

Application Preliminary Evaluation Packet

For each section, please rate the response then explain your rating by specifying strengths and weaknesses in the space provided. Where applicable, you should elaborate on concerns by specifying additional information you would request or follow-up questions that you have.

- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets minimum components as evidenced by the check boxes of the rubric.
- § Fail: The response either fails to entirely address the selection criteria or addresses some of the criteria. The responses lack adequate detail and/or raise substantial concerns about the applicant's preparation for and ability to start or operate a charter school successfully. The application fails to address all of the minimum components as evidenced by the check boxes of the rubric.

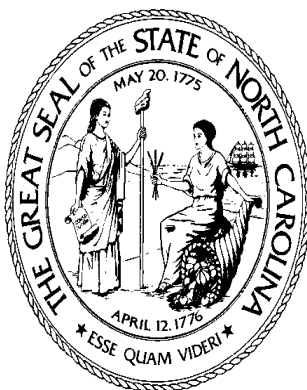
Subcommittee Members:

Becky Taylor
Anthony Helton
Alex Quigley
Cande Honeycutt-Killian
Walter Finnigan
Jessica Kelly
Tammi Sutton
Phyllis Gibbs
Steven Walker
Glenn Allen
Deanna Townsend-Smith
Jennifer Gnann
Shannon Sellers
Robert McOuat
Sherry Reeves

Date of Review:

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

09/30/2016



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Bishop George W Brooks Academy

Public charter schools opening the fall of 2018

Due by 5:00 pm, September 19, 2016

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

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

CHARTER SCHOOL
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 should 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: X

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.

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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:

To be considered for acceleration applicants must meet four specific criteria. Provide supporting evidences of the following:

**Demonstrate a clear and compelling need for the accelerated planning year*

Partner with a two of four year institution of higher education in North Carolina

*Attach Appendix A from the four year institution of higher education in NC to demonstrate a partnership
Verify the absence of a charter school in the proposed county of location*

Yes:

No:

Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.

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:

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2018 Month August

Will this school operate on a year round schedule?

No:

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

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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 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.

bishopbrooks
Signature

Board Chair
Title

bishopbrooks
Printed Name

09/19/2016
Date

Section I: Application Contact Information Concerns and Additional Questions	<u>Reviewer</u>	<u>Page Reference</u>
<u>Is projected enrollment for single-gender school realistic?</u>	<u>Sherry Reeves</u>	<u>Grade Levels</u>

<u>Reviewer</u>	<u>Score</u>
<u>Becky Taylor</u>	
<u>Anthony Helton</u>	<u>Pass</u>
<u>Alex Quigley</u>	
<u>Cande Honeycutt-Killian</u>	<u>Pass</u>
<u>Walter Finnigan</u>	<u>Pass</u>
<u>Jessica Kelly</u>	<u>Pass</u>
<u>Tammi Sutton</u>	
<u>Phyllis Gibbs</u>	
<u>Steven Walker</u>	<u>Pass</u>
<u>Glenn Allen</u>	
<u>Deanna Townsend-Smith</u>	
<u>Jennifer Gnann</u>	<u>Pass</u>
<u>Shannon Sellers</u>	<u>Pass</u>
<u>Robert McQuat</u>	
<u>Sherry Reeves</u>	<u>Pass</u>

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).*

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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-238.29A, and the proposed school's operations.*

The Six Legislative Purposes of a Charter School are:

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

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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.

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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

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members, staff and faculty.

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
Does the applicant have more data to support the need of the mission?	Walter Finnigan	Mission Stat
Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed charter schools for the 2018 school year: http://www.dpi.state.nc.us/charterschools/schools/map .	Deanna Townsend-Smith	Educational
According to the survey results teacher attitude had the highest percentage of why was dissatisfied with their current school; what processes would your school have in place to ensure that teacher attitude is better? The projected enrollment on previous page indicates population to be 700 for grades K-6 within first 5 years. You indicate on this page that the school will be a K-8 school; which grade levels are you projecting? Do any single gender classrooms exist in any of the surrounding schools? Has this been tried in any of the area schools already?	Jessica Kelly	Educational
Is there additional evidence beyond the 207 surveys that demonstrate a need or demand for the school? 207 surveys for a 300 student projected opening enrollment may not be sufficient evidence of demand. Do you have additional evidence of need for a single-gender school? Only 15% of surveys indicated a desire for single-gender education.	Cande Honeycutt-Killian	Educational
Only 15% of those surveyed stated they were interested in single gender education. How do you know there is a need for a single gender school? What grades will you offer? There is contradiction on this page with the previous page. Projected enrollment is for grades k-6 here you say k-8.	Shannon Sellers	Educational
Only 15% of the individuals responding to the survey stated they are interested in a single gender school. Why would the applicant state this as a need?	Walter Finnigan	Educational
There were only 207 responses to the survey. Of these responses, only 10% recommend that the school should be K-8 and only 15% support a single-gender model.	Sherry Reeves	Educational
Will professional development for teachers focus on how male students learn differently from their female peers? Legislative purpose #4 is cited as a reason for the proposed school. The response however is vague. Expand on how the mentioned strategies (culturally-relevant pedagogy, inquiry-based learning and literacy-rich lessons) will improve the learning of this specific group of students.	Sherry Reeves	Purposes of
While meeting one of the six legislated purposes is the minimum, would this model meet any of the others besides new professional opportunities? What about improve student learning? Could you provide additional clarification on some of the other legislated purposes?	Cande Honeycutt-Killian	Purposes of
Will outside/community organizations be used for PD for teachers who are not familiar or from the area of Guilford County? Since you are targeting students who are not typically successful in their LEA, what additional resources/staff will you have available for your regular education teachers?	Jessica Kelly	Purposes of
The purpose of new professional opportunities is not substantiated by what's described here, which is essentially what most schools do (hold summer PD, have ongoing PD, etc.)	Alex Quigley	Purposes of
You can't exceed growth with 3rd graders because there is no baseline for growth.	Alex Quigley	Goals for th
Academic goals state that in year 1 there will be 60-80% proficiency in Reading on NC EOGs. In year 1, the school will operate as a K-2 so there will be no EOG. Also, goals state that year 1 math proficiency will be 60% on NC K-2	Sherry Reeves	Goals for th

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<p>assessments. What are these assessments? Explain how school leadership team will ensure processes and procedures are in place (vague goal). Explain how lead administrator will maintain up-to-date progress toward meeting established goals. Which specific goals?</p>		
<p>How do you goals integrate the character part of your mission?</p> <p>What will be included on the annual parent survey as indicated on Goal 3?</p>	Jessica Kelly	Goals for th
<p>What is the reasoning behind having board members at leadership team meetings?</p> <p>What data does the board need to know the school is successful?</p>	Jennifer Gnann	Goals for th
<p>The numbers of survey responses do not seem to ask for the single gender model.</p> <p>Will you need more instructional assistance sense you are targeting a low scoring student population?</p>	Anthony Helton	Goals for th
<p>Is the board member a participating member in the leadership team meeting or just attending their leadership team meeting gathering information to bring back to the regular board meeting?</p> <p>How will the board work with school leadership and finance to develop clean audits?What procedures will be in place to ensure policies are being properly followed so that the school will end up with a clean audit?</p>	Walter Finnigan	Goals for th
<p>There is not a goal to suggest the character part of the mission? What data will the board use to determine success of the school? What types of assessments will be used to monitor success prior to the end of the year?</p>	Shannon Sellers	Goals for th

Reviewer	Score
Anthony Helton	Pass
Alex Quigley	Pass
Cande Honeycutt-Killian	Pass
Jessica Kelly	Pass
Phyllis Gibbs	
Glenn Allen	
Jennifer Gnann	Pass
Becky Taylor	
Walter Finnigan	Pass
Steven Walker	Pass
Shannon Sellers	Pass
Tammi Sutton	
Sherry Reeves	Pass
Deanna Townsend-Smith	
Robert McQuat	

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:*

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- 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).

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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

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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.

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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

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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 mandated 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.*

Provide a draft copy of the student handbook specific to the proposed charter school within the appendices (Appendix D).

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

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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.

