-2014	2014-2015	2015- 2016
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TESTING MATERIALS	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
INSURANCE	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
UTILITIES	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
RENT	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
MAINTENANCE & REPAIR	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
TRANSPORTATION	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
MARKETING	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
FOOD/CAFETERIA SUPPLIES	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
TOTALS					
	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	<u>\$0.00</u>
Certificates of Deposit	<u>\$0.00</u>
Bonds	<u>\$0.00</u>
Real Estate	<u>\$0.00</u>
Capital Equipment	<u>\$0.00</u>
Motor Vehicles	<u>\$0.00</u>
Other Assets	<u>\$0.00</u>
TOTAL	<u>\$0.00</u>

AUDITS

Program Audit

In accordance with North Carolina General Statute § 115C-238.29F (f), Bridges Academy will undergo an annual programmatic audit for submission to the North Carolina State Department of Education and the Board of Trustees. Below are the answers to questions that will surely be asked and answered while compiling the audit.

What is the purpose of a programmatic audit?

- To provide the charter school an opportunity for self-reflection and outside observation to help ensure operational success and fulfillment of the school's vision.
- To assist the charter school with school improvement and strategic planning.
- To identify and inform the authorized chartering entity of the charter school's strengths and deficiencies, including failure to comply with statutes, administrative rules or the terms of the charter.

Where can statutory and administrative rule references to programmatic audits are found?

- NCGS § 115C-238.29F(f)
- NC SBE Policy TCS-C-018

When is the programmatic audit due?

- No due date will be specified, although the North Carolina Statutes implies that the programmatic audit should be submitted as part of a larger report including the fiscal audit which is due to the State Board of Education no later than June 30th of that year.

Who should be included in the programmatic audit?

- Cover page
 - School name
 - School address and telephone number
 - School internet address
 - Date the school began operations
 - School year assessed by the audit
 - Authorized chartering agency

- Administrative Summary
- Enrollment
 - Attrition statistics and exit interview data (when available)
 - Wait list data
 - Student demographic, including ethnicity, English Language Learners, special populations, and free and reduced lunch students
- Governance
 - List of Board of Trustees and contact information including telephone numbers, addresses and email addresses
 - Resumes of the members of The Board of Trustees appointed or elected since publication of the previous programmatic audit
 - Evaluation of board effectiveness, training receives and/or needed, understanding of purpose, ability to perpetuate, relationship with administrator
 - Policies, including a list of any new policies adopted since publication of the previous programmatic audit.
- Staff
 - Professional development completed since publication of the previous programmatic audit
 - Proof of Certification for staff hired since publication of the previous programmatic audit
 - Attrition statistics and exit interview data
 - Administrator's name and contact information
- Facilities Update
- Finances
 - Balance sheet with year-end actual
 - Budget for the upcoming school year
- Educational Program
 - Evidence of alignment of curriculum
 - Implementation of educational philosophy as described by the charter
 - Effectiveness of curriculum
 - Changes to curriculum
 - Special services available for students
- Student Achievement Data
 - EOG test data, including growth analysis in comparison to previous years of operation and comparison to other area school and statewide results
 - Additional measures of student achievement unique to the school
 - Report of student progress based on the measurable student educational standards identified in the charter
- School Community
 - Parental satisfaction survey data
 - Community Involvement statement
 - Public relations
- Other Charter Implementation, such as
 - School culture
 - Discipline plan, including any changes made since the previous programmatic audit
 - Report on school nutrition
- Strategic planning
 - Areas identified for improvement
 - Improvement plans and measures
 - Other areas of planned growth
 - Improvement in areas previously identified as in need of improvement
 - Opportunities for dissemination of effective strategies utilized by the school
 - Anticipated upcoming proposed charter amendments

FINANCIAL AUDITS

Firm Information

Bernard Robinson & Company, LLP
1501 Highwoods Boulevard, Suite 300
Greensboro, NC 27410
336 294 4494 (front desk)
336 294-4495 (fax)

