



NORTH CAROLINA CHARTER SCHOOL APPLICATION
Bishop George W Brooks Academy

Public charter schools opening the fall of 2018

Due 5:00 pm EST, September 19, 2016

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
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CHARTER SCHOOL
2016 Application Process
To open a charter school in the 2018-2019 school year

APPLICATION DUE DATE/TIME

September 19, 2016 A complete **online** application package, in the Office of Charter Schools **by 5:00 pm EST.**

Non-Refundable \$1000 Application fee due to the Office of Charter Schools

Application Fee Payment Details can be found on the Office of Charter Schools Website

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline September 19, 2016 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting.
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Bishop George W Brooks Academy

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

Name of non-profit organization under which charter will be organized or operated: *Bishop George W Brooks Academy*

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

Name of contact person: *Eric Hines*

Title/Relationship to nonprofit: *Board Chairman*

Mailing address: PO Box 36148
Greensboro NC 27416

Primary telephone: 336-324-5311 Alternative telephone: 336-324-5311

E-Mail address: *bishopbrooks2018@gmail.com*

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

County: GUILFORD

LEA: 410-Guilford County Schools

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

No:

Yes:

If so, provide the name of the third party person or group. *Next Generation Academy*

List the fee provided to the third party person or group. *0*

Provide a **full** detailed response of the assistance provided by the third party person or group while preparing this application and when the assistance will end.

We met with the board of Next Generation Academy who helped us navigate the application process. We also visited another Charter School in Guilford County. Many sections of the application will look similar to charter schools approved. The BBA Board of Directors specifically developed the mission statement and educational plan.

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

No:

Yes:

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

No:

Yes:

Acceleration

Yes:

No:

What is the name of the nonprofit organization that governs this charter school? Bishop George W Brooks Academy

Is this application for Virtual charter school: Yes: No: X

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2018 Month August

Will this school operate on a year round schedule?

No: X

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5 Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02	300
Second Year	K,01,02,03	400
Third Year	K,01,02,03,04	500
Fourth Year	K,01,02,03,04,05	600
Fifth Year	K,01,02,03,04,05,06	700

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

I certify that I have the authority to submit this application, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization. Additionally, the board is aware that if this application is approved by the State Board of Education, the approval is contingent upon successful completion of such planning year.

bishopbrooks
Signature

Board Chair
Title

bishopbrooks
Printed Name

09/19/2016
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

Institute a school for young men with a learning environment that produces lasting gains in academics and character ultimately generating life-long learning skills.

Clearly describe the mission of the proposed charter school:

We are committed to operating a school with an engaging learning environment and informed practices that are effective for young men, directed by teachers, and supported by home and community.

We are committed to providing young men personalized academic and character support utilizing high quality literacy focused inquiry-based instruction that results in excellence.

We are committed to our young men attaining grade level or higher performance proficiency in all year-end assessments.

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

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

Bishop Brooks is seeking to provide an option to the male students in Guilford County. We will target students in east Greensboro, but will be an option for all the male students in Guilford County. That is because another option does not exist currently in Guilford County for our young men to attend an all male school at the elementary and middle level. We expect our student body to reflect the racial and ethnic composition of the local LEA. We are targeting students in 20 elementary school and three middle schools. We are developing our academic program around the needs of young men and the literacy deficiencies in these elementary and middle schools. Since we will provide transportation, we expect to attract students outside the identified area.

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

Bishop Brooks Academy will be an all boys K-8 school with a student teacher

ratio of 1-22 which is significantly lower than the local LEA in all schools. The projected enrollment in subsequent years is 700 students with 300 in the first year. The projected enrollment represents .97% of the LEA.

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

BBA would be a unique school community in the local LEA. There is no other single gender elementary or middle school academic community in this area. The education plan of BBA is based on the wealth of research data on the positive impact of creating "boy friendly" learning environments. These contexts rival the traditional public school classroom that rewards students generally girl students who sit still, multitask, listen carefully and passively, are heavily verbal-emotive. Boys are typically single-task focused, spatial-kinesthetic learners who possess impulsive and aggressive behaviors. Thus, their learning environments must account for and leverage these characteristics to create a space that uses these behaviors for male students to engage in the learning process. The instructional plan for our charter school abides by these research-based principles. The inquiry-based instructional approach allows for increased experiential and kinesthetic learning opportunities that appeal to boy learners. The task-oriented assignments yield focused discussion, peer interaction, and physical movement that keeps boys energized and attentive in the learning approach. Utilizing assessment approaches that expand well beyond traditional tests and quizzes is also critically important for measuring student learning for boys. Using mixed assessment methods to use a variety of spatial-visual representations (e.g., storyboards, pictures, collages) connects to research on how boys learn, which states explicitly that teachers must use nonverbal planning tools to help boys bridge the gap between what they think and what they can express on paper. Infusing culturally relevant pedagogy into the instructional plan also appeals directly to developing boy learners. Not only does culturally relevant pedagogy require teachers to learn more about their students ethnic and racial cultural backgrounds but also it necessitates that teachers learn more about gender issues that impact the learning process. Thus, teachers are afforded the space to integrate into the instructional plan topics and ideas boys generally tend to like such as video games, sports, airplanes, trains, and science fiction.

4. *In the appendices (Appendix A1), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

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

The Six Legislative Purposes of a Charter School are:

1. *Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
2. *Hold schools accountable for meeting measurable student achievement results.*

3. *Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.*
4. *Improving student learning.*
5. *Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.*
6. *Encourage the use of different and innovative teaching methods.*

(1) BBA will create new professional opportunities for teachers, especially to be responsible for the learning program at the school site. Since our targeted population is K-8 grade males who are not typically successful in their LEA, we will focus our professional development on those student needs. Research shows that effective teachers have the strongest effects on students who are struggling. Our year begins with 7 days of professional development focused on the culturally relevant pedagogy and inquiry-based learning for our specific male group living in a low SES. Our teachers will become experts and colleagues who work in PLCs to manage the learning program. Time is provided in the calendar throughout the year to allow teachers to make assessments, collaborate with their peers and PD leaders to refine the program. Our teachers will learn and create inquiry-based lessons which are literacy rich to promote inquisitiveness and increase vocabulary in our young learners. The use of culturally relevant pedagogy will require teachers to infuse themselves into the lives and culture of their students. Teachers will become familiar with the students community and invite parents to join in the learning opportunity.

(4) Using the above mentioned strategies are based on successful research in the academic community. They are proven to improve student learning. The training of the staff, inquiry-based instruction, literacy-rich lessons and using culturally relevant pedagogy will improve student learning.

Goals for the Proposed Charter School:

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

Goal 1: The school's mission is focused on producing gains in academics with an emphasis on high quality literacy focused inquiry-based instruction. With this mission at the core of our instruction, it is vital for the students to demonstrate proficiency in academic skills. The basis for the school goals is the Performance Composite of the males in the targeted schools. In the past two years the proficiency scores range from 30-46 with the average score of 36% proficient and none of them have College & Career proficiency scores above 52% in reading or math. Based on the research from schools in the proposed area for the charter school, we will seek to improve reading proficiency to a projected goal of 60-80% on NC EOGs during our first year. After the initial assessment period, the board will use the data to revise the reading proficiency goal to reflect a more accurate proficiency goal if needed.

Proficiency improvements will also be monitored by adequate progress rates in Reading 3D in grades K-3.

Student performance on the NC K-2 mathematics assessments will also be used as a measuring reference for moving toward proficiency in mathematics.

60% year 1 70 % year 2 80% year 3 90% year 4 95 % year 5

Students in all grade levels reading at above proficient levels in reading fluency as measured by Dynamic Indicators of Basic Early Literacy Skills:

70% year 1 80% year 2 90% Year 3 90% year 4 95%year 5

The information from the progress to reach the goals will be presented during each Board Meeting and shared regularly to the parents of each child. A progress report will be available to the public by accessing our web site.

A student attendance rate of 95% or higher will also serve as an indicator for student progress.

At the end of each year, once we test our first group of third graders, we will exceed expected growth in math and reading as determined by the NC Testing Accountability Model

Goal 2:

Operations: The School Leadership Team will ensure that processes and procedures are in place to meet all deadlines established by the board. Teachers will participate in leadership opportunities to assist with decisions about curriculum, instructional materials needed, and school calendar events.

Finance: The board will work with school leadership and finance staff members to promote clean audit procedures on yearly basis.

Governance: The Board will meet at least monthly in compliance with state requirements and the Boards bylaws.

Communication with the Board and Stakeholders: Information will be shared through monthly school reports and newsletters from the Lead Administrator detailing progress to the Board and School leadership team. Each classroom teacher will be responsible to sending weekly communication to parents about standards being addressed, paperwork deadlines, and upcoming events.

Goal 3: At the end of each school year at least 90% of the responses will be atleast "agree" as indicated on the annual parent survey.