Section III: Education Plan Concerns and Additional Questions		
What evidence is thereto show that Inquiry-Based Learning will lead to improved student performance? What assessments will be used?	Shannon Sellers	Instructiona
Is there research to support competitive learning experiments? Isn't this ideology contrary to the cooperative learning model?	Sherry Reeves	Instructiona
Why Inquiry-Based Learning, specifically with Males only?	Anthony Helton	Instructiona
What research is available to support the use of this educational model with male students? Do you have evidence of this from other schools? Applicant needs to provide evidence of correlation of this model with single-gender male schools.	Cande Honeycutt-Killian	Instructiona
How will the instructional programming that is described meet the needs of the student population?	Walter Finnigan	Instructiona
This section doesn't really answer the question but just lists a bunch of things: "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."	Alex Quigley	Instructiona
Applicant should expand upon the scope and sequence. Will the school be utilizing instructional hours or days? How many hours or days is built into the calendar?	Cande Honeycutt-Killian	Curriculum a
How many instructional hours are included in your calendar? Expand upon your scope and sequence.	Jennifer Gnann	Curriculum a
Mission speaks to developing character in students but there is no mention of character in the curriculum design. Explain the expectation that teachers will spend time in their students' communities to learn more about them. Will they receive compensation for this? Explain in-depth the anticipated professional development for staff. A focus is given to improving literacy but there is no mention of proficiency in mathematics. How will inquiry-based learning also be utilized to improve proficiency in mathematics? Attached curriculum guide is for reading. How does this sample align with the NC Standard Course of Study? Is there a sample curriculum guide for mathematics? School calendar must consist of 215 days for teachers, 11 of which are paid vacation, 10 annual leave. Based on the calendar provided, there are 220 days (180 instructional days, 22 teacher workdays, and 18 vacation days). Since there are only 180 instructional days (instead of 185) is the calendar based on a minimum of 1,025 hours? Has time been built in for inclement weather?	Sherry Reeves	Curriculum a
Is there a Course Scope and Sequence available? How will teachers be compensated for spending time in the student's communitites? Is there time built into the calendar for teachers to visit businesses, etc in the community?	Shannon Sellers	Curriculum a
Is the school operating on instructional days or instructional hours? In the planning of the calendar has the school built-in any days for adverse weather conditions such as snow days?	Walter Finnigan	Curriculum a

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Is student promotion solely based on teacher input and record keeping?		
The appendix does not meet the criteria. It is surface level and does not meet expectations for a group embarking on an inquiry based model. Assessments don't seem to be aligned to the instructional program.	Alex Quigley	Curriculum a
I like to see more detail on the literacy program.	Anthony Helton	Curriculum a
Appendix B only shows one component in regards to literacy. Is there a course scope and sequence available for all components of literacy?	Jessica Kelly	Curriculum a
There is no evidence of an RTI model. There is no mention of the Home Language survey. Expand upon your ELL program.	Jennifer Gnann	Special Prog
How will We-ness be taught to the staff and monitored?	Walter Finnigan	Special Prog
The ELL plan seems very barebones.	Steven Walker	Special Prog
There is not a clear plan of intervention. There are components of how the school will operate to encourage success, but little on how help will be provided to students who are struggling. Will the school provide a Home Language Survey? The applicant should review the use of W-APT testing, not every student will need to take the W-APT. The ELL program is vague and should be revisited and expanded.	Shannon Sellers	Special Prog
Are the core values listed aimed at the character component mentioned in the mission? How will this improve the academic progress of at-risk students? Information provided regarding the identification and education of EL students does not support a clear understanding of the process. What specific assessments will be used to identify AIG students?	Sherry Reeves	Special Prog
No clear plan for identifying and intervening to ensure continued progress and academic student growth.	Robert McOuat	Special Prog
Does not meet criteria.	Alex Quigley	Special Prog
What are the evidence-based practices for at-risk male students? What nationally-normed assessments will the school use? Who will be developing the benchmark assessments? The plans for serving at-risk, ELL, and gifted students are vague. Applicant needs to provide specific details in each section.	Cande Honeycutt-Killian	Special Prog
What will the processes be for students not performing academically? Will RTI/MTSS intervention processes be in place?	Jessica Kelly	Special Prog
The is no evidence of the full Child Find process. How will staff be trained to utilize the Child Find process? What role does the EC coordinator play in this process? Why is the referral going to the principal? Please provide additional details to clarify understanding of both Section 504 and EC services.	Cande Honeycutt-Killian	Exceptional
Will the applicant provide staff development and training for the teachers and staff so they understand the process for identifying students with disabilities? How will the applicant document who has checked out files on site?	Walter Finnigan	Exceptional
Applicant should clarify the understanding of 504. Why is the principal accepting the referral? IS the principal going to be licensed in Exceptional Children's? There is no reference to Child Find.	Shannon Sellers	Exceptional
Referral process for identifying students with disabilities under Section 504 or the Exceptional Children's program is unclear. Why would such referrals be made to the principal?	Sherry Reeves	Exceptional
There is no mention of ChildFind.	Jennifer Gnann	Exceptional

<p>The referral process is led by the principal? Will the principal be EC certified? Where is the Child Study Team, the IEP team? How is the parent involved in this process?</p> <p>Who will be responsible for 504s?</p> <p>What is the process for obtaining records from previous schools?</p>		
<p>Applicant should clarify Exceptional Children's Education Programming. Items 2, 3, and 4 need more clarification.</p>	Jessica Kelly	Exceptional
<p>The plan mentions "continuum of alternative placements" but it is unclear if this is the continuum of special education setting required under IDEA.</p> <p>"The interventions will be in place for a minimum of 30 academic days" - interventions re required but should not be used to delay the evaluation process 90-day timeline).</p>	Robert McOuat	Exceptional
<p>This section lacks clarity.</p>	Sherry Reeves	Exceptional
<p>What does "continuum of alternative placements" mean? Please provide examples that ensure that the school will meet IDEA requirements.</p> <p>Please explain the role of the parent on the IST. Is this the child's parent? What would be the rationale of having other parents and is that a violation of FERPA?</p> <p>Is the school using RTI or MTSS? It isn't clear that the plan provided would meet the current student support and identification practices in this state.</p> <p>How is the IST and the IEP the same or are they different? This is not clear and needs additional clarification.</p>	Cande Honeycutt-Killian	Exceptional
<p>This sentence is unclear, please explain: "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."</p> <p>What services will be available to students?</p> <p>What is the reasoning behind having parents on the IST? That appears to be a violation of the privacy of students if the parent on the team is not their own.</p> <p>How is an IST related to an IEP team?</p>	Jennifer Gnann	Exceptional
<p>Does the applicant have a plan in place to contract with other related services such as speech or occupational therapy?</p>	Walter Finnigan	Exceptional
<p>Clairty is needed on the IST team. What is its purpose. Define parents. Parents of the child or parents of other children in the school. If referring to parents of other children this could be a violation of privacy. What EC services will you provide?</p>	Shannon Sellers	Exceptional
<p>"Promotion for special needs students will be based on meeting or exceeding IEP goals" = What if they meet some IEP goals but not others? To what extent is teacher standards and curriculum standards considered as part of promotion/graduation decision?</p>	Robert McOuat	Student Perf
<p>What qualifications are necessary to be promoted from one grade to the next?</p> <p>How will the results from DIBELS drive instruction?</p>	Jennifer Gnann	Student Perf
<p>Applicant should clarify and expand on promotion and retention. Will 3rd grade promotion be solely based on Reading? How will math be addressed with a sole focus on literacy? Expalin how an EC student will be promoted. Will it be solely on the IEP goals or will there be other indicators?</p>	Shannon Sellers	Student Perf
<p>Will the school have mathematics goals? How will the school ensure growth in mathematics?</p> <p>What are the specific requirements for promotion/retention? The criteria given is vague and needs additional clarification.</p> <p>What specific formative and summative assessments will be used? Nationally-normed</p>	Cande Honeycutt-Killian	Student Perf