Responsible Partner

Dan Hayes

Audit Procedures—General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, the audit will involve judgment about the number of transactions to be examined and the areas to be tested. Our auditors will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the Organization or to acts by management or employees acting on behalf of the Organization. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because an audit is designed to provide reasonable, but not absolute, assurance and because our auditors will not perform a detailed examination of all transactions, there is a risk that material misstatements or noncompliance may exist and not be detected by them. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, our auditors will inform us of any material errors and any fraudulent financial reporting or misappropriation of assets that come to their attention. They will also inform us of any violations of laws or governmental regulations that come to their attention, unless clearly inconsequential. They will include such matters in the reports required for a Single Audit. Their responsibility as auditors is limited to the period covered by their audit and does not extend to any later periods for which they are not engaged as auditors.

Their procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. They will also request written representations from the Organization's attorneys as part of their engagement. At the conclusion of their audit, they will require certain written representations from us about the financial statements and related matters.

Audit Procedures—Internal Control

Their audit will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that they consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Their tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in their report on internal control issued pursuant to *Government Auditing Standards*.

As required by OMB Circular A-133, they will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that they consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, their tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in their report on internal control issued pursuant to OMB Circular A-133.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies. However, during the audit, they will communicate to us and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and OMB Circular A-133.

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, they will perform tests of the Organization's compliance with applicable laws and regulations and the provisions of contracts and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and they will not express such an opinion in their report on compliance issued pursuant to *Government Auditing Standards*.

OMB Circular A-133 requires that they also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with applicable laws and regulations and the provisions of contracts and grant agreements applicable to major programs. Their procedures will consist of tests of transactions and other applicable procedures described in the "OMB Circular A-133 Compliance Supplement" for the types of compliance requirements that could have a direct and material effect on each of the Organization's major programs. The purpose of these procedures will be to express an opinion on the Organization's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to OMB Circular A-133.

HEALTH AND SAFETY REQUIREMENTS

School Safety

Bridges Academy has a school safety plan which will be reviewed and updated annually. The plan is intended to help create and maintain a safe environment conducive to learning for students and staff. The school safety plan includes:

Discipline Policies and Procedures — A student handbook outlining discipline policies and disciplinary consequences is made available to students and parents.

Professional Development Activities — School personnel receive training pertaining to new laws related to student behavior and safety issues, crisis response training, school strategies, etc.

Counseling and Guidance Services — A referral system should be in place to ensure that these services are available to all students.