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

The governing body will receive academic and budget updates at each regularly scheduled board meeting (at least monthly) and will have access to a progress report card on the school's web site. The Lead Administrator will maintain up to date progress toward meeting established goals. These reports will detail progress toward our benchmarks and any plans of actions needed to meet our goals. The reports will also include enrollment updates, student attendance, and student discipline. The governing board will be invited to

the leadership team meetings at the school to get updates from the community members, staff and faculty.

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

Inquiry-Based Instruction - Teachers will use inquiry-based learning to engage the unique ways that boys learn. Research consistently shows that boys, particularly boys between the ages of 5 and 14, learn most effectively when teachers engage them in kinesthetic movement, employ them in hands on activity, integrate competitive learning opportunities, and infuse graphics and pictures in the instructional approach. Teachers will use real-world questions that require students to use their bodies to engage in the process of observing, questioning, and experimenting to seek answers. This instructional method requires students to move around the classroom, school, or community to collect information to answer questions and test hypotheses.

Inquiry-based instruction allows teachers to employ a variety of methods to facilitate the kinesthetic nature of this instructional approach, including direct instruction, cooperative learning groups, modeling, demonstrations, or independent learning. Teachers will vary the use of cooperative learning and competitive learning experiments, allowing students to work collaboratively with their peers to investigate tough questions that require teamwork or to compete against their peers at times by engaging in small-group or whole-class debates.

Teachers will use inquiry-based learning to personalize the learning experience based on students needs. Teachers will use needs-based groups to differentiate instruction based on the learning level of the group, varying the level of rigor and challenge for each group. For example, teachers will employ learning centers with differing levels of rigor appropriate to the learning level of their students; however, teachers will challenge students to move beyond their learning level by working in a more challenging center once s/he monitors that the student has sufficiently grasped the desired concept or skill. Teachers will continually promote the development of each students higher-order thinking skills based on where each student is in his understanding and skills with each instructional unit.

Curriculum and Instructional Design:

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

K-4 classes will have approximately 1:20 with older grades holding 1:22. BBA students will work collaboratively, competitively, and independently to become 21st century learners. There will be whole class instruction for

teaching inquiry-based process and reading aloud of fiction and informational text. As students learn strategies, they will be encouraged through trained educators, how to work through the inquiry based process. Our students will learn to engage with text and content in order to generate questions to investigate. The classroom will be set up for large groups, small groups and independent work. Flexible seating will be available. Tables will be available for experiments and projects. Students will use technology to research and record findings, photograph results, and journal their experiences digitally. At all levels teachers will model and think out loud the inquiry based process using the same language, vocabulary. It will be consistent across classrooms and grade levels. BBA will foster the growth of inquiring learners piquing their curiosity, then teaching them how to move toward generating questions to active study, research, and problem solving. These are the skills necessary for college students to achieve.

Provide a synopsis of the planned curriculum, including:

1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*
2. *If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.*
3. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

BBA's curriculum is directly aligned to the mission statement. Bishop Brooks will use inquiry based lessons in a literacy rich environment to integrate content to improve male student achievement. The curriculum is based on culturally relevant pedagogy. Students will learn to use technology for research, presentation, self-monitoring of progress and as an interactive notebook for projects. All core content teachers will be highly-qualified, and all teachers will receive abundant professional development to support the school's mission and individual learner needs.

BBA's target student population will include students who have not made significant progress in their LEAs. BBA will participate professional development related specifically to male students from low SES students in order to successfully teach our student population.

The curriculum of BBA will also align with the NC Accountability Model. Lessons will be planned in using the Common Core State and NC Essential Standards to support student achievement on state-mandated EOG and EOC tests. Formal and informal assessments will be ongoing throughout the year in order to track student progress and plan for RTI.

4. *Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

Culturally Relevant Pedagogy - To ensure inquiry-based instruction is relevant to the lives of the young boys served by the school, teachers will use culturally relevant pedagogy. Culturally relevant pedagogy is an

instructional method that links students' cultural backgrounds to schooling and emphasizes the development of college- and career-ready skills such as literacy, numeracy, technological skills, and social skills. Teachers will strategically and intentionally integrate texts and documents that reflect students culture while also exposing them to the culture of other diverse people. Teachers will spend time in their students communities to learn more about what people, businesses, faith-based organizations, community agencies, and other resources exist in their daily contexts. Teachers will then integrate this information into their instruction, infusing these names in examples, sentences, problems, and experiments. Teachers may also use this information to engage boys in the historical investigation of different issues, buildings, movements, or causes in these communities as well as bring guest visitors into the classroom that students may see daily, hear on radio, or see on television. The most critical aspect of culturally relevant pedagogy is the teachers commitment to have students use their literacy, numeracy, technological, and social skills to analyze and impact their immediate society. Teachers will have students apply these skills so that they engage the world around them and impact the lives of citizens in their communities.

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

Bishop Brooks Academy will use the NC Accountability Model as a foundation for assessing activities. Teachers will analyze drawings and samples of work; ask questions either orally or in writing; or ask informed adults about the child. The younger the child, the more appropriate it is to use observation. As students age, especially by third grade, the frequency of more formal assessments should increase, but should still be balanced with informal methods. The students will become comfortable with assessment as it occurs regularly within the inquiry based classroom environment. Formative assessments will consist of checking processes utilized by students and students willingness to collect evidence and change ideas in light of new evidence. Students may use this data to create graphs of their progress. Male students react positively to competition especially against themselves. Teachers may use simple checklists to collect data, then use later to summarize student progress. This information will be stored digitally for student, parent, and teacher to review.

More specific assessments will include Phonological Awareness Test, Test of Word Recognition Efficiency, WIST (Word Identification and Spelling Test), Quantity Discrimination, Missing Number, and Number Identification. Students will keep GOAL Journals to develop their own awareness of setting and reaching academic goals. IOWA Test of Basic Skills can be used as students advance. Teachers will conference with parents on a regular basis to ensure the student is continuing use of skills at home. This will help inform parents of the skills the student is acquiring. Records and examples of student work will be kept digitally on student and teacher software. Teachers will base promotion from grade to grade on student achievement throughout the year using information from but not limited to the assessments listed above. An intervention plan as described in Special Programs will ensure that all students will be ready to transition to the next grade level.

6. *If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?*
7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The calendar is aligned with the school's mission to provide training for the teacher to understand how to teach reading and implement literacy in the inquiry based environment. This will include the integration of content and implementation of personalized learning. Time is available throughout the year to allow teachers to collaborate with each other and the specialists about student progress. The staff will have a professional development retreat during the first week of August. During this time, board members will share their expertise and vision of the school. Staff development will be on-going throughout the year. Days will be scheduled as early release for additional staff development. The school's calendar will be closely aligned with the LEAs and Guilford County Schools. This will assist parents who have sibling students in other learning institutions in the area. The families of our students will have a consistent school schedule within each household.

Special Programs and "At-Risk" Students

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

BBA will have core values around protection, affection, connection, and correction to meet the needs of its all male community.

Protection: A safe, healthy, harm-free environment. We will create a climate that fosters cultural competence, self-confidence and a positive counter narrative.

Affection: Utilizing consistency and dependability, we will create a climate of nurturance, kindness and compassion for all students. This will be a non-negotiable in establishing the culture of the school. Staff will utilize the Restorative Practices and Capturing Kids Hearts Model in which love, care, and affirmations are a part of the daily occurrence for students.

Connection: There will be a sense of belonging, "we-ness", unity of purpose by linking to a network of people and opportunities to develop children. Civic/community engagement will be an integral component of the supports and resources used.

Correction: High expectations established combined with active student engagement with attention to doing what is right. Encouragement and use of positives will be utilized to create a positive climate. Students will be taught values in order to help establish acceptable norms throughout the school community. There will be a focus on resilience, self-discipline and restitution practices when wrong.

Teacher Training and Professional Development:

Evidence-based best practices for actively engaging male students

Effective Use of Balanced Literacy

Thoughtful and effective use of authentic assessments/benchmark assessments and progress monitoring

Professional development on understanding poverty and its effect on student learning

Implications of low expectations and stereotyping

Staff will be trained in comprehensive behavior management strategies.

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

a) *Methods for identifying ELL students.*

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

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

1. The Student Enrollment form drives everything. ELL teachers review the enrollment forms. If they see another language then ESL teachers will screen the students and then administer the W-APT which is BBAs language screener. BBA will have to administer the W-APT within the first 30 days of student enrollment.

2. Making connections with students is the first and the most important. BBA will use a variety of the following strategies:

Provide students with anchor charts/graphic organizers

Bring in visuals and pictures to convey a topic

Teach the Text Backwards to assess students knowledge prior to beginning a topic

Bring in physical models, have students visualize, use Interactive Journals, vocabulary

Teach academic vocabulary

Have students use their bodies to convey a story or concept

Best practices work for all students.