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was mentioned in an earlier section. Please provide specifics.		
With such a strong focus on literacy for the first several years; are there concerns that the math growth will not meet the expected growth?	Jessica Kelly	Student Perf
Will there be benchmark assessments utilized throughout the academic year? Why is the expected overall proficiency for math below the expected proficiency for reading? 60-80% is too large of a range for proficiency.	Sherry Reeves	Student Perf
Needs more detail about internal assessment mechanisms, especially without state tests in year 1.	Alex Quigley	Student Perf
More information is needed to understand the proposed Restorative Practices.	Sherry Reeves	Student Cond
What is the 5 step process? Are the offenses listed the only offenses that a student can be suspended from school? Who will be the "unbiased decision maker?" Applicant should clarify suspensions for exceptional children based on the law.	Shannon Sellers	Student Cond
What part would a parent play in the informal hearing for a long-term suspension?	Steven Walker	Student Cond
The paragraph that starts "Students with disabilities who are suspended..." needs some clarification. The student with disabilities has protections under IDEA. The IEP team must make decisions about FBA, BIP and MDR. These are simply things to be 'requested' after 10 days of suspensions. Also, the IEP team must make a decision about how the child will continue to receive special education services if removed/suspended.	Robert McOuat	Student Cond
What will Restorative Practices look like in your school?	Jennifer Gnann	Student Cond
Expand upon the 5 step process as it relates to consequences. Please provide additional details about the Restorative Practice. What is the 5 step process? Is it related to the Restorative Practice? Please provide additional details on the discipline of students with disabilities. How will the school ensure that the IDEA protections will be honored? How will a suspended EC student continue to have instruction? This section is vague and lacks details to sufficient ensure students with disabilities will be served.	Cande Honeycutt-Killian	Student Cond
Explain Restoration Practice	Anthony Helton	Student Cond

Reviewer	Score
Deanna Townsend-Smith	
Sherry Reeves	Fail
Tammi Sutton	
Shannon Sellers	Fail
Steven Walker	Pass
Walter Finnigan	Fail
Becky Taylor	
Robert McOuat	
Jennifer Gnann	Fail
Glenn Allen	
Phyllis Gibbs	
Jessica Kelly	Pass
Cande Honeycutt-Killian	Fail
Alex Quigley	Fail
Anthony Helton	Pass

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 Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?
Eric L	Chairm	GUILFORD	Director		

Hines	an		of Equity and Inclusion		
George W Brooks		GUILFORD	Retired Bishop		
Dr. Anthony Graham	Vice-Chairman	GUILFORD	University Dean		
Alan Hooker		GUILFORD	National Trainer		
Rufus Farrior		GUILFORD	Attorney		
Dr. Kimberly Erwin		GUILFORD	Assistant Professor		

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

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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 through 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)*

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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

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:

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-\$32000. 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

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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 with 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

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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

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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:

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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.*

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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	

Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
Not required at this time.	Cande Honeycutt-Killian	Tax-Exempt S
Who is on the leadership team if the assistant director reports to the team? What evaluation tool will you use to measure the administrator and the board? What is the role of the non voting member?	Shannon Sellers	Governance a
Who is a part of the leadership team if it doesn't include the assistant administrator? How are reading teachers different/higher on the org. chart than classroom teachers? What types of contracts would a board member receive in which they would be entitled to compensation? How is a conflict of interest avoided? Who else signs checks besides the Treasurer? What checks and balances are in place? The by-laws read like the Treasurer will be the bookkeeper of the school. Is that the intent? How are conflicts of interest avoided? What is the role of the non-voting member appointed by Bishop Brooks? How will the board and its members be evaluated? How will the school leader be evaluated?	Jennifer Gnann	Governance a
I have some concerns about the background checks and the criteria used to conduct them. I would think it quite remarkable that 6 people would not have even received a traffic ticket in their lives, but the data could be accurate.	Steven Walker	Governance a
What is the role of the appointed non-voting member? Who makes up the leadership team? Why do teachers and the assistant administrator report to this team? Grievance policy needs to be expanded.	Sherry Reeves	Governance a
How will the board address conflicts of interest that involve monetary compensation? How will the board members and school leadership be evaluated? What is the role of the appointed non-voting board member? How will conflicts of interest with the Treasurer as school bookkeeper be handled?	Cande Honeycutt-Killian	Governance a
School is not utilizing and EMO or CMO.	Jessica Kelly	Proposed Man
The school is not contracting with an EMO.	Cande Honeycutt-Killian	Proposed Man
The board is the only entity that can hire/fire; the principal can recommend. According to the application, "It will be the responsibility of the principal to recruit and hire other staff members." What relationship will the board have with its employees? Is one literacy teacher sufficient with the focus on literacy?	Shannon Sellers	Staffing Pla
Year 1 anticipated enrollment is 300 with an at-risk population yet there is no projected hiring of a counselor and only a part-time social worker. EC staff is projected at 1 1/2 teachers but this may be too conservative. In the education section, AIG students are to be served in the regular classroom. Narrative in this section states that teachers with AG certification will be sought. Will there be a dedicated AIG teacher? There are concerns related to the principal being responsible for recruiting and hiring all staff. The board might consider creating a personnel committee for interviewing potential hires.	Sherry Reeves	Staffing Pla
What challenges will you face and what will the plan be in overcoming the these challenges of obtaining and maintaining effective staff for your target population if you are not following the NCDPI Salary Schedule?	Jessica Kelly	Staffing Pla
The board is the only entity with legal authority to hire and fire. The school administration may make recommendations.	Cande Honeycutt-Killian	Staffing Pla

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How will the school attract and retain high quality teachers is the salary is less than the state schedule, especially in an urban county?		
What relationship/interaction does the board intend to have with the employees?	Jennifer Gnann	Staffing Pla
How will the ELL students receive instruction?		
Does the applicant have a procedure for an employee grievance?	Walter Finnigan	Staffing Pla
How will teachers be evaluated regularly?	Shannon Sellers	Staff Evalua
What is the detailed plan for professional development?	Cande Honeycutt-Killian	Staff Evalua
How will it be funded?		
Does the applicant have a plan for professional development? Days are scheduled, but there is no plan for what the training will be focusing on.	Walter Finnigan	Staff Evalua
What are the specific topics to be covered in the professional development training? See earlier section (calendar) for comments about the number of professional development days.	Sherry Reeves	Staff Evalua
Where will the funding come from for the professional development that will be needed at the beginning and throughout the year?	Jessica Kelly	Staff Evalua
Expand upon the core components of your professional development plan	Jennifer Gnann	Staff Evalua
The first year budget allocates \$15,000 for marketing, how is the applicant going to use those funds to market to potential students and parents for the survival of the charter school? Printing 4000 flyers and attending sporting events will not cost \$15,000.	Walter Finnigan	Marketing Pl
What are the specific target areas in east Greensboro? How do you reach prospective students who do not attend church or have access to web-based applications?	Sherry Reeves	Marketing Pl
Marketing plan and budget do not align. How will the \$15,000 allocated be used beyond brochures? How will the school market to a diverse population of families?	Cande Honeycutt-Killian	Marketing Pl
How will you ensure that a variety of racial/ethnic/demographic families are reached?	Jennifer Gnann	Marketing Pl
How will faculty be trained for the home visits and training parents? Will home visits be a requirement and will parents have the option to decline?	Jessica Kelly	Parent and C
What type of data will be accessible to families and the community? How will you ensure that you are not violating FERPA with this practice?	Jennifer Gnann	Parent and C
Expand upon the training faculty will provide for families during home visits?		
How will teachers be trained to go to the homes and train the parents on literacy? How will the teachers be compensated for this home visit?	Shannon Sellers	Parent and C
Will all families be receptive to home visits? What are the requirements for staff in making these visits?	Sherry Reeves	Parent and C
What professional development will be provided to teachers to prepare them for home visits including training the parents on literacy? Will teachers receive compensation for this or is it an expectation included in the base salary (which is already too low to be competitive for that county).	Cande Honeycutt-Killian	Parent and C
Why are all of those documents required to apply? A proof of address isn't needed prior to acceptance since all children in the state are eligible to apply. These are documents that are requested after enrollment.	Jennifer Gnann	Admissions P
If you will not limit the admission based on gender, how do you propose having an all-male school?	Steven Walker	Admissions P
Open application period for the initial year should possibly be longer to ensure enrollment numbers are reached. To apply for admission, only an application should be required. Once admitted, other documents should be requested. If a student doesn't attend on the first day of school he/she will be withdrawn? A student is not enrolled until he/she attends; the first day of attendance is his/her E1 date.	Sherry Reeves	Admissions P
The school may not require these documents as part of the application and lottery process. These documents are only permitted after the family has accepted enrollment. I would encourage this applicant to review the most current statutes on lottery and enrollment preferences.	Cande Honeycutt-Killian	Admissions P