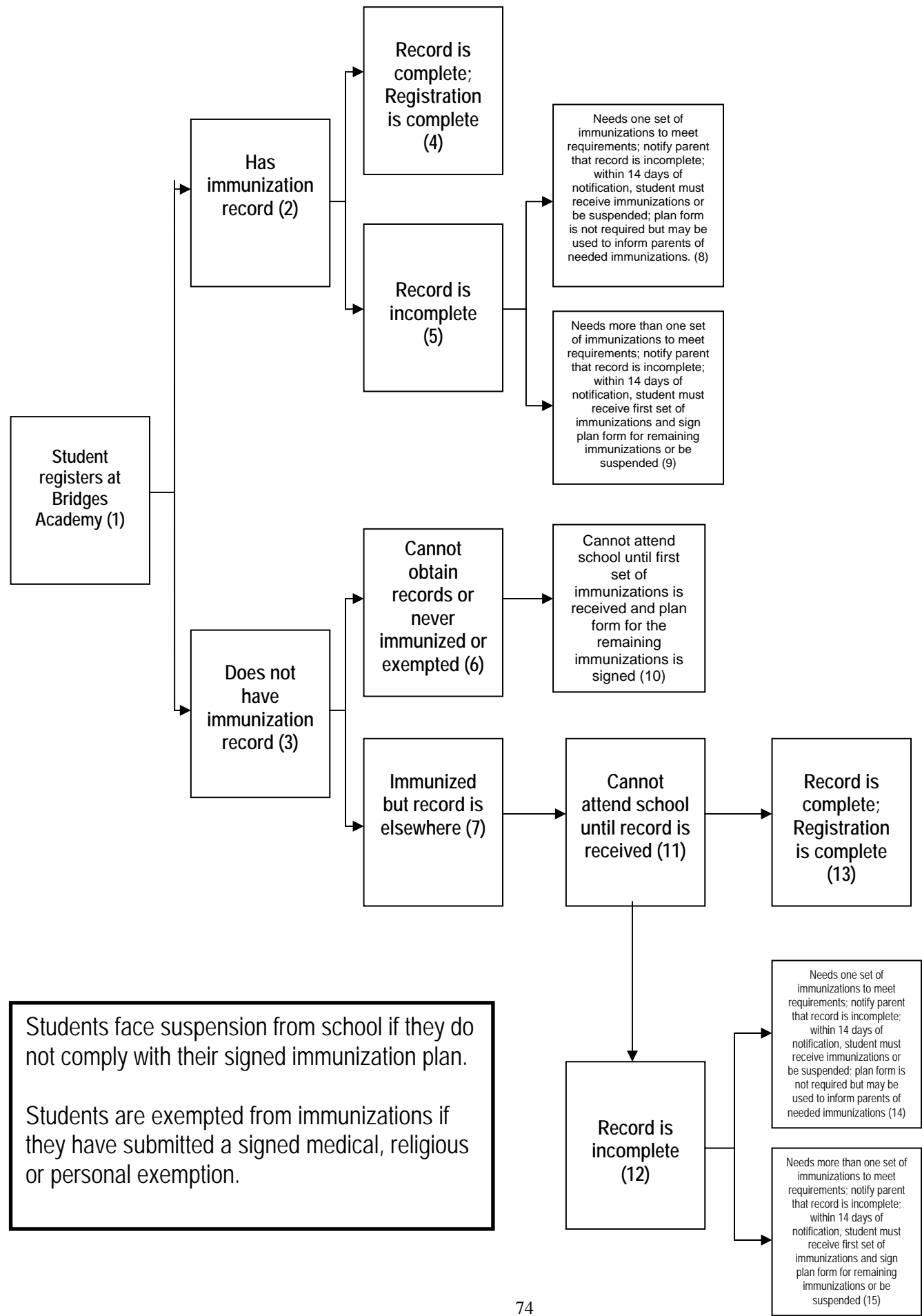
Collaborative Relationships — Students, parents, community organizations, and law enforcement agencies are actively involved in the development and updating of the safety plan.

Safe School Programs and Strategies — Prevention/intervention programs and strategies are used consistently to help create a safe school environment to reduce or eliminate violence and school safety issues.

Campus Security — The school campus and buildings are appropriately restricted. The use of campus supervisors, security community systems, and other devices are utilized to maximize security concerns.

Funding Sources — Available funding sources are identified along with other funding needs in order to fully implement the school safety plan.

Immunization of Students



1. Student's arrival may be the first day of school or any day throughout the school year.
2. Student provides an immunization record or Certificate of Immunization to school personnel when they arrive at school.
3. Student does not have an immunization record when he/she arrives at school.
- 4, 13. Student has all required immunizations for grade level or age.
- 5, 12. Student does not have all required immunizations for grade level or age, (e.g., kindergarten student without 3 Hepatitis B immunizations).
6. Examples of unobtainable records would include records that were destroyed, permanently lost or inaccessible from a foreign county. An example of never immunized or exempted would be an unimmunized foreign student who wanted to be immunized.
7. Immunization records could be at home, day care center, health care provider, another school, etc. It is not acceptable to admit students to school while waiting for immunization records, even if records are at another school in the same school district.
- 8, 14. One set of immunizations could be completed in one visit to a health care provider. SEE EXCEPTION.
- 9, 15. More than one set of immunizations is defined as needing more than one visit to a health care provider (e.g., a student needing all 3 Hepatitis B immunizations).
Within 14 days of the parent, guardian or emancipated student receiving direct personal notification that the record is incomplete, the student must receive his/her first set of immunizations plus provide a signed plan form for the remaining required immunizations. Students not immunized and/or providing a signed plan form within 14 days of direct personal notification face suspension from school. Plan forms should be reviewed periodically for compliance. Students not complying with their plan form face suspension from school. SEE EXCEPTION.
10. The first set of immunizations could be administered in one visit to a health care provider.
11. Record may be faxed to the school. Admitting school may attempt to obtain immunization record from previous school. It is not acceptable to admit students to school while waiting for immunization records, even if records are at another school in the same district.