3. BBA will place student work in a portfolio to capture student growth, assess students daily, weekly, and monthly to capture a full picture of the student, and speak with the ELL teacher to learn about each student.

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

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

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

BBA will use state and national normed assessments in reading, language usage and mathematics to identify students who are performing at the very highest levels, serving as a potential indicator of a student's identification as gifted and talented. This assessment will also be used to determine whether such students are growing appropriately in each area. For all students, including those performing at the highest levels, it is critical to ensure continued growth. BBA is committed to continually progressing students and adjusting learning opportunities when growth is inadequate. In addition to using these assessment results, classroom

teachers will monitor mastery of curricular content, which will be measured through classroom assessments. Classroom teachers will offer gifted and talented students differentiated instruction and extended opportunities through a variety of means including: enrichment, differentiation in content, process, products, and/or learning environment, infusion of higher order thinking skills and individualized learning opportunities. When needed, teachers will accelerate grade-level or content-level learning, taking into consideration the specific needs of the individual student. Students at or above grade level will be consistently challenged through their engagement with classroom curricular content and high quality instruction. Likewise, the school will use teaching methods designed to ensure that the academic needs are met for the gifted and talented students. Through classroom assessments, assessments tied to national norms, and classroom observations, teachers will monitor and evaluate the progress of gifted students. The Administration will meet regularly with the staff to review lesson plans and provide feedback. Also, staff will be observed regularly and provided with feedback on the quality of their instruction and effectiveness in meeting the needs of all students, which include the gifted and talented.

Exceptional Children

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

Identification and Records

1. *Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.*
2. *Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.*
3. *Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.*
 - a) *Requesting Records from previous schools*
 - b) *Record Confidentiality (on site)*
 - c) *Record Compliance (on site)*

BBA will identify students with disabilities by accepting referrals for a student to be identified as a student with a disability based on a referral for 1) Section 504 which is part of the Rehabilitation Act of 1973, a civil rights law that prohibits discrimination of students on the basis of a handicapping condition, or 2) an Exceptional Children's Program in which the Individuals with Disabilities Education Act (IDEA) has a defined list of disabilities. When a teacher, parent, or other involved person suspects that a child may be a child with a disability, he/she will provide in writing the reason for the referral, addressing the specific presenting concerns and the student's current strengths and needs. The referral is to be given to the principal, the child's teacher or other school professional at the school.

The principal at BBA will accept and review all written referrals for students with disabilities; and provide assistance to parents, if needed, in completing the written referral, and inform parents and others who make an oral referral that it must be in writing. The school staff will then conduct the initial evaluation in accordance with NC 1503-2.4 through NC1503-2.7 which 1) must be conducted; eligibility determined; and for an eligible child, the IEP developed; and placement completed within 90 days of receipt of a written referral; and must determine--a. if the child is a child with a disability under NC 1500-2.4; and b. the educational needs of the child.

RECORD COMPLIANCE (ON SITE): BBA will follow and adhere to the North Carolina Policies Governing Services for Children with Disabilities (2010). BBA will align their Continuous Improvement Performance Plan with the North Carolina State Performance Plan and meet all local, state and federal special education deadlines.

REQUESTING RECORDS FROM PREVIOUS SCHOOLS: BBA will submit a form requesting records to the students previous school in order to obtain student IEP and 504 documents.

RECORD CONFIDENTIALITY (ON SITE): Records (including files, documents, and other materials containing information directly related to a student and are maintained by BBA of all children referred for evaluation and/or identified as disabled/504 will be maintained in a locked secured file cabinet in the administrative office of BBA.

Exceptional Children's Education Programming

1. *Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.*
2. *Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).*
3. *Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.*
4. *Describe the proposed plan for providing related services.*

BBA will ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. To the maximum extent appropriate, children with disabilities including children in public or private institutions or other care facilities, are educated with children who are non-disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The staff will utilize the Comprehensive Exceptional Children Accountability System (CECAS).

The IEP is in effect for each child with a disability at the beginning of each school year and it is in effect before special education and related services are provided to an eligible child. The IEP is implemented as soon as possible following development of the IEP, special education and related services are made available to the child in accordance with the child's IEP. It is accessible to each regular education teacher, special education teacher, related service provider, and other service providers who is

responsible for its implementation. Each teacher and provider is informed of their responsibilities related to implementing the child's IEP and is informed of specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP. BBA shall initiate and conduct a meeting to develop an IEP for the child before a child with a disability is placed. BBA student needs will be supported through the interventions determined by the Instructional Support Team (IST). The IST will be responsible for identifying students who may be eligible for intervention and special education services. The IST is a school-based group of people (i.e. parents, General Education and Exceptional Children teachers, psychologists, social worker, speech therapists and administrators). The interventions will be in place for a minimum of 30 academic days. BBA students will be assessed weekly in order to monitor progress. After 20 academic days, students who make expected growth may no longer be a part of the intervention process and will continue to work with the teacher in the classroom. Students who do not make sufficient growth will either begin a different research-based program or spend more time working on the same program as a second intervention. If the student does not make progress, the comprehensive evaluation of the student will include normative measures to advance the understanding of why the student continues to have difficulty. The student will also be tested with an individually administered standardized achievement test to validate the samples of classroom assessment data with normative data. The evaluation will lead to appropriate recommendations as to the best plan for instruction. Recommendations will not be limited to special education supports and programs and may include recommendations such as classroom accommodations or continued participation in response to intervention targeted small group instruction. BBA will contract with all our speech, occupational, and physical therapists, advertise on our website and on DPI's website and contract with them individually when possible. We are also contracting individually with a School Psychologist. The pool of applicants for these positions includes but is not limited to retired personnel who may want to work on a part time basis.

Student Performance Standards

1. *Describe the student performance standards for the school as a whole.*
2. *Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*
3. *Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.*
4. *Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

Bishop Brooks Academy staff will use both formative and summative data to evaluate student performance, adjust instruction and improve curriculum. Assessment data will serve as the basis of Professional Learning Communities (PLCs), with teachers designing lesson plans, creating common assessments, conducting item analyses, reviewing student performance and disaggregating

data.

Formative assessments will consist of teacher-made assessments that will include a range of checks from understanding to progress monitoring to readiness checks for mastery. Summative assessments will measure student mastery at the culmination of units as well as measure student learning at the end of the year as required by the state. Assessments will be designed to encourage students to participate and demonstrate knowledge, understanding, and skill; assessments will be clearly aligned to standards and learning targets written in student friendly terms; and assessments will be varied in type and differentiated to meet student needs. All local assessments will be scored using a standards-based approach.

Entrance requirements for Kindergarten will follow the statutory requirements as established by the state of North Carolina. Admission to all other grades will be based on successful completion of the previous grade.

Grade three promotions will follow state requirements; students will be proficient as measured by the state end of grade reading test; and all guidelines for Read to Achieve will be in place at Bishop Brooks Academy. All other grade promotions will be based on scores on standardized tests, formative and summative assessments, and student work samples. A promotion committee will be established to help determine if a child is promoted or retained. Parents will be notified of promotion standards at the beginning of the year for each grade level at curriculum parent nights. Letters will be sent at the beginning of second semester to notify parents of students who are not meeting proficiency standards. An additional letter will be sent home in March to continue to keep parents abreast of student progress and to schedule additional conferences.

2018-2019: Bishop Brooks Academy will focus on improving the literacy abilities of students in all grade levels (K-3) with the goal of 80% of students in all grade levels achieving adequate progress in reading fluency as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS) oral reading fluency exams and 80% of 3rd graders performing at or above standard in reading comprehension as measured by the North Carolina End-of-Grade (NC EOG) test in reading.

2019-2020: Bishop Brooks Academy will continue its focus on improving the literacy (reading and writing) abilities of students in all grade levels (K-4). 80% of students in all grade levels will achieve adequate progress in reading fluency as measured by DIBELS, and 60-80% of 3rd and 4th graders will be performing at or above standard in reading comprehension as measured by the NC EOG test. Many of the students will have attended schools with reading proficiency rates below 50%. A more specific and accurate goal for NGA can be made once initial assessments are given at the beginning of the year.

2020-2021: Bishop Brooks Academy will continue its focus on best practices in literacy with the goal of 90% of students in all grade levels achieving adequate progress in reading fluency as measured by DIBELS and 90% of 3rd, 4th, and 5th graders performing at or above standard in reading comprehension as measured by the NC EOG test.

2021-2022: Performance goals will be as follows: Literacy: 70% of all current 3rd, 4th, and 5th graders at or above standard in reading (NCEOG); 70% of all current kindergarten students, 1st graders, and 2nd graders at or above standard in reading (DIBELS).

Math:

75% of all students at or above standard in math by the end of their 3rd, 4th, and 5th grade years (NC EOG).

Performance goals for the school will be

as follows: Literacy: 75% of all current 3rd, 4th, and 5th graders at or above standard in reading (NC EOG).