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The school is not using a weighted lottery.	Cande Honeycutt-Killian	Weighted Lot
During the application process parents should not have to provide all the documents requested, as that will only be needed to enroll. The only information you need at the time of application is name and grade and parents name and number to call and let know of enrollment statud.	Shannon Sellers	Weighted Lot

Reviewer	Score
Robert McOuat	
Glenn Allen	
Becky Taylor	
Jennifer Gnann	Pass
Walter Finnigan	Pass
Sherry Reeves	Pass
Tammi Sutton	
Anthony Helton	Pass
Jessica Kelly	Pass
Shannon Sellers	Pass
Alex Quigley	Pass
Phyllis Gibbs	
Steven Walker	Fail
Deanna Townsend-Smith	
Cande Honeycutt-Killian	Pass

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 Omissions	\$1,000,000	\$4,277.00

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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 the steps that 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

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preparing for the opening of the school if we have not secured a building.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
Expand upon your transportation plan.	Jennifer Gnann	Transportati
This transportation plan lacks any specific details.	Steven Walker	Transportati
Transportation lacks details. What quotes have you received from transportation companies? Where did the estimated \$70,000 come from? This plan lacks details to demonstrate a viable plan to ensure transportation is not a barrier.	Cande Honeycutt-Killian	Transportati
Transportation plan lacks details. There are funds for transportation in the budget but without a full transportation plan, what is the basis for these figures?	Sherry Reeves	Transportati
How will transportation plan be impacted by a student with disabilities that requires transportation as a related service?	Robert McOuat	Transportati
The plan is not fully stated. Please clarify what the plan is. How will you ensure transportation for students with disabilities as stated in their IEP?	Shannon Sellers	Transportati
How will the applicant provide transportation to ensure that no child is denied access to the school due to a lack of transportation? The applicant has money allocated in the budget but does not have a detailed plan describing this process.	Walter Finnigan	Transportati
Need clarification on the budget for the lunch program. These numbers do not add up because you can not feed students for less than .50 per meal.	Anthony Helton	School Lunch
Has the board contacted any vendors about the specifics of a school lunch plan? Again, what is the basis for the numbers given in the budget? What is the anticipated number of students who will qualify for free or reduced lunch?	Sherry Reeves	School Lunch
The applicant states that it will be serving breakfast and lunch for 285 students. They have allocated \$50,000 budget. With those figures, they are planning on feeding students at \$.47 per meal, per day. Understanding that not every student will be purchasing a meal for breakfast and for lunch but for budgeting purposes this could be a potential risk.	Walter Finnigan	School Lunch
Lunch plan lacks sufficient details and the budget allocations would not be sufficient for a viable plan. No allocations for a National School Lunch Program administrator which is critical to maintaining a compliant and successful program.	Cande Honeycutt-Killian	School Lunch
Not signed by board chair.	Jennifer Gnann	Healthy and
Was this section signed by the board chair?	Sherry Reeves	Healthy and
Do the churches have enough space to house the 300 students in Year 1? Are the churches you are looking at going to have enough room for growth?	Jessica Kelly	Facility and
Please provide additional details as to the type of facility, square footage, amenities, etc. The primary facility plan is weak and insufficient in details. Contingency plan is equally as weak. Inability to secure a facility is the number one challenge for new schools. A solid plan is necessary for school's survival.	Cande Honeycutt-Killian	Facility and
If no facility has been identified, what is the basis for \$400,000 facility lease?	Sherry Reeves	Facility and
Will the churches have enough room for the number of the students projected in the first year?	Shannon Sellers	Facility and
The applicant appears to not have begun the due diligence required to discover what the needs would be for a facility and failed to answer the questions regarding the cost per square foot. For instance, if the school believed that 75 sq ft/student would be appropriate size and the building would need to accommodate 500 students, for \$400k to be adequate the school would need to find a lease at around \$10/sq. ft. per year (if my quick math is correct--although it is the applicant's math that needs the work shown in this question). I do not know commercial prices in the area and it is incumbent upon the applicant to perform this search in order to make appropriate budget projections before submitting an application.	Steven Walker	Facility and

Reviewer	Score
Becky Taylor	
Walter Finnigan	Fail
Steven Walker	Fail

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Shannon Sellers	Pass
Tammi Sutton	
Sherry Reeves	Fail
Deanna Townsend-Smith	
Anthony Helton	Pass
Alex Quigley	Pass
Cande Honeycutt-Killian	Fail
Jessica Kelly	Pass
Phyllis Gibbs	
Glenn Allen	
Jennifer Gnann	Fail
Robert McOuat	

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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

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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

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

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

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

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
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

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

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

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Administrative & Support:					
Office:	Office Supplies	\$20,000	\$22,000	\$24,000	\$26,000	\$28,000
	Paper	\$10,000	\$13,000	\$16,000	\$19,000	\$23,000
	Computers & Software	\$8,000	\$5,000	\$5,000	\$5,000	\$5,000
	Communications & Telephone	\$5,000	\$6,000	\$7,000	\$8,000	\$9,000
	Copier leases	\$10,000	\$12,000	\$14,000	\$16,000	\$18,000
Professional Contract	Legal Counsel	\$10,000	\$12,000	\$14,000	\$16,000	\$18,000
Facilities	Insurance (pg19)	\$16,000	\$17,000	\$18,000	\$19,000	\$20,000
Utilities	Electric	\$10,000	\$7,000	\$9,000	\$11,000	\$13,000
	Water/Sewer	\$2,000	\$3,000	\$4,000	\$5,000	\$6,000
Transportation	Buses	\$70,000	\$75,000	\$80,000	\$85,000	\$90,000
Other	Marketing	\$15,000	\$12,000	\$12,000	\$12,000	\$12,000
	Child nutrition	\$50,000	\$54,000	\$58,000	\$62,000	\$66,000
Professional Contract	Financial	\$30,000	\$32,000	\$34,000	\$36,000	\$38,000
Facilities	Facility Lease/Mortgage	\$400,000	\$400,000	\$400,000	\$400,000	\$400,000
	Custodial Supplies	\$20,000	\$12,000	\$14,000	\$16,000	\$18,000
	K - TOTAL Administrative & Support Operations	\$676,000	\$682,000	\$709,000	\$736,000	\$764,000
	Instructional:					
Instructional Contract	Staff Development	\$25,000	\$10,000	\$10,000	\$10,000	\$10,000
Classroom Technology	Other	\$5,000	\$6,000	\$7,000	\$8,000	\$9,000
Books and Supplies	Instructional Materials	\$22,000	\$24,000	\$26,000	\$28,000	\$30,000
	Curriculum/Texts	\$20,000	\$25,000	\$30,000	\$35,000	\$35,000
	Copy Paper	\$5,000	\$7,000	\$9,000	\$11,000	\$13,000
	Testing Supplies	\$5,000	\$8,000	\$10,000	\$13,000	\$15,000
	Other	\$15,000	\$18,000	\$18,000	\$18,000	\$18,000
Classroom Technology	Computers	\$20,000	\$24,000	\$28,000	\$32,000	\$36,000
	L - TOTAL Instructional Operations	\$117,000	\$122,000	\$138,000	\$155,000	\$166,000
	K+L = M - TOTAL OPERATIONS	\$793,000	\$804,000	\$847,000	\$891,000	\$930,000

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$1,332,220	\$1,941,260	\$2,576,668	\$3,052,363	\$3,676,822
M - TOTAL OPERATIONS	\$793,000	\$804,000	\$847,000	\$891,000	\$930,000
J+ M =N TOTAL EXPENDITURES	\$2,125,220	\$2,745,260	\$3,423,668	\$3,943,363	\$4,606,822
Z - TOTAL REVENUE	\$2,316,480	\$2,810,000	\$3,512,500	\$4,215,000	\$4,917,500
Z - N = SURPLUS / (DEFICIT)	\$191,260	\$64,740	\$88,832	\$271,637	\$310,678

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

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

1. *How was the student enrollment number projected?*

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

Provide the break-even point of student enrollment.