Please refer to the McKinney-Vento Homeless Assistance Act concerning the requirement of an Immunization record for students defined as homeless.

EXCEPTIONS TO 8, 9, 14, 15: If the minimum time interval between vaccine doses has not passed when student arrives at school, a plan form for all remaining required immunizations must be completed. The plan form must be submitted to the school within 14 days of the parent, guardian or emancipated student receiving direct personal notification that the record is incomplete.

Notify local or state health department if students are suspended from school for noncompliance with the School Immunization Law.

Fire and Safety Regulations

Bridges Academy of Greensboro is subject to reasonable fire, health and safety inspections by State, county and municipal authorities as required by law. N.C. Gen. Stat. § 115C-548, 554, 556, 562.

The facilities of Bridges Academy is equipped with fire exits and fire extinguishers as to be in accordance with the state Fire Marshall. The school conducts at least one fire drill every month during the regular school session in each building where children are assembled. The Commissioner of Insurance, the Superintendent of Public Instruction, and the State Board of Education are under a duty to provide instructions for properly conducting fire drills. October 9th of every year is set aside as "Fire Prevention Day." N.C. Gen. Stat. § 58-79-35.

Bridges Academy will provide eye protective devices free of charge to students and teachers participating in shop or laboratory classes involving hazardous materials as defined by statute. Students and teachers are required to wear the devices at all times when participating in such a program. N.C. Gen. Stat. § 115C-166.

The Board of Transportation or local authorities may set lower speed limits for areas adjacent to Bridges Academy to be enforced on days when schools are in session. N.C. Gen. Stat. § 20-141.1

The North Carolina Department of Justice may provide a criminal record check to nonpublic school employers for school employees and/or applicants if the individual consents to a record check. The Department will charge a reasonable fee not to exceed the actual cost of locating, editing, researching, and retrieving the information. N.C. Gen. Stat. § 114-19.2(b), (c).

Any person who wantonly and willfully sets fire to the school or attempts to set fire to the school commits a felony. N.C. Gen. Stat. § 14-60, 67.

It will be illegal to carry any gun, rifle, pistol, dynamite cartridge, bomb, grenade, mine, powerful explosive, bowie knife, dirk, dagger, slingshot, leaded cane, switch-blade knife, blackjack, metallic knuckles or any other weapon of like kind on school property unless for instructional or sanctioned ceremonial purposes. N.C. Gen. Stat. § 14-269.2.

North Carolina's criminal law makes it a misdemeanor to engage in disorderly conduct by disrupting the teaching of students at any educational institution. N.C. Gen. Stat. § 14-288.4.

Food Inspections

Pursuant to North Carolina General Statute 115C-238.29F(a) and 130A-248, Bridges Academy abides by all state and local regulations when it comes to food safety and inspections. The food services of Bridges Academy is inspected at a frequency established by the Guilford County Department of Public Health and the North Carolina Department of Natural and Environmental Resources. A schedule for inspections is established and the inspectors have the right to inspect every part of the establishment necessary. Upon entry into the school, a school employee or the food service provider accompanies the inspector, supervising and providing any aid necessary. Following the inspection, the food safety specialist review the results of the inspection with the school representative.