75% of all current kindergarten students, 1st graders, and 2nd graders made adequate progress according to national norms in reading (DIBELS).

Math:

75% of all students at or above standard in math by the end of their 3rd, 4th, and 5th grade years (NC EOG). Promotion for special needs students will be based on meeting or exceeding IEP goals. Once the goals have been reviewed and discussed with the child's teacher and parents, a decision on promotion will be given. In addition to state and federally mandate Exit Standards, ALL students exiting each grade at Bishop Brooks Academy must fulfill the following requirements: On or above grade level in State approved standardized test of math and reading comprehension on the NC EOGs OR an alternative assessment of reading comprehension OR reading proficiency.

Student Conduct:

*Provide a brief narrative that disseminates how student conduct will be governed at the proposed charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.*

Be sure to include:

- 1. Practices the school will use to promote effective discipline.*
- 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.*
- 3. An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.*
- 4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.*

Our school will work to use a full range of responses to violations of disciplinary rules, such as conferences, counseling, peer mediation, behavior contracts, instruction in conflict resolution and anger management, detention, academic interventions, community service and other similar tools that do not remove a student from the classroom or school building. Restorative Practices Model:

Although Restorative Practices differ program to program, studies indicate that Restorative Practices are a useful method of keeping students in school while promoting positive relationships. Restorative Practices reduces misbehavior, violence & bullying, suspensions, expulsions, teacher & student

absenteeism while increasing instructional time and safety. In addition, improved relationships among students, staff, administrators and parents are evident.

- * The school community will utilize Social Contracts and a Classroom Plan that stresses teaching values instead of emphasis on rules. This will be a collaborative effort between students, staff, and parents

- * School will utilize positives as a means to deter unacceptable behavior

- * Teachers will be trained to understand what constitutes an office referral in hopes of reducing the loss of instruction time for students

- * School will utilize a step 5 process as it pertains to consequences

School will utilize a Severe Clause that results in immediate referral to the office administrator

Students facing long-term suspension (more than 10 days) or expulsion have the right to...

- * Receive written notice of the charge(s) that must include: a description of the incident; the specific policies or rule from the student code of conduct that the student is charged with violating; the specific process for parents to request a hearing to challenge the suspension or expulsion, including how many days a parent has to request it; and the format for holding a hearing.

- * Have an informal hearing before an unbiased decision-maker where students can present evidence in their defense, bring witnesses to testify on their behalf, and question the witnesses, evidence or statements used against them by the school. The student can make a recording of the hearing.

- * Appeal to the local board of directors.

Students with disabilities who are suspended for more than ten days (total) in one school year have the right to...

- * A special meeting called a manifestation determination review to decide if the alleged misbehavior was: 1) caused by or directly and substantially related to the disability; or 2) a direct result of the schools failure to implement the students individualized education program (IEP).

- * Request a functional behavioral assessment to figure out the causes of the behavior problems and to identify ways to prevent problem behaviors.

- * Request a behavior intervention plan to reduce the likelihood of misconduct; identify supports or strategies that will improve behavior; establish steps to be taken when misconduct happens; and identify consequences for misconduct.

Offenses that will result in a suspension

- * Unlawfully setting a fire or making or possessing destructive devices, exploding firecrackers or igniting similar devices, causing a fire or committing arson

- * Robbery, Burglary, taking or destroying property, using violence or threat of violence

- * Threats or actions of assault against adults

- * Physical assault upon a student

- * Possession of a firearm, other types of guns (i.e) starter pistol, air gun, BB gun, pellet gun, stun gun, paintball gun, etc.

* Possession of a dangerous weapon or other instrument

* Disruption of school - bomb threat, false bomb threat, bomb hoax

Violations of NC Criminal Statutes We will emphasize social skill development: learning to respect and collaborate with others, self-control, leadership and conflict resolution that are all crucial skills for academic achievement and career readiness.

IV. GOVERNANCE and CAPACITY

(No more than ten total pages in this section)

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

Governance:

Private Nonprofit Corporation:

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

Name of Private Nonprofit: Bishop George W Brooks Academy

Mailing Address: Eric Hines

City/State/Zip: Greensboro NC 27406

Street Address: 1414 Cliffwood Drive

Phone: 336-324-5311

Fax: 336-324-5311

Name of registered agent and address:

Eric Hines
PO Box 36148 Greensboro NC 27416

FEDERAL TAX ID: 81-3735584

Tax-Exempt Status 501 (c)(3)

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

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

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member	Board Title	County/State of Residence	Current Occupation	Past or Present Professional	Has any disciplinary action been taken
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Name				Licenses(s) Held	against any of these professional licenses?
Eric L Hines	Chairman	GUILFORD	Director of Equity and Inclusion	Principal, Technology Education	N
George W Brooks		GUILFORD	Retired Bishop	None	N
Dr. Anthony Graham	Vice-Chairman	GUILFORD	University Dean	Curriculum, English	N
Alan Hooker		GUILFORD	National Trainer	None	N
Rufus Farrior		GUILFORD	Attorney	Juris Doctorate. MBA	N
Dr. Kimberly Erwin		GUILFORD	Assistant Professor	Principal, Curriculum Specialist, Elementary	N

Please provide the following in this location of the APPLICATION:

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

The Board has the primary responsibility of promoting the goals of the school, and will do so by adopting and implementing policies that ensure effective governance, transparency, and good patterns of communication between the Board and school leaders. The board will perform the functions essential to governing an excellent school, ensuring that students are learning, that funds are appropriately managed, and that our school complies with all charter, state, and federal requirements

Roles and Responsibilities: The Board will perform functions including but not limited to:

- 1) Articulating, maintaining, and driving our mission throughout the school community
- 2) Reviewing and approving academic goals.
- 3) Reviewing and approving school policies.
- 4) Monitoring performance toward academic and operating goals.
- 5) Reviewing and approving the school's annual budgets and ensuring that proper financial procedures are in place and effectively implemented.
- 6) Ensuring that sufficient enrichment programs are created to supplement the education program.
- 7) Ensure legal and ethical integrity with the school and within the board.
- 8) Recruit and orient new board members.
- 9) Inform the board of any potential conflict of interests and abide by the decision of the board members.

The board will hire, evaluate, compensate and directly supervise the lead administrator.

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

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

According to the bylaws for BBA Academy, the board will consist of a minimum of five (5) and a maximum of eleven (11) board members. There will be a non-voting member on the designated by Bishop George W. Brooks. This is reflected in the bylaws. Once the students are selected to attend the school, the Board will seek parents who want to serve on the board.

The founding Board members come from diverse backgrounds in, education, law, and community leadership. Their background and areas of expertise will help us to ensure that the school will remain academically, operationally, and financially viable. Two board members have an extensive background in educating the male student. One member works with a national company that selects and trains teachers to work in challenging schools. The board chairman has been a principal at the only all boys school in Guilford County Schools.

The Board's oversight will help to ensure that the school will be an educational and operational success. The Board, as a whole, will evaluate the success of the school and school leaders on a quarterly and annual basis. The Board will receive monthly updates from the school. The updates will include reports on student attendance, student performance, progress on meeting stated goals, and financial stability.

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

The founding members came together because of a common interest in the education of the males in Guilford County. Each member was selected based on their background and expertise. All members have a strong passion for education and want to provide an opportunity to increase the academic achievements of all males in Guilford County. Any opening on the board will be filled as quickly as possible. We will ask all members to inform the Board Chair if they plan to resign from the board before the end of their term. As vacancies occur, the board will select a replacement to serve out the term of the vacated position. The vacancy will be filled as quickly as possible. Appointments will be made in compliance with the bylaws.

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

The Board of Directors shall meet at least monthly.

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

All our founding Board members will participate in mandatory orientation before and during the first year of operation. Future Board members will also be trained during their first year of Board service. This training will cover a broad range of governance topics. A typical example of structure and content follows. We will choose a board attorney who will lead sessions on topics such as:

1. Parliamentary procedures and the role of Board members in the use of such procedures;
2. The structure of Board meetings and the open meetings and public records laws; and,
3. The Boards processes and procedures
4. Proper use of executive sessions
5. How to structure Board meetings
6. How to handle administrative hearings
7. How to interpret school data and understanding of fiscal management

We will schedule a minimum of three to five hours of governance training for Board members each year, and we will select programs that best meet the current needs of individual members and the school. We will take advantage of the training opportunities offered though the Office of Charter Schools.

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

A Board member shall inform the Board of any direct or indirect conflict of interest related to any transaction contemplated by the Board. The Board will consult our independent legal counsel should any real or apparent conflict of interest ever arise. Our legal counsel will also provide support and advise as we review transactions for any actual and perceived conflicts of interest.