Enrollment: Year one targeted enrollment is 300 students in grades K-2 and then grows to 700 in grades K-6 by year 5. BBA will utilize small class sizes to deliver the instruction to the student at the right time, aligning with the mission of the school. The smaller initial student enrollment and especially the smaller number of grades will enable BBA's educators to implement a rigorous literacy program to meet the individual needs of the students to help model the next cohort of young BBA learners.

The NGA early emphasis on rigorous academics better suit a smaller school. 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 suggeststhat 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 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.

7. *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

Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
No working capital listed for first 5 years (No Appendix M).	Jessica Kelly	Total Budget
There is no working capital for the first five years. The surplus seems low for the first two years.	Shannon Sellers	Total Budget
Will 1.5 special education teachers be sufficient for a school this size and with this number of grades?	Robert McOuat	Personnel Bu
With targeted population not having a full time social worker and having no counselor year 1 could be difficult for the success of the students. Will outside sources be contracted for these needs if necessary?	Jessica Kelly	Personnel Bu
Finance Officer pay is low- a qualified accountant hired full-time would be in access of \$32,000. Need full-time food service director if NSLP. Two less than part-time employees will not be sufficient. No ELL teacher. How will ELL students be served? Overall salaries too low to be competitive.	Cande Honeycutt-Killian	Personnel Bu
No counselor in Year 1 and social worker part-time. What are the anticipated contracted services?	Sherry Reeves	Personnel Bu
Child nutrition: The applicant states that it will be serving breakfast and lunch for 285 students. They have allocated \$50,000 budget. With those figures, they are planning on feeding students at \$.47 per meal, per day. Understanding that not every student will be purchasing a meal for breakfast and for lunch but for budgeting purposes this could be a potential risk.	Walter Finnigan	Operations B
If the school has a finance officer, what is the additional financial contract for \$30,000? As noted previously, not enough funds for a viable NSLP. Marketing budget high for proposed plan.	Cande Honeycutt-Killian	Operations B
How were the operational costs estimated? What resources were used?	Jessica Kelly	Operations B
What is the basis for transportation costs? What are the expenses related to the marketing budget? Why does marketing costs remain high through year 5? What does the professional contract for financial services cover? Wasn't there a finance officer included in personnel budget? Without a property in mind what is the basis for facility lease? Why does the cost of computers increase every year in budget? Shouldn't the majority of cost occur in year 1?	Sherry Reeves	Operations B
If you are using a vendor for meals, explain \$20,000 in food service staff. If you are spending 32,000 for a finance officer what is the \$30,000 expenditure for financial services? Explain the high cost of staff development. What is the breakdown of instructional materials vs. curriculum/texts? What research has gone into the \$70,000 for buses? Why do electric costs reduce in year 2 and 3 from year one when more students are at the facility? Is \$10,000 for electricity a reasonable estimate for a facility that can hold 500 students? The marketing budget is \$15,000 and that seems on the high side if aligned with the marketing plan.	Steven Walker	Operations B
There is a fairly large surplus for year 1 but this drops significantly in years 2 and 3. Explanation?	Sherry Reeves	Total Expend
Low surplus for years two and three.	Cande Honeycutt-Killian	Total Expend
Applicant refers to itself as NGA. I am unsure that 300 students in K-2 is considered a small school. The average ADM across the state would be closer to 200 students.	Steven Walker	Budget Narra

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

Narrative references NGA. Do you mean BBA? Narrative states that a "surplus is predictably more in years 2-5 than in year one" yet the budget shows differently. (Surplus Year 1 \$191,260 Year 2 \$64,740 Year 3 \$88,832 Year 4 \$271,637 and Year 5 \$310,678) Break-even number is close to projected enrollment.	Sherry Reeves	Budget Narra
What if the school cannot find a facility within budget? What if they are not accepted for NSLP? How will cutting teaching staff allow the school to fulfill its mission?	Cande Honeycutt-Killian	Budget Narra
Break even numbers seem reasonable.	Alex Quigley	Budget Narra
The applicant contingency plan does not provide details on how they will cover the cost if they are not accepted in the federal lunch program.	Walter Finnigan	Budget Narra

Reviewer	Score
Shannon Sellers	Pass
Becky Taylor	
Phyllis Gibbs	
Tammi Sutton	
Anthony Helton	Pass
Jessica Kelly	Pass
Glenn Allen	
Cande Honeycutt-Killian	Pass
Steven Walker	Fail
Jennifer Gnann	Pass
Walter Finnigan	Pass
Sherry Reeves	Pass
Robert McQuat	
Alex Quigley	Pass
Deanna Townsend-Smith	

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

My commission expires: _____, 20_____.

OVERALL ASSESSMENT

Would you, as an external evaluator, recommend an interview for this application? Remember that an external evaluator has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for subcommittee and Advisory Board deliberations regarding which applicants to invite back for an interview.

<u>Total External Evaluator Votes</u>	
No	Yes

Would you, as a subcommittee, recommend an interview for this application? Remember that a subcommittee is not a quorum of the whole Advisory Board and has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for Advisory Board deliberations regarding which applicants to invite back for an interview.

<u>Total Subcommittee Votes</u>	
No	Yes

Would you, as an Advisory Board, recommend this nonprofit group to the SBE to start the Planning year? The State Board of Education gives the final approval to start the Planning Year.

<u>CSAB Votes</u>	
No	Yes

Summary comments are to be provided in the appropriate section detailing the findings and/or concerns of the Public Charter School Advisory Council subcommittee.

<u>Initial Screening</u>

Mission, Purposes, and Goals	- theltoncsab
Education Plan	- theltoncsab
Governance and Capacity	Applicant has 24 months after approval to obtain tax exempt status. - theltoncsab
Operations	- theltoncsab
Financial Plan	Probably not enough to bus 300 kids. Same with food. - theltoncsab
OVERALL	Complete - dtsmith840 Was application signed by board chair? - theltoncsab - theltoncsab