Hazardous Materials

The administrator or the science chair at Bridges Academy is responsible for verifying any inventory of hazardous chemicals in any classrooms or school buildings and how they are maintained. An inventory is conducted quarterly. Special consideration is given to those chemicals classified as hazardous by the Department of Transportation, the Environmental Protection Agency, or displaying a "2: or greater number in any section of the National Fire Protection Association diamond.

Hazardous chemicals that are used in the school, stored in classrooms or removed from the school premises are labeled. Labels will be affixed to chemicals removed from the premises or received from manufacturers and contain the following information:

- Identity of the hazardous chemical
- Appropriate hazard warnings
- Name and address of the chemical company (i.e. manufacturer)

The following guidelines are followed to reduce the potential for harm to staff, students, visitors and the environment:

- Indiscriminate disposal by pouring waste chemicals down the drain is unacceptable.
- A qualified professional should be used for the disposal of hazardous waste.

Mercury is most commonly found in thermometers and blood pressure machines in a nurse's office, and small containers of mercury can be found in science classrooms. The school has a "Chemical Management Plan" that addresses exposures and controls regarding the use, handling, storage and removal of mercury

- Mercury thermometers is replaced with mercury free products if feasible
- Mercury is disposed of in accordance with US EPA, applicable state and local environmental requirements.

The Bridges Academy Chemical Management Plan includes:

- Do not touch, taste or smell any reagent or chemicals.
- Eating, drinking, smoking, chewing gum or applying cosmetics or lip balm in areas where chemicals are present should be prohibited.
- Food or beverages are not be stored or handled areas where hazardous chemicals are present.
- Wear appropriate gloves when the potential for contact with chemicals exists. Inspect gloves before use
- All persons, including visitors, must wear appropriate eye protection (face shields and safety goggles) in areas where chemicals are stored or handled.
- Use equipment and chemicals only for their designed purpose.
- Wash hands or other exposed area thoroughly before leaving an area where chemicals are present.
- Use suitable personal protective equipment as indicated in the Material Safety Data Sheets.

Blood Borne Pathogens

In accordance with the Occupational Safety and Health Administration (OSHA) Blood Borne Pathogens Standard, 29 CFR 1910.1030, the following exposure control plan has been developed.

All of the following methods of compliance are mandated and included in the Bridges Academy exposure control plan. Training is mandated for any and all staff members who may be exposed to blood borne pathogens or other potentially infectious materials (OPIM). A list of tasks and procedures performed by those employees is required.

Tasks/procedures of these staff member include but not limited to:

- care of minor injuries that occur within a school setting (such as bloody nose, scrape, minor cut);
- initial care of injuries that require medical or dental assistance (such as damaged teeth, broken bone protruding through the skin, severe laceration);
- care of students with medical needs (such as tracheotomy, colostomy, injections);
- care of students who need assistance in daily living skills (such as toileting, dressing, hand-washing, feeding, menstrual needs);
- care of students who exhibit behaviors that may injure themselves or others (such as biting, hitting, scratching);
- care of an injured person during a sport activity;
- cleaning tasks associated with body fluid spills.

Guidelines are posted in appropriate locations and the content included in a training program. Bridges Academy requests assistance from staff of the local health department or infectious control unit of the local hospital in implementing the following methods.

Work-Practice Controls

Work-practice controls are designed to eliminate or minimize employee exposure. All controls are examined and maintained, or replaced, when an exposure incident occurs in the school and at least annually. The annual review must include, and take into account new innovations in technology. These controls include:

1. Hand washing

- a. This school provides hand-washing facilities which are readily accessible to employees. When a provision for hand-washing facilities is not feasible, this school provide either an appropriate antiseptic hand cleanser in conjunction with clean cloth/paper towels or antiseptic towelettes.
- b. Employees wash hands or any other skin with soap and water immediately, or as soon as feasible, following contact of such body areas with blood or other potentially infectious materials.
- c. Employees wash their hands immediately, or as soon as feasible, after removal of gloves or other personal protective equipment. When antiseptic hand cleaners or towelettes are used, hands are washed with soap and running water as soon as feasible. *Do not reuse disposable gloves.*