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

The board will seek advice from our attorney when developing school policies. We will ask the attorney to draft the policy, present the draft policy to the board for discussion. The board will meet and discuss the draft policies, revising as necessary and ensuring they are aligned with the school mission and consistent with the responsibilities of the school board. Once the policies are in final form, the policies will be presented for adoption at a scheduled meeting

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

At this time the board will not have any advisory bodies. The board will always seek input from all of the parents and community members to assist in school operations. We will encourage the formulation of a parent teacher organization to allow opportunities for parents to become involved in the school.

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

We will encourage the parents to contact the classroom teacher as the first line of contact to address any concerns. If the concerns can not be addressed at the classroom level, we encourage the parents to contact the administration. The administration will respond within a designated time. If the administration is not able to resolve the issue, the parent can contact the Board of Directors. The Board may hear any grievances with respect to an employee who has a dispute with the school administration. The grievance procedures will be clearly defined in the student and faculty handbooks once approved by the school board.

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

Include in the Appendices:

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix E)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix F).
3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix G).
4. A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix H)

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

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

X Not Applicable

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

X Not Applicable

Charter School Replication: *complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.*

X Not Applicable

Projected Staff:

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

- 1. Lead Administrator
- 1. Finance Office
- 1. Clerical
- 2. Food Staff part-time
- 1. Custodian
- .5 Social Worker
- 13. Teachers Core Content
- 3. Elective Teachers
- 4. Teacher Assistants
- 1.5 Exceptional Children Teachers
- 1. Reading Specialist (1)
- 3. Contracted Services

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

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

The key to improving student achievement is the hiring of qualified teachers. Student academic achievement will be fundamental to achieving our mission. We must have effective instruction every day in every class. We will use members of the founding board to assist with recruiting. With two of the members working in the educational department at a local university, we will have access to potential candidates. One of the board members has worked in human resources for two districts and currently works for a national company that recruits outstanding teachers. We will look for retired teachers who are supportive of our mission and who have a strong record being able to grow students academically. We will advertise in the local papers and attend recruitment fairs. We will work to retain all teachers by providing them with support, staff development, mentors, and constant monitoring with feedback.

2. *Provide a description of the relationship that will exist between the charter school employees and the nonprofit board.*

The relationship that will exist between Bishop Brooks employees and the non-profit board is that all employees will be employees of the board even though only the principal will actually be recruited and hired by the board. It will be the responsibility of the principal to recruit and hire other staff members. National criminal background checks will be conducted and references will be assessed and then a recommendation will be made to the designated committee. The board gives final approval for the hiring of all individuals. This employment practice applies to all employees of the school whether they are contracted staff, paraprofessional, or professional

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

Recruitment and hiring of professional personnel will transpire on the basis of qualifications and merit. The Board will establish an effective recruitment program designed to attract, secure, and maintain the highest qualified persons for all positions. Bishop Brooks Academy will be an equal opportunity employer. The Board will have the ultimate responsibility in assuring that all recruiting, selection, training, and other employment decisions will occur on the basis of individual merit and without discrimination because of race, religion, color, creed, disability, sex, age, or national origin in accordance with applicable state and federal laws. All job announcements and advertisements may also include where applicable such information as job title, major job responsibilities, location of the school, how to apply for the position, minimum qualifications, and deadline for receiving applications. Each job applicant will provide an application form, North Carolina teaching credentials, and three professional references. The Board will ensure that background checks and other investigations required by law are conducted prior to any hiring decision. The Board will also conduct background checks on all employees or any individuals that have any contact with students. Bishop Brooks will be a drug free workplace. Applications of candidates meeting all local, state, and federal guidelines for public school employment will be given to the

principal. All hiring interviews will be initially conducted by the principal in order to provide recommendations for hiring to the Board. The principal will finalize recommendations for employment of the faculty and staff with all final hiring decisions made by the Board. All employees are at-will and may be dismissed without cause.

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

Salaries for full-time classified employees will range from \$22,000-\$32,000. Salaries for part-time classified employees will range from \$10,000-\$14,000.

Salaries for full-time certified employees will range from \$40,000-\$46,000.

Salaries for part-time certified employees will range from \$20,000-\$30,000.

Salaries for contracted service employees will range from \$12,000-\$16,000.

Salaries for administration will range from \$50,000-\$72,000.

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

BBA expects to have certain reasonable policies and rules for the conduct of school employees. BBA will generally retain its staff on an at-will basis. BBA will have certain minimum rules that should not be violated under any circumstances. Violation of these minimum rules will lead to discipline, up to and including immediate termination. Examples of these rules include but are not limited to:

- * substance abuse
- * insubordination
- * consistent poor performance
- * theft
- * threats and weapons in the workplace
- * harassment
- * absenteeism and tardiness
- * misuse of property
- * fraud, dishonesty and false statements
- * violation and/or lack of enforcement of school rules
- * breaching confidentiality

This list is not all-inclusive, and there may be other circumstances for which employees may be disciplined, up to and including immediate termination. BBA retains the discretion at all times to immediately terminate an employee or to decide what level or type of discipline is warranted, if any. Employees of BBA are at-will employees and can be terminated at any time, without resorting to any type of discipline. BBA does not have to use any of the following steps of discipline, and does not have to use them in any particular order, but retains the discretion at all times to determine the nature and severity of discipline and/or termination. In the event it becomes necessary to discipline an employee, the following steps of discipline may occur at the discretion of the Principal and/or BBA Board:

1. Verbal warning.
2. Written warning.
3. Final warning and/or probation.
4. Termination

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

With the school having limited personnel available, most positions will have additional duties. Elective teachers originally hired, will not have a

complete schedule of classes on a daily basis. During this mentioned time, the elective teachers will work with students while they are in core classes (mainly math and reading). This process will continue until the enrollment increases. Teacher assistants will be used to provide duty-free lunches for certified staff. These positions will be funded through the approved budget. We plan to have a Spanish Elective teacher who will assist primarily with the ELL students.

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

We will employ an elective teacher certified in Spanish and ELL. For our identified special needs student we will hire a certified special education teacher. We will hire teachers with AG Certification who will modify lessons to meet the needs of the students.

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

Classroom and elective teachers will need valid North Carolina teaching credentials, nurses shall have LPN or RN licenses, teachers for all special education students shall have all appropriate North Carolina exceptional children credentials, teachers for gifted students shall have all gifted student credentials. All employees must have at least two years of education beyond high school or acceptable experience as determined by the board.

Staff Evaluation and Professional Development

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

The Principal will be involved with monitoring teacher licensure to ensure checks and balances. Professional development oversight will also include the principal and assistant principal in (future years).

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

BBA shall actively comply with all requirements for highly qualified teachers as provided in The No Child Left Behind Act of 2001 (NCLB). BBA will emphasize the importance of teacher quality and their development as a crucial factor in improving student achievement. We understand that NCLB requires that we ensure that public elementary school teachers are highly qualified to teach the basic elementary school curricula, and that middle school teachers are highly qualified to teach each core academic subject teaching assignment. The core academic subjects are defined as the following: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, history, geography, and fine arts. BBA will evaluate teachers by regular classroom visitations and the use of the NCEES(North Carolina Educator Evaluation System) Master Teachers will be paired with newer teachers to help in mentoring and guidance.

Recruitment and hiring of professional personnel will transpire on the basis of qualifications and merit. BBA will establish an effective recruitment program designed to attract, secure, and maintain the highest qualified persons for all positions. BBA will be an equal opportunity employer. Its responsibility will include recruiting, selection, training, and other employment decisions on the basis of individual merit and without discrimination because of race, religion, color, creed, disability, sex,

age, or national origin in accordance with applicable state and federal laws. Individuals designated by the BBA Board will analyze each required job prior to initiating the recruitment process in order to determine which recruitment strategies will be the most effective for the specific job vacancy.

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

BBA will provide professional development that will have a lasting impact on our staff and Board of Directors. Select members of BBA Board Directors have a wealth of educational experience.. As stakeholders in Bishop Brooks Academy the Board will assist in on-going staff development. According to the Center of Public Education in Effective Professional Development in an Era of High Stakes Accountability (Gulamhussein):

The researchers found the only professional development programs that impacted student achievement were lengthy, intensive programs. Programs that were less than 14 hours (like the one-shot workshops commonly held in schools) had no effect on student achievement. Not only did these workshop programs fail to increase student learning, they didnt even change teaching practices.

The school will develop a professional development team that will include the administration, reading teacher, Board members, and other selected staff members.

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

BBA Professional Development will begin with a 5-day retreat, August 6-10, 2018. This PD will continue Aug 13-14 on the BBA site. This type of PD will ensure that all staff will be "speaking the same language" before the beginning of the school year. As teachers and staff begin to move toward classroom preparation and planning through the next several days, the PD team will assist the staff will room preparation, i.e. flexible of seating, table/desk placement, class libraries, posting of academic vocabulary and class procedures. The remaining teacher workdays will be used to plan lessons using prescribed inquiry based strategies, screen kindergarten students who are available, prepare for Open House and Parent Orientation.