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> Does the applicant have more data to support the need of the mission? - walter_finnigan</p> <p><u>Educational Need and Targeted Student Population</u> According to the survey results teacher attitude had the highest percentage of why was dissatisfied with their current school; what processes would your school have in place to ensure that teacher attitude is better?</p> <p>The projected enrollment on previous page indicates population to be 700 for grades K-6 within first 5 years. You indicate on this page that the school will be a K-8 school; which grade levels are you projecting?</p> <p>Do any single gender classrooms exist in any of the surrounding schools? Has this been tried in any of the area schools already? - jessica_kelly</p> <p><u>Educational Need and Targeted Student Population</u> Only 15% of those surveyed stated they were interested in single gender education. How do you know there is a need for a single gender school? What grades will you offer? There is contradiction on this page with the previous page. Projected enrollment is for grades k-6 here you say k-8. - shannon1974</p> <p><u>Educational Need and Targeted Student Population</u> Only 15% of the individuals responding to the survey stated they are interested in a single gender school. Why would the applicant state this as a need? - walter_finnigan</p> <p><u>Educational Need and Targeted Student Population</u> Is there additional evidence beyond the 207 surveys that demonstrate a need or demand for the school? 207 surveys for a 300 student projected opening enrollment may not be sufficient evidence of demand.</p>
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<p>Do you have additional evidence of need for a single-gender school? Only 15% of surveys indicated a desire for single-gender education.</p> <p>- cande_honeycuttk</p> <p><u>Educational Need and Targeted Student Population</u> Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed charter schools for the 2018 school year: http://www.dpi.state.nc.us/charterschools/schools/map. - dtsmith840</p> <p><u>Educational Need and Targeted Student Population</u> There were only 207 responses to the survey. Of these responses, only 10% recommend that the school should be K-8 and only 15% support a single-gender model. - sherryreeves</p> <p><u>Purposes of Proposed Charter School</u> Will outside/community organizations be used for PD for teachers who are not familiar or from the area of Guilford County?</p> <p>Since you are targeting students who are not typically successful in their LEA, what additional resources/staff will you have available for your regular education teachers? - jessica_kelly</p> <p><u>Purposes of Proposed Charter School</u> While meeting one of the six legislated purposes is the minimum, would this model meet any of the others besides new professional opportunities? What about improve student learning? Could you provide additional clarification on some of the other legislated purposes? - cande_honeycuttk</p> <p><u>Purposes of Proposed Charter School</u> Will professional development for teachers focus on how male students learn differently from their female peers? Legislative purpose #4 is cited as a reason for the proposed school. The response however is vague. Expand on how the mentioned strategies (culturally-relevant pedagogy, inquiry-based learning and literacy-rich lessons) will improve the learning of this specific group of students. - sherryreeves</p> <p><u>Purposes of Proposed Charter School</u> The purpose of new professional opportunities is not substantiated by what's described here, which is essentially what most schools do (hold summer PD, have ongoing PD, etc.) - a_quigley</p> <p><u>Goals for the Proposed Charter School</u> What is the reasoning behind having board members at leadership team meetings?</p> <p>What data does the board need to know the school is successful? - jengnann</p> <p><u>Goals for the Proposed Charter School</u> How do you goals integrate the character part of your mission?</p> <p>What will be included on the annual parent survey as indicated on Goal 3?</p> <p>- jessica_kelly</p>
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	<p><u>Goals for the Proposed Charter School</u> There is not a goal to suggest the character part of the mission? What data will the board use to determine success of the school? What types of assessments will be used to monitor success prior to the end of the year? - shannon1974</p> <p><u>Goals for the Proposed Charter School</u> Is the board member a participating member in the leadership team meeting or just attending their leadership team meeting gathering information to bring back to the regular board meeting?</p> <p>How will the board work with school leadership and finance to develop clean audits? What procedures will be in place to ensure policies are being properly followed so that the school will end up with a clean audit? - walter_finnigan</p> <p><u>Goals for the Proposed Charter School</u> Academic goals state that in year 1 there will be 60-80% proficiency in Reading on NC EOGs. In year 1, the school will operate as a K-2 so there will be no EOG. Also, goals state that year 1 math proficiency will be 60% on NC K-2 assessments. What are these assessments? Explain how school leadership team will ensure processes and procedures are in place (vague goal). Explain how lead administrator will maintain up-to-date progress toward meeting established goals. Which specific goals? - sherryreeves</p> <p><u>Goals for the Proposed Charter School</u> You can't exceed growth with 3rd graders because there is no baseline for growth. - a_quigley</p> <p><u>Goals for the Proposed Charter School</u> The numbers of survey responses do not seem to ask for the single gender model.</p> <p>Will you need more instructional assistance sense you are targeting a low scoring student population? - theltoncsab</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> What evidence is thereto show that Inquiry-Based Learning will lead to improved student performance? What assessments will be used? - shannon1974</p> <p><u>Instructional Program</u> How will the instructional programming that is described meet the needs of the student population? - walter_finnigan</p> <p><u>Instructional Program</u> What research is available to support the use of this educational model with male students? Do you have evidence of this from other schools? Applicant needs to provide evidence of correlation of this model with single-gender male schools. - cande_honeycuttk</p> <p><u>Instructional Program</u> Is there research to support competitive learning experiments? Isn't this ideology contrary to the cooperative learning model? - sherryreeves</p> <p><u>Instructional Program</u></p>

This section doesn't really answer the question but just lists a bunch of things:
"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." - a_quigley

Instructional Program

Why Inquiry-Based Learning, specifically with Males only? - theltoncsab

Curriculum and Instructional Design

How many instructional hours are included in your calendar?

Expand upon your scope and sequence. - jengnann

Curriculum and Instructional Design

Appendix B only shows one component in regards to literacy. Is there a course scope and sequence available for all components of literacy? - jessica_kelly

Curriculum and Instructional Design

Is there a Course Scope and Sequence available?

How will teachers be compensated for spending time in the student's communities? Is there time built into the calendar for teachers to visit businesses, etc in the community? - shannon1974

Curriculum and Instructional Design

Is the school operating on instructional days or instructional hours?

In the planning of the calendar has the school built-in any days for adverse weather conditions such as snow days?

Is student promotion solely based on teacher input and record keeping? - walter_finnigan

Curriculum and Instructional Design

Applicant should expand upon the scope and sequence.

Will the school be utilizing instructional hours or days? How many hours or days is built into the calendar? - cande_honeycuttk

Curriculum and Instructional Design

Mission speaks to developing character in students but there is no mention of character in the curriculum design.

Explain the expectation that teachers will spend time in their students' communities to learn more about them. Will they receive compensation for this?

Explain in-depth the anticipated professional development for staff.