2. Housekeeping and Waste Procedures

- a. The school ensures that the environment is maintained in a clean and sanitary condition. The school determines and implements an appropriate written schedule for cleaning and method of decontamination.
- b. All equipment, materials, and environmental and working surfaces are cleaned and decontaminated after contact with blood or other potentially infectious materials.
- c. Items such as paper towels, gauze squares, or clothing used in the treatment of blood or OPIM spills that are blood-soaked or caked with blood are bagged, tied, and designated as a biohazard. The is removed from the site as soon as possible and replaced with a clean bag.
- d. The custodian responds immediately to any major blood or OPIM incident so that it can be cleaned, decontaminated, and/or removed immediately.
- e. Broken glass contaminated with blood or OPIM is not picked up directly with the hands. It is cleaned up using mechanical means, such as a brush and dustpan, tongs, or forceps. Broken glass is placed in a container. The custodian is notified immediately through verbal or written notification before scheduled cleaning.

CIVIL LIABILITY AND INSURANCE

Stated is the proposed coverage for:

Commercial General Liability: \$1,000,000.00

Officers and Directors/Errors and Omissions: Covered under Commercial General Liability

Property Insurance: \$50,000.00

Motor Vehicle Liability: N/A

Bonding: \$250,000.00

Other: Workers Compensation

Coverage Quotes Obtained From:

HPB INSURANCE GROUP
324 West Wendover Avenue
Greensboro, NC 27408
336 232 9833

TRANSPORTATION

Bridges Academy of Greensboro does not offer transportation, although assistance is provided to arrange carpooling, public transportation, or other means for getting children to school if needed.

FACILITY

Bridges Academy's founding Board of Trustees actively seeks to identify and acquire appropriate facilities in accordance with North Carolina General Statute 115C-238.29D. To meet our needs and ensure the safety of students, emphasis is placed on location, square footage, zoning, accessibility and parking. The desired facility includes defined specialty areas including technology labs, classrooms, staff areas, administrative offices and restrooms in the interior of the school. The preferred satisfies the following criteria:

- ADA accessible
- Ample parking for staff and parents
- Ample interior and exterior lighting
- Adequate signage opportunity
- Ample square footage for classroom space
- Sufficient outdoor space for physical education

All efforts are made to ensure the attained facility provides an environment conducive to learning. Upon approval of the charter school application the lease agreement will be signed.

Bridges Academy utilizes several parameters in its search for an acceptable site. These parameters take into consideration such factors as: square footage, accessibility, zoning, safety, exterior lighting, parking, and neighborhood demographics. All efforts are made to make certain that all settings are conducive to learning. This learning environment includes both the interior and exterior of the facility. High standards are established to assure students are learning in a safe and healthy environment. Upon the granting of a charter contract to begin operations as a school, the site will be confirmed and a lease will be entered into. From that point, necessary improvements and renovations will commence to meet our facility standards.

School facilities comply with applicable health codes and inspection/safety requirements and are properly maintained according to the North Carolina Building Code pursuant to chapter 4, section 407.

The facilities comply with the North Carolina Fire Prevention Code, pursuant to chapter 105. We are aware that local code compliance requirements vary from community to community. In that regard, once a suitable site is located, we will work closely with local officials to see that the school is in complete compliance with all zoning regulations, building and renovation permits, safety codes, occupancy permits and all other applicable federal, state and local laws and regulations. Bridges Academy plans to pay particular attention to compliance in the following areas:

- Fire exits
- Sprinkler systems
- Accessibility
- Square footage and availability of natural light

The facility comports with the provisions of the 40 CFR Part 763, Asbestos Hazard Emergency Response Act (AHERA) and the Local Education Agency (LEA) Asbestos Management Plan (AMP).