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

The Professional Development team will return at the end of 20 days to join the staff on the first of two teacher workdays. This will be a time for teachers and staff to work, plan, and discuss the implementation of our curriculum thus far. Time will also be available on the 2nd workday for teachers, guided by the PD team if requested, to plan for student groups and the beginning of possible intervention or special education needs. All staff at the K-2 level, teachers, assistants, and specialists will work together to identify any students with academic or social needs.

PD staff will be available for BBA Early Release Days throughout the year

for continued support of staff and students. BBA expects teachers to be the technicians and the intellectuals and will provide support for teacher training, development, and researchers into the areas of literacy rich inquiry based learning in PLCs.

As described above Professional Development will begin with a 5-day retreat, August 6-10, 2018. This PD will continue Aug 13-14 on the BBA site. This type of PD will ensure that all staff will be "speaking the same language" before the beginning of the school year.

Aug 6-10, 13-14: Professional Development (8 hours each day = 56 hours)

Aug 15-17: Professional Development in Practice

Aug 22: Early Release - Staff meets with PD team to evaluate and make adjustments (3 hours)

Sept. 19: Early Release - PD Training and PLCs (3 hours)

Sept 20-21: PD team provides support as staff makes decisions about strategies, students, concerns. (At least 4 hours)

October 29: PD support (2 hours) This is a teacher workday at the end of grading period

Nov 30: Early Release - PD Training and PLCs (3 hours)

Jan 14: PD support (2 hours)

Feb 15: Early Release (3 hours)

Mar 22: PD support (2 hours)

May 1: Early Release (3 hours)

Jun 7: PD 8 hours - End of year discussion, Recommendations for next year

Enrollment and Marketing:

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

Marketing Plan

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

Current Status:

Social Media Marketing: Our marketing plan began with the expertise of a marketing executive who launched and created our social media platform. In addition we created an online survey that allows future families to tell us about themselves as well what they desire in their future school.

Future Plan:

Family Nights: We plan to facilitate Family Nights leading up to our opening. Each one will have its own strategy for recruitment based on its timing and theme. The events will be held at the school location and will be filled with planned fun activities for the whole family

Advertising: We will run advertisements in paper prints and email campaigns from addresses collected by the local preschools and day cares that one of our board members has already established relationships with. In addition, Board Members and staff will attend local sporting programs at community

recreation centers in the area to reach those families who perhaps do not receive print media.

Print Marketing:

We will have an BBA trifold brochure by December 2017 with QR codes on each page that will automate everything in time based on where we are in the progress of the school. We will use this brochure to build our Facebook, Twitter and website presence. We will print approximately 4000 brochures which will be delivered to each of the surrounding daycares and preschools and sent home with each student's work. These brochures have a variety of uses, however we plan to spend more time on identifying the where to place them and how to get them in the hands of the potential families than just designing and printing thousands of marketing material.

Parent and Community Involvement

1. *Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*
2. *Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

BBA will support the vision, mission, and goals through its commitment to maintain multiple lines of communication with its stakeholders .BBA will inform stakeholders of the successes and challenges of the school's students, staff, programs and budgets as well as gather input and feedback. A variety of strategies will be implemented to garner input and inform stakeholders. Websites, blogs, email blasts, e-newsletters, television and radio broadcasts from the time that the school is approved though opening reinforce the commitment to build strong relationships with all stakeholders. BBA will establish a parental involvement plan to meet the needs of the families in our school. We will ask the question, "If you decide to send your child here, what are you willing to commit to"? That is one of the greatest strengths of choice. We understand that a child's education is a responsibility shared by the school and family during the entire time the child spends in school. Our goal is to educate all students effectively, and we know that to do that the schools and parents must work as partners to ensure educational success. Parents can partner with the school by: monitoring homework on a daily basis, communicating with teachers by electronic means, or participating in activities scheduled at the school. BBA is based on a stakeholder empowerment model that immerses students, parents, and teachers in the decision-making process which enables them to make choices and generate discussion that directly informs leadership decisions at the local level. BBA will develop a Parent Teacher Association to engage families in school planning, leadership and meaningful volunteer opportunities. BBA will offer parents, student government and community members the opportunity to be actively involved in instructional activities, review pertinent data and engage in school improvement projects and student led conferences, The faculty will participate in home visits at least once a year, training parents to help their child in literacy along with increasing their own literacy.

Admissions Policy

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

1. *Tentative dates for the open enrollment application period; enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

Any child who is qualified under the laws of North Carolina for admission to a public school in the grades will be served who is qualified for admission to the school. We will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. In order for students to enroll at BBA, parents/guardians must complete an Application for Admission, and provide

1) a copy of the child's birth certificate, 2)the child's immunization record,

3)the child's social security number, 4)proof of address, and

4)records transferred from the previous school, if applicable.

For the 2018-2019 school year, BBA will have an open application period that begins on January 1, 2018 and will end on March 31, 2018. During the enrollment period, BBA will agree to enroll any student whose parents/guardians submit a valid application during the application period, unless the number of applications exceeds the capacity of the school or the expected assigned grade. If the number of applications exceeds the school's capacity or the capacity for a grade, a lottery will be held to fill vacant seats for the 2018-2019 school year and for subsequent years. Once enrolled, students are not required to reapply in subsequent enrollment periods.

Each student applicant will have an index card with their name and grade.

Cards for the general waiting list for each grade will be randomly drawn one card at a time, beginning with kindergarten. The lottery will then proceed for each grade through grade 2, as openings become available at a given grade, students will be admitted based on their current lottery number. If applicants selected for admission decide NOT to enroll at BBA, the parents of the next child on the list for that grade will be notified immediately. Parents of students who are given acceptance by BBA have 15 days to notify the school of their decision regarding the enrollment of their child. BBA will give enrollment priority annually to siblings of its currently enrolled students. BBA will give enrollment priority to the children of the school's staff and, for the first year only, its board members providing board members' children do not exceed 10 percent of the total enrollment or up to 20 students, whichever is less. The school's enrollment policy will be specified on the official copy of the school's Application for Admission and in the student handbook.

The parents of students at BBA may withdraw or transfer their children at any time. Students' records will be forwarded as official documents to the child's receiving school. In order for parents to re-enroll their students at BBA at a later time, they must go back through the school's admission process. Student withdrawals will be processed upon parental request. BBA will withdraw a student on the first day of school if they are absent without excuse. This practice will be shared with parents and attempts to

contact the student must be documented. Student withdrawals and transfers will be effective the date in which the student was last in attendance at the school. Once a student has been withdrawn or transferred, a new application must be submitted to be eligible for attending BBA.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No: X

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

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones.*
- 3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.*

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

- 1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.*
- 2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*
- 3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

PROJECTED ENROLLMENT 2018-19 through 2022-2023

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

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

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page.

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 410	LEA 010	LEA 000	LEA 410	LEA 010	LEA 000	LEA 410	LEA 010	LEA 000	LEA 410	LEA 010	LEA 000	LEA 410	LEA 010	LEA 000
Kindergarten	95	5	0	95	5	0	95	5	0	95	5	0	95	5	0
Grade 01	95	5	0	95	5	0	95	5	0	95	5	0	95	5	0
Grade 02	95	5	0	95	5	0	95	5	0	95	5	0	95	5	0
Grade 03	0	0	0	95	5	0	95	5	0	95	5	0	95	5	0
Grade 04	0	0	0	0	0	0	95	5	0	95	5	0	95	5	0
Grade 05	0	0	0	0	0	0	0	0	0	95	5	0	95	5	0
Grade 06	0	0	0	0	0	0	0	0	0	0	0	0	95	5	0
	285	15		380	20		475	25		570	30		665	35	

V. OPERATIONS

Transportation Plan:

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

Bishop Brooks Academy will ensure that the transportation policy complies with state law. We understand that transportation shall not be a barrier to any student who wishes to attend our school. Transportation will be provided free to all students who attend Bishop Brooks Academy. The board will seek quotes from local transportation companies. Our budget reflects a strong commitment to providing transportation to our students.

School Lunch Plan:

Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.

BBA recognizes the importance of providing meals to our students at our school. BBA will contract with a national food service vendor to cater breakfast and lunch. The vendor will provide a quality meal program that includes all the components of a full service operation. Students will pay the full set price for school meals unless they qualify for free or reduced lunches under the National School Lunch Program. The Board will complete all necessary applications in advance of the school year. The Board has committed funds for operations and personnel to facilitate the National School Lunch Program. No student will ever be denied a meal. If the application for the National School Lunch Program is not approved, the operating budget will be amended to reflect the reduction in revenues associated with reimbursements from the National School Lunch Program.