	<p>A focus is given to improving literacy but there is no mention of proficiency in mathematics. How will inquiry-based learning also be utilized to improve proficiency in mathematics?</p> <p>Attached curriculum guide is for reading. How does this sample align with the NC Standard Course of Study?</p> <p>Is there a sample curriculum guide for mathematics?</p> <p>School calendar must consist of 215 days for teachers, 11 of which are paid vacation, 10 annual leave. Based on the calendar provided, there are 220 days (180 instructional days, 22 teacher workdays, and 18 vacation days).</p> <p>Since there are only 180 instructional days (instead of 185) is the calendar based on a minimum of 1,025 hours? Has time been built in for inclement weather? - sherryreeves</p> <p><u>Curriculum and Instructional Design</u></p> <p>The appendix does not meet the criteria. It is surface level and does not meet expectations for a group embarking on an inquiry based model.</p> <p>Assessments don't seem to be aligned to the instructional program.</p> <p>- a_quigley</p> <p><u>Curriculum and Instructional Design</u></p> <p>I like to see more detail on the literacy program. - theltoncsab</p> <p><u>Special Programs and "At-Risk" Students</u></p> <p>There is no evidence of an RTI model.</p> <p>There is no mention of the Home Language survey.</p> <p>Expand upon your ELL program. - jengnann</p> <p><u>Special Programs and "At-Risk" Students</u></p> <p>What will the processes be for students not performing academically? Will RTI/MTSS intervention processes be in place? - jessica_kelly</p> <p><u>Special Programs and "At-Risk" Students</u></p> <p>No clear plan for identifying and intervening to ensure continued progress and academic student growth.</p> <p>- robert_mcouat1</p> <p><u>Special Programs and "At-Risk" Students</u></p> <p>There is not a clear plan of intervention. There are components of how the school will operate to encourage success, but little on how help will be provided to students who are struggling.</p> <p>Will the school provide a Home Language Survey?</p> <p>The applicant should review the use of W-APT testing, not every student will need to take the W-APT.</p> <p>The ELL program is vague and should be revisited and expanded. - shannon1974</p> <p><u>Special Programs and "At-Risk" Students</u></p> <p>How will We-ness be taught to the staff and monitored? - walter_finnigan</p> <p><u>Special Programs and "At-Risk" Students</u></p> <p>What are the evidence-based practices for at-risk male students?</p> <p>What nationally-normed assessments will the school use?</p>
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	<p>Who will be developing the benchmark assessments?</p> <p>The plans for serving at-risk, ELL, and gifted students are vague. Applicant needs to provide specific details in each section. - cande_honeycuttk</p> <p><u>Special Programs and "At-Risk" Students</u> Are the core values listed aimed at the character component mentioned in the mission? How will this improve the academic progress of at-risk students? Information provided regarding the identification and education of EL students does not support a clear understanding of the process. What specific assessments will be used to identify AIG students? - sherryreeves</p> <p><u>Special Programs and "At-Risk" Students</u> The ELL plan seems very barebones. - dswalker</p> <p><u>Special Programs and "At-Risk" Students</u> Does not meet criteria. - a_quigley</p> <p><u>Exceptional Children – Identification and Records</u> There is no mention of ChildFind.</p> <p>The referral process is led by the principal? Will the principal be EC certified? Where is the Child Study Team, the IEP team? How is the parent involved in this process?</p> <p>Who will be responsible for 504s?</p> <p>What is the process for obtaining records from previous schools? - jengnann</p> <p><u>Exceptional Children – Identification and Records</u> Applicant should clarify the understanding of 504. Why is the principal accepting the referral? IS the principal going to be licensed in Exceptional Children's? There is no reference to Child Find. - shannon1974</p> <p><u>Exceptional Children – Identification and Records</u> Will the applicant provide staff development and training for the teachers and staff so they understand the process for identifying students with disabilities? How will the applicant document who has checked out files on site? - walter_finnigan</p> <p><u>Exceptional Children – Identification and Records</u> There is no evidence of the full Child Find process.</p> <p>How will staff be trained to utilize the Child Find process?</p> <p>What role does the EC coordinator play in this process? Why is the referral going to the principal?</p> <p>Please provide additional details to clarify understanding of both Section 504 and EC services. - cande_honeycuttk</p> <p><u>Exceptional Children – Identification and Records</u> Referral process for identifying students with disabilities under Section 504 or the</p>
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<p>Exceptional Children's program is unclear. Why would such referrals be made to the principal? - sherryreeves</p> <p><u>Exceptional Children – Education Programming</u> This sentence is unclear, please explain: "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."</p> <p>What services will be available to students?</p> <p>What is the reasoning behind having parents on the IST? That appears to be a violation of the privacy of students if the parent on the team is not their own.</p> <p>How is an IST related to an IEP team? - jengnann</p> <p><u>Exceptional Children – Education Programming</u> Applicant should clarify Exceptional Children's Education Programming. Items 2, 3, and 4 need more clarification. - jessica_kelly</p> <p><u>Exceptional Children – Education Programming</u> The plan mentions "continuum of alternative placements" but it is unclear if this is the continuum of special education setting required under IDEA.</p> <p>"The interventions will be in place for a minimum of 30 academic days" - interventions required but should not be used to delay the evaluation process 90-day timeline). - robert_mcouatl</p> <p><u>Exceptional Children – Education Programming</u> Clarity is needed on the IST team. What is its purpose. Define parents. Parents of the child or parents of other children in the school. If referring to parents of other children this could be a violation of privacy. What EC services will you provide? - shannon1974</p> <p><u>Exceptional Children – Education Programming</u> Does the applicant have a plan in place to contract with other related services such as speech or occupational therapy? - walter_finnigan</p> <p><u>Exceptional Children – Education Programming</u> What does "continuum of alternative placements" mean? Please provide examples that ensure that the school will meet IDEA requirements.</p> <p>Please explain the role of the parent on the IST. Is this the child's parent? What would be the rationale of having other parents and is that a violation of FERPA?</p> <p>Is the school using RTI or MTSS? It isn't clear that the plan provided would meet the current student support and identification practices in this state.</p> <p>How is the IST and the IEP the same or are they different? This is not clear and needs additional clarification. - cande_honeycutk</p> <p><u>Exceptional Children – Education Programming</u></p>
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<p>This section lacks clarity. - sherryreeves</p> <p><u>Student Performance Standards</u> What qualifications are necessary to be promoted from one grade to the next?</p> <p>How will the results from DIBELS drive instruction? - jengnann</p> <p><u>Student Performance Standards</u> With such a strong focus on literacy for the first several years; are there concerns that the math growth will not meet the expected growth? - jessica_kelly</p> <p><u>Student Performance Standards</u> "Promotion for special needs students will be based on meeting or exceeding IEP goals" = What if they meet some IEP goals but not others? To what extent is teacher standards and curriculum standards considered as part of promotion/graduation decision? - robert_mcouat1</p> <p><u>Student Performance Standards</u> Applicant should clarify and expand on promotion and retention. Will 3rd grade promotion be solely based on Reading? How will math be addressed with a sole focus on literacy? Explain how an EC student will be promoted. Will it be solely on the IEP goals or will there be other indicators? - shannon1974</p> <p><u>Student Performance Standards</u> Will the school have mathematics goals? How will the school ensure growth in mathematics?</p> <p>What are the specific requirements for promotion/retention? The criteria given is vague and needs additional clarification.</p> <p>What specific formative and summative assessments will be used? Nationally-normed was mentioned in an earlier section. Please provide specifics. - cande_honeycuttk</p> <p><u>Student Performance Standards</u> Will there be benchmark assessments utilized throughout the academic year? Why is the expected overall proficiency for math below the expected proficiency for reading? 60-80% is too large of a range for proficiency. - sherryreeves</p> <p><u>Student Performance Standards</u> Needs more detail about internal assessment mechanisms, especially without state tests in year 1. - a_quigley</p> <p><u>Student Conduct and Discipline</u> What will Restorative Practices look like in your school?</p> <p>Expand upon the 5 step process as it relates to consequences. - jengnann</p> <p><u>Student Conduct and Discipline</u> The paragraph that starts "Students with disabilities who are suspended..." needs some clarification. The student with disabilities has protections under IDEA. The IEP team must</p>
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	<p>make decisions about FBA, BIP and MDR. These are simply things to be 'requested' after 10 days of suspensions. Also, the IEP team must make a decision about how the child will continue to receive special education services if removed/suspended. - robert_mcouat1</p> <p><u>Student Conduct and Discipline</u> What is the 5 step process? Are the offenses listed the only offenses that a student can be suspended from school? Who will be the "unbiased decision maker?" Applicant should clarify suspensions for exceptional children based on the law. - shannon1974</p> <p><u>Student Conduct and Discipline</u> Please provide additional details about the Restorative Practice.</p> <p>What is the 5 step process? Is it related to the Restorative Practice?</p> <p>Please provide additional details on the discipline of students with disabilities. How will the school ensure that the IDEA protections will be honored? How will a suspended EC student continue to have instruction? This section is vague and lacks details to sufficient ensure students with disabilities will be served. - cande_honeycuttk</p> <p><u>Student Conduct and Discipline</u> More information is needed to understand the proposed Restorative Practices. - sherryreeves</p> <p><u>Student Conduct and Discipline</u> What part would a parent play in the informal hearing for a long-term suspension? - dswalker</p> <p><u>Student Conduct and Discipline</u> Explain Restoration Practice - theltoncsab</p>
<p>Governance and Capacity</p>	<p><u>Tax-Exempt Status 501 (c)(3)</u> Not required at this time. - cande_honeycuttk</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Who is a part of the leadership team if it doesn't include the assistant administrator?</p> <p>How are reading teachers different/higher on the org. chart than classroom teachers?</p> <p>What types of contracts would a board member receive in which they would be entitled to compensation? How is a conflict of interest avoided?</p> <p>Who else signs checks besides the Treasurer? What checks and balances are in place? The by-laws read like the Treasurer will be the bookkeeper of the school. Is that the intent? How are conflicts of interest avoided?</p> <p>What is the role of the non-voting member appointed by Bishop Brooks?</p> <p>How will the board and its members be evaluated? How will the school leader be evaluated?</p> <p>- jengnann</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u></p>