MARKETING PLAN

Bridges Academy is open to any student residing nearby. In compliance with section 115C-238.29F(g) of the North Carolina General Statutes, enrollment is not denied to any eligible applicants on the basis of sex, race, religion, national origin, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. The school also does not discriminate in its pupil admission policies or practices whether on the basis of intellectual or athletic ability, measures of achievement or aptitude, or any other basis that would be illegal is used by any other public school.

The focus of the marketing plan for Bridges Academy is to educate our community as to the mission of our school. Specific plans include, but will not be limited to, the following:

Activities through December 2010

1. Create a school brochure in English and Spanish, which includes general information on the charter school program and legislation as it exists in North Carolina and summarize the plans for Bridges Academy. Names, contact numbers, web site information, and mission statement are included. Brochures are available at local libraries, museums, recreational facilities, shopping centers, daycares, apartment complexes, and other public places frequented by families.
2. Institute our plan to encourage diversity among our student body by broad distribution of Bridges Academy materials, broadcasting information on a range of local radio stations (including Spanish speaking radio), and personal contact by charter school staff and volunteers with community members.
3. Prepare press releases and/or letters to the editor, describing our school and the charter school program in general.
4. Set up interviews to be aired on a variety of locally broadcast television and radio stations.
5. Design and launch and maintain a web site, which will include information about the school's mission, educational plans, and other features. Application status updates are posted on the website and sent via email to list serve subscribers who want to receive updates.
6. Develop partnerships with community organizations and businesses.
7. Place a copy of our charter school application, and a copy of the charter school legislation, on reserve in each of the Greensboro public libraries.
8. Develop materials for and initiate a comprehensive fundraising project.
9. Initiate search for School Director. Official announcement of employment is made upon approval of our charter.

Activities for January-May 2011

1. We will hold several public information meetings with Spanish interpreters in several areas of the county which we wish to serve, to be advertised through flyers and press releases in the local media.
2. Applications for school admission and for staff positions will be accepted during this month.
3. Job descriptions will be published in local classifieds, and application forms for both staff positions and admission to the school will be posted on our web site.
(In the event that enrollment exceeds capacity, Bridges Academy shall perform a blind, random lottery to determine what students are enrolled and what students are placed on a waiting list (in the order of their selection). Any students that inquire about enrollment after the lottery is held will be placed on the waiting list on a first-come, first-served basis. Admission preferences may only be given to existing students, siblings of existing students, children of a member of the governing board (during the first year of the school's existence) or children of an employee of the school. If all available spaces have not been filled on each grade level, the enrollment period will be extended.)

Activities for June 2011

An orientation and welcome meeting will be held with the school director, teachers, board members, students and parents.

Ongoing 2011-2016

In order to maintain maximum enrollment, the staff and community of Bridges Academy will continue to take advantage of contacts and methods of communication begun during the initial marketing phase.

1. Maintain updated information in brochures made available to the community at local libraries, museums, recreational facilities, shopping centers, daycares, apartment complexes, and other public places frequented by families.

2. Continue to keep the community informed of happenings at Bridges Academy through contact with local television statements, radio, and print media.
3. Maintain and update our website with information regarding current events at Bridges Academy, as well as updating employment information and keeping employment and student applications available online. We will also continue to maintain a list serve for interested subscribers.
4. Maintain community contact through our board of directors and community newsletters.
5. Provide the community with quarterly opportunities to visit our school, advertised through local media, our website, and through word of mouth within the community.

VI. LEA IMPACT STATEMENT

VII. SIGNATURE PAGE

The foregoing application is submitted on behalf of Bridges Academy of Greensboro. The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it and other applicable laws.

Print/Type Name: Alison K. Mercier

Position: Founder

Signature: _____

Date:

Sworn to and subscribed before me this

_____ day of _____, 20_____.

Notary Public

Official Seal

My commission expires _____, 20_____.