Civil Liability and Insurance (GS 115C-218.20):

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

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

Area of proposed coverage	Proposed amount of coverage	Cost (Quote)
Comprehensive General Liability	\$1,000,000	\$1,553.00
Officers and Directors/Errors and	\$1,000,000	\$4,277.00

Omissions			
Property Insurance		\$100,000	\$450.00
Motor Vehicle Liability		\$1,000,000	\$181.00
Bonding Minimum/Maximum Amount	\$2,500,000	\$250,000	\$332.00
Other		\$1,000,000	\$9,034.00
Total Cost			\$15,827.00

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

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C218.75.

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

bishopbrooks 09/19/2016

(Board Chair Signature)

(Date)

Facility:

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

What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy.

The board has contacted Real Estate Agent who is looking for available buildings that could house a school. We currently anticipate leasing a facility that will accommodate at least 500 students. Once a building has been identified, the Board will meet with the local Fire Department to determine what is needed to obtain an Educational Certificate of Occupancy.

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

We have not identified a facility at this time. We have allocated \$400,000 in our budget for facility lease.

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

We have been in conversation with some local churches in the county. A number of churches have extra space that they are willing to lease on a temporary basis. We will approach these churches as we get closer to preparing for the opening of the school if we have not secured a building.

VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2018-19

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

*Refer to the
Resource Manual
Finance Section
for guidance on
estimated funding
amounts*

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

- In year 1 – Base state allotments are determined by the LEA in which the student resides
- In year 2 and beyond- Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1 410 - Guilford County Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$4,993.71	285	\$1,423,207.35
Local Funds	\$2,372.00	285	\$676,020.00
Federal EC Funds	\$3,395.78	33	\$112,060.74
Totals			\$2,211,288.09

LEA #2 010 - Alamance-Burlington Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$4,987.52	15	\$74,812.80
Local Funds	\$1,548.00	15	\$23,220.00
Federal EC Funds	\$3,579.70	2	\$7,159.40
Totals			\$105,192.20

Total Budget: Revenue Projections 2018-19 through 2022-2023

INCOME: REVENUE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
-State ADM Funds	\$1,498,020	\$1,753,600	\$2,192,000	\$2,630,400	\$3,068,800
-Local Per Pupil Funds	\$699,240	\$920,400	\$1,150,500	\$1,380,600	\$1,610,700
-Exceptional Children Federal Funds	\$119,220	\$136,000	\$170,000	\$204,000	\$238,000
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$2,316,480	\$2,810,000	\$3,512,500	\$4,215,000	\$4,917,500

***If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

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

Personnel Budget: Expenditure Projections 2018-19 through 2022-2023

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Lead Administrator	1	\$65,000	\$65,000	1	\$68,000	\$68,000	1	\$72,000	\$72,000	1	\$75,000	\$75,000	1	\$78,000	\$78,000
Assistant Administrator	0	\$0	\$0	1	\$50,000	\$50,000	1	\$53,000	\$53,000	1	\$56,000	\$56,000	1	\$59,000	\$59,000
Finance Officer	1	\$32,000	\$32,000	1	\$34,000	\$34,000	1	\$36,000	\$36,000	1	\$38,000	\$38,000	1	\$40,000	\$40,000
Clerical	1	\$28,000	\$28,000	1	\$30,000	\$30,000	2	\$32,000	\$64,000	2	\$34,000	\$68,000	2	\$36,000	\$72,000
Food Service Staff	2	\$10,000	\$20,000	2	\$12,000	\$24,000	3	\$14,000	\$42,000	3	\$16,000	\$48,000	3	\$18,000	\$54,000
Custodians	1	\$22,000	\$22,000	1	\$24,000	\$24,000	2	\$26,000	\$52,000	2	\$28,000	\$56,000	2	\$30,000	\$60,000
Social Worker	.5	\$40,000	\$20,000	1	\$42,000	\$42,000	1	\$44,000	\$44,000	1	\$46,000	\$46,000	1	\$48,000	\$48,000
Counselor	0	\$0	\$0	1	\$40,000	\$40,000	1	\$42,000	\$42,000	1	\$44,000	\$44,000	1	\$46,000	\$46,000
A - Total Admin and Support:	6.5		\$187,000	9		\$312,000	12		\$405,000	12		\$431,000	12		\$457,000
Instructional Personnel:															
Core Content Teacher(s)	13	\$40,000	\$520,000	18	\$42,000	\$756,000	23	\$44,000	\$1,012,000	28	\$46,000	\$1,288,000	35	\$48,000	\$1,680,000
Electives/Specialty Teacher(s)	3	\$40,000	\$120,000	3	\$42,000	\$126,000	4	\$44,000	\$176,000	4	\$46,000	\$184,000	4	\$48,000	\$192,000
Exceptional Children Teacher(s)	1.5	\$42,000	\$63,000	2	\$44,000	\$88,000	3	\$46,000	\$138,000	4	\$48,000	\$192,000	4	\$50,000	\$200,000
Teacher Assistants	4	\$26,000	\$104,000	5	\$28,000	\$140,000	6	\$30,000	\$180,000	6	\$32,000	\$192,000	6	\$34,000	\$204,000
Reading Specialist	1	\$42,000	\$42,000	2	\$44,000	\$88,000	2	\$46,000	\$92,000	2	\$48,000	\$96,000	3	\$50,000	\$150,000
Contracted Services	3	\$12,000	\$36,000	3	\$14,000	\$42,000	4	\$16,000	\$64,000	4	\$18,000	\$72,000	4	\$20,000	\$80,000

B - Total Instructional Personnel:	25.5		\$885,000	33		\$1,240,000	42		\$1,662,000	48		\$2,024,000	56		\$2,506,000
A+B = C - Total Admin, Support and Instructional Personnel:	32		\$1,072,000	42		\$1,552,000	54		\$2,067,000	60		\$2,455,000	68		\$2,963,000
Administrative & Support Benefits															
Health Insurance	4	\$4,000	\$16,000	7	\$4,120	\$28,840	9	\$4,244	\$38,196	9	\$4,371	\$39,339	9	\$4,502	\$40,518
Retirement Plan--Other	4	\$1,500	\$6,000	7	\$1,600	\$11,200	9	\$1,700	\$15,300	9	\$1,800	\$16,200	9	\$1,900	\$17,100
Life Insurance	4	\$650	\$2,600	7	\$700	\$4,900	9	\$750	\$6,750	9	\$800	\$7,200	9	\$850	\$7,650
Disability	4	\$650	\$2,600	7	\$700	\$4,900	9	\$750	\$6,750	9	\$800	\$7,200	9	\$850	\$7,650
Medicare	4	\$1,200	\$4,800	7	\$1,250	\$8,750	9	\$1,300	\$11,700	9	\$1,350	\$12,150	9	\$1,400	\$12,600
Social Security	4	\$2,000	\$8,000	7	\$2,050	\$14,350	9	\$2,100	\$18,900	9	\$2,150	\$19,350	9	\$2,200	\$19,800
D - Total Admin and Support Benefits:	24		\$40,000	42		\$72,940	54		\$97,596	54		\$101,439	54		\$105,318
Instructional Personnel Benefits:															
Health Insurance	22	\$4,000	\$88,000	30	\$4,244	\$127,320	38	\$4,244	\$161,272	44	\$4,371	\$192,324	52	\$4,502	\$234,104
Retirement Plan--Other	22	\$1,500	\$33,000	30	\$1,600	\$48,000	38	\$1,700	\$64,600	44	\$1,800	\$79,200	52	\$1,900	\$98,800
Social Security	22	\$2,000	\$44,000	30	\$2,050	\$61,500	38	\$2,100	\$79,800	44	\$2,150	\$94,600	52	\$2,200	\$114,400
Disability	22	\$650	\$14,300	30	\$700	\$21,000	38	\$750	\$28,500	44	\$800	\$35,200	52	\$850	\$44,200
Medicare	22	\$1,210	\$26,620	30	\$1,250	\$37,500	38	\$1,300	\$49,400	44	\$1,350	\$59,400	52	\$1,400	\$72,800
Life Insurance	22	\$650	\$14,300	30	\$700	\$21,000	38	\$750	\$28,500	44	\$800	\$35,200	52	\$850	\$44,200
E - Total Instructional Personnel Benefits:	132		\$220,220	180		\$316,320	228		\$412,072	264		\$495,924	312		\$608,504
D+E = F - Total Personnel Benefits	156		\$260,220	222		\$389,260	282		\$509,668	318		\$597,363	366		\$713,822
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	30.5		\$227,000	51		\$384,940	66		\$502,596	66		\$532,439	66		\$562,318
B+E = H - Total Instructional Personnel (Salary & Benefits)	157.5		\$1,105,220	213		\$1,556,320	270		\$2,074,072	312		\$2,519,924	368		\$3,114,504

Bishop George W Brooks Academy

G+H = J - TOTAL PERSONNEL	188		\$1,332,220	264		\$1,941,260	336		\$2,576,668	378		\$3,052,363	434		\$3,676,822
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Operations Budget: Expenditure Projections 2018-19 through 2022-2023

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Disability	\$650	\$700	\$750	\$800	\$7,650
	Disability	\$650	\$700	\$750	\$800	\$44,200
	Health Insurance	\$4,000	\$4,120	\$4,244	\$4,371	\$40,518
	Health Insurance	\$4,000	\$4,244	\$4,244	\$4,371	\$234,104
	Life Insurance	\$650	\$700	\$750	\$800	\$7,650
	Life Insurance	\$650	\$700	\$750	\$800	\$44,200
	Medicare	\$1,200	\$1,250	\$1,300	\$1,350	\$12,600
	Medicare	\$1,210	\$1,250	\$1,300	\$1,350	\$72,800
	Retirement Plan--Other	\$1,500	\$1,600	\$1,700	\$1,800	\$17,100
	Retirement Plan--Other	\$1,500	\$1,600	\$1,700	\$1,800	\$98,800
	Social Security	\$2,000	\$2,050	\$2,100	\$2,150	\$19,800
	Social Security	\$2,000	\$2,050	\$2,100	\$2,150	\$114,400
	Total Benefits	\$20,010	\$20,964	\$21,688	\$22,542	\$713,822

The purposes of the school, to improve student learning and encourage the use of different and innovative teaching methods, will be more easily assimilated by staff, administrators, and parents if the focus can stay in the academic area, despite the need for necessary attention to the business of running the new institution.

Demand: Guilford County Schools (GCS) is the third-largest district in North Carolina, serving more than 72,300 students. It is very diverse with 41% Black students, 13% Hispanic, 35% White, 6% Asian, and 5% other ethnic backgrounds. It only has 7 charter schools compared to 25 in Mecklenburg County and 19 in Wake County. Of the 10 Guilford charters 4 have waiting lists that average 652 students. Guilford County and Greensboro have been underserved by charter schools. The board of NGA believes that a new inner city school in Greensboro, with small classes and with the reputation of high quality that North Carolina's charter schools bring, will draw parents to the school to not only meet the enrollment goal, but will exceed that..

Breakeven: The breakeven point in number of students was calculated by dividing non- variable costs (fixed costs) by margin, or revenue less variable costs per student. That number was estimated to be 268 students to break even. Fixed costs of about \$400,000, including some emergency interim facilities should enrollment fall under expectations, would be reasonable. If the marginal per pupil revenue is about \$ (per pupil revenue (\$7,168) less all costs less the fixed costs mentioned) then $\$400,000 / \$1,489$ suggests that the school could break even if committed to fixed costs of no more than \$400,000 and 268 students enrolled.

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

Eliminate one elective teacher

Eliminate one teacher assistant

We will eliminate one elective teacher (\$40,000 + \$10,000) Salary and benefits

Eliminate one teacher assistant (\$25,000 +\$10,000) Salary and benefits

This will allow an additional \$85, 000 for use. We will ask the landlord to defer one months of rent to be paid at the beginning of year two. Savings of \$32,000.

We will always explore the option of leasing versus purchasing.

Does the budget rely on sources of funds other than state, county, and federal (e.g. loans, donations etc.? If so, please provide the source and amount. Be sure that the appropriate assurances documentation is provided in the appendices

NO

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

A five year average of 1:21.7

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

The Board will outsource its Financial Management System services but has not selected a provider. However, in the budget there is estimated for \$30,000. We will likely contract for EC services to complement our 1.5 EC staff. The board will set contract authorization levels, and recognize the need for conflict of interest avoidance, for itself and for the Lead

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

Administrator. So all commitments exceeding predetermined amounts will require approval at different levels with the appropriate assignment of contract accountability placed also, to ensure the school receives the services and products contracted for and at the correct price. We will not outsource custodial services.

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

The general fund balance should equal a month's operating expenses by the fifth year. That monthly total will be about \$409,000. The accumulated surplus or general fund balance, after five years is projected to be \$1.19 million. So, rather than a percentage goal, the goal will be to accumulate that "Surplus", shown in the "Overall Budget" on the application page preceding this narrative. That surplus is predictably more in years 2-5 than in year one. Obviously then, after year one we would like to have about \$168,000 in the bank.

The use of surplus will, like most new schools, will be used mostly for equity needed for purchasing or building facilities in the future. Over the five years the surplus accumulated will require the school to save almost 6 cents for every dollar received in pupil funding.

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

The general fund balance should equal a month's operating expenses by the fifth year. That monthly total will be about \$409,000. The accumulated surplus or general fund balance, after five years is projected to be \$1.19 million. So, rather than a percentage goal, the goal will be to accumulate that "Surplus", shown in the "Overall Budget" on the application page preceding this narrative. That surplus is predictably more in years 2-5 than in year one. Obviously then, after year one we would like to have about \$168,000 in the bank.

The use of surplus will, like most new schools, will be used mostly for equity needed for purchasing or building facilities in the future. Over the five years the surplus accumulated will require the school to save almost 6 cents for every dollar received in pupil funding.

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

BBA will always make lease versus purchase decisions based upon sound economics and professional financial analysis. In the critical initial year of our school leases may be required, whereas in subsequent years NGA will be able to avoid the financing costs. The initial facilities will be leased with consideration of purchasing between years 5 and 10 as it builds surplus to provide equity for financing. There are two ways the lease may be established; one, directly by a transaction between an owner landlord and BBA. Another, and more recent form of transaction in North Carolina, among new charters, is a transaction including a developer such as Funding the Gap, American Charter Development, HighMark, or other partner. These companies assist charters in locating facilities and then purchasing them and with term leases back to the charter, and in most cases, an attendant agreement that the charter will purchase the facility at a designated time with predetermined formulas for the buyout. Many of the agreements add a provision that the developer/lender will later provide a new facility after

the term lease of the initial facility. Some items such as office printers/copiers, etc. may be leased. BBA does, however, have the option of deferred payments or leases of various other items in the budget but only if enrollment targets are not met or the lease arrangement makes more economic sense.

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

At this time we have no resources

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

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

Basics of good internal control are the foundation for the reliability of the financial statements and are needed to safeguard the resources of the school. Not only is Bishop Brooks Academy at risk of losing valuable resources with poor controls but there is more at risk. That is the potential for negative publicity associated with any event that might attract notoriety including financial theft or even financial mismanagement. This also often brings a stigma to other charter schools, or indeed to the whole North Carolina charter program and its attendant regulation.

BBA will contract with a CPA firm (see below) to provide the annual audit but in addition it will request from them an initial report on our internal controls. This will include an evaluation of our controls before we open our school so that any weaknesses are discovered and corrected before the school year begins. BBA will contract for the DPI required services with a provider after receiving more quotes. Outsourcing LINQ creates another level of cash segregation by its external accounting for our pupil funds, accounts payable, and payroll. Internally, we will keep a petty cash fund for emergencies and use a system requiring a paid receipt and/or authorization for expenditures. Approval of expenditures over a recommended amount will require the signature of the Lead Administrator.

Accounting records will be safeguarded by use of daily locked files and to the extent practical secure online records with appropriate password protections. Sensitive records will be systematically shredded as necessary. The board treasurer will provide a financial statement to include a statement of fund balances (balance sheet) and a statement of receipts and expenditures (a P&L) at each regularly held board meeting and an explanation to board members for questions. Additionally, at least quarterly the LINQ provider and or the auditors will be asked to attend board meetings.

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

At this time there are no possible related party transactions.

Provide the name and contact information of the independent audit firm who will conduct the annual financial statement audit. If a firm has yet to be identified please list the firms the board has investigated.

BBA will solicit audit bids from firms qualified by the Local Government Commission. BBA has discussed the audit and fees with two firms who agreed that it would be in its interest to negotiate fees closer to the school opening. Those firms giving BBA tentative estimates of \$8,500 and \$10,000 are:

Rives & Associates, LLP, 212 West Center St., Lexington, NC , 336-248-8281
336-248-2335

Potter & Company, CPAs, 434 Copperfield Blvd. NE, Concord, NC 28025, 704-786-8189 704-786-4447

VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 19, 2016 5:00 pm EST deadline. Payments will be accepted in the form of a certified check. Cash is not accepted.

**Application Note: The applicant must mail the certified check along with a letter indicating the name of the proposed charter school, contact information and the enclosed payment amount to be received before or on the due date of September 19, 2016 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

Payments should be made payable to North Carolina Department of Public Instruction

*North Carolina Department of Public Instruction
Office Of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303*

I understand the requirements pursuant to G.S. 115C-218.1(c).

bishopbrooks

Date: 09/19/2016

Applicant Signature:

The foregoing application is submitted on behalf of Bishop George W Brooks Academy (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy TCS-U-013 All new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator.

Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: bishopbrooks

Board Position: Board Chair

Signature: _____

Date: 09/19/2016

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

Notary Public Official Seal
My commission expires: _____, 20____.