<p>Who is on the leadership team if the assistant director reports to the team? What evaluation tool will you use to measure the administrator and the board? What is the role of the non voting member? - shannon1974</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> How will the board address conflicts of interest that involve monetary compensation?</p> <p>How will the board members and school leadership be evaluated?</p> <p>What is the role of the appointed non-voting board member?</p> <p>How will conflicts of interest with the Treasurer as school bookkeeper be handled? - cande_honeycuttk</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> What is the role of the appointed non-voting member? Who makes up the leadership team? Why do teachers and the assistant administrator report to this team? Grievance policy needs to be expanded. - sherryreeves</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> I have some concerns about the background checks and the criteria used to conduct them. I would think it quite remarkable that 6 people would not have even received a traffic ticket in their lives, but the data could be accurate. - dswalker</p> <p><u>Proposed Management Organization (EMO/CMO)</u> School is not utilizing and EMO or CMO. - jessica_kelly</p> <p><u>Proposed Management Organization (EMO/CMO)</u> The school is not contracting with an EMO. - cande_honeycuttk</p> <p><u>Staffing Plans, Hiring, and Management</u> What relationship/interaction does the board intend to have with the employees?</p> <p>How will the ELL students receive instruction? - jengnann</p> <p><u>Staffing Plans, Hiring, and Management</u> What challenges will you face and what will the plan be in overcoming the these challenges of obtaining and maintaining effective staff for your target population if you are not following the NCDPI Salary Schedule? - jessica_kelly</p> <p><u>Staffing Plans, Hiring, and Management</u> The board is the only entity that can hire/fire; the principal can recommend. According to the application, "It will be the responsibility of the principal to recruit and hire other staff members." Waht relationship ill the board have with its employees? IS one literacy teacher sufficient with the focus on literacy? - shannon1974</p> <p><u>Staffing Plans, Hiring, and Management</u> Does the applicant have a procedure for an employee grievance? - walter_finnigan</p> <p><u>Staffing Plans, Hiring, and Management</u> The board is the only entity with legal authority to hire and fire. The school administration</p>

	<p>may make recommendations.</p> <p>How will the school attract and retain high quality teachers is the salary is less than the state schedule, especially in an urban county? - cande_honeycuttk</p> <p><u>Staffing Plans, Hiring, and Management</u> Year 1 anticipated enrollment is 300 with an at-risk population yet there is no projected hiring of a counselor and only a part-time social worker. EC staff is projected at 1 1/2 teachers but this may be too conservative. In the education section, AIG students are to be served in the regular classroom. Narrative in this section states that teachers with AG certification will be sought. Will there be a dedicated AIG teacher? There are concerns related to the principal being responsible for recruiting and hiring all staff. The board might consider creating a personnel committee for interviewing potential hires. - sherryreeves</p> <p><u>Staff Evaluation and Professional Development</u> Expand upon the core components of your professional development plan - jengnann</p> <p><u>Staff Evaluation and Professional Development</u> Where will the funding come from for the professional development that will be needed at the beginning and throughout the year? - jessica_kelly</p> <p><u>Staff Evaluation and Professional Development</u> How will teachers be evaluated regularly? - shannon1974</p> <p><u>Staff Evaluation and Professional Development</u> Does the applicant have a plan for professional development? Days are scheduled, but there is no plan for what the training will be focusing on. - walter_finnigan</p> <p><u>Staff Evaluation and Professional Development</u> What is the detailed plan for professional development? How will it be funded? - cande_honeycuttk</p> <p><u>Staff Evaluation and Professional Development</u> What are the specific topics to be covered in the professional development training? See earlier section (calendar) for comments about the number of professional development days. - sherryreeves</p> <p><u>Marketing Plan</u> How will you ensure that a variety of racial/ethnic/demographic families are reached? - jengnann</p> <p><u>Marketing Plan</u> The first year budget allocates \$15,000 for marketing, how is the applicant going to use those funds to market to potential students and parents for the survival of the charter school? Printing 4000 flyers and attending sporting events will not cost \$15,000. - walter_finnigan</p> <p><u>Marketing Plan</u></p>
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	<p>Marketing plan and budget do not align. How will the \$15,000 allocated be used beyond brochures? How will the school market to a diverse population of families? - cande_honeycuttk</p> <p><u>Marketing Plan</u> What are the specific target areas in east Greensboro? How do you reach prospective students who do not attend church or have access to web-based applications? - sherryreeves</p> <p><u>Parent and Community Involvement</u> What type of data will be accessible to families and the community? How will you ensure that you are not violating FERPA with this practice?</p> <p>Expand upon the training faculty will provide for families during home visits? - jengnann</p> <p><u>Parent and Community Involvement</u> How will faculty be trained for the home visits and training parents? Will home visits be a requirement and will parents have the option to decline?</p> <p>- jessica_kelly</p> <p><u>Parent and Community Involvement</u> How will teachers be trained to go to the homes and train the parents on literacy? How will the teachers be compensated for this home visit? - shannon1974</p> <p><u>Parent and Community Involvement</u> What professional development will be provided to teachers to prepare them for home visits including training the parents on literacy? Will teachers receive compensation for this or is it an expectation included in the base salary (which is already too low to be competitive for that county). - cande_honeycuttk</p> <p><u>Parent and Community Involvement</u> Will all families be receptive to home visits? What are the requirements for staff in making these visits? - sherryreeves</p> <p><u>Admissions Policy</u> Why are all of those documents required to apply? A proof of address isn't needed prior to acceptance since all children in the state are eligible to apply. These are documents that are requested after enrollment. - jengnann</p> <p><u>Admissions Policy</u> The school may not require these documents as part of the application and lottery process. These documents are only permitted after the family has accepted enrollment.</p> <p>I would encourage this applicant to review the most current statutes on lottery and enrollment preferences.</p> <p>- cande_honeycuttk</p> <p><u>Admissions Policy</u> Open application period for the initial year should possibly be longer to ensure enrollment numbers are reached. To apply for admission, only an application should be required. Once admitted, other documents should be requested.</p>
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	<p>If a student doesn't attend on the first day of school he/she will be withdrawn? A student is not enrolled until he/she attends; the first day of attendance is his/her E1 date. - sherryreeves</p> <p><u>Admissions Policy</u> If you will not limit the admission based on gender, how do you propose having an all-male school? - dswalker</p> <p><u>Weighted Lottery</u> During the application process parents should not have to provide all the documents requested, as that will only be needed to enroll. The only information you need at the time of application is name and grade and parents name and number to call and let know of enrollment statud. - shannon1974</p> <p><u>Weighted Lottery</u> The school is not using a weighted lottery. - cande_honeycuttk</p>
<p>Operations</p>	<p><u>Transportation Plan</u> Expand upon your transportation plan. - jengnann</p> <p><u>Transportation Plan</u> How will transportation plan be impacted by a student with disabilities that requires transportation as a related service? - robert_mcouat1</p> <p><u>Transportation Plan</u> The plan is not fully stated. Please clairfy what the plan is. How will you ensure transportation for students with disabilities as stated in their IEP? - shannon1974</p> <p><u>Transportation Plan</u> How will the applicant provide transportation to ensure that no child is denied access to the school due to a lack of transportation? The applicant has money allocated in the budget but does not have a detailed plan describing this process. - walter_finnigan</p> <p><u>Transportation Plan</u> Transportation lacks details. What quotes have you received from transportation companies? Where did the estimated \$70,000 come from? This plan lacks details to demonstrate a viable plan to ensure transportation is not a barrier. - cande_honeycuttk</p> <p><u>Transportation Plan</u> Transportation plan lacks details. There are funds for transportation in the budget but without a full transportation plan, what is the basis for these figures? - sherryreeves</p> <p><u>Transportation Plan</u> This transportation plan lacks any specific details. - dswalker</p> <p><u>School Lunch Plan</u> The applicant states that it will be serving breakfast and lunch for 285 students. They have allocated \$50,000 budget. With those figures, they are planning on feeding students at \$.47 per meal, per day. Understanding that not every student will be purchasing a meal for breakfast and for lunch but for budgeting purposes this could be a potential risk. - walter_finnigan</p> <p><u>School Lunch Plan</u> Lunch plan lacks sufficient details and the budget allocations would not be sufficient for a</p>

	<p>viable plan. No allocations for a National School Lunch Program administrator which is critical to maintaining a compliant and successful program. - cande_honeycuttk</p> <p><u>School Lunch Plan</u> Has the board contacted any vendors about the specifics of a school lunch plan? Again, what is the basis for the numbers given in the budget? What is the anticipated number of students who will qualify for free or reduced lunch? - sherryreeves</p> <p><u>School Lunch Plan</u> Need clarification on the budget for the lunch program. These numbers do not add up because you can not feed students for less than .50 per meal. - theltoncsab</p> <p><u>Healthy and Safety Requirements</u> Not signed by board chair. - jengnann</p> <p><u>Healthy and Safety Requirements</u> Was this section signed by the board chair? - sherryreeves</p> <p><u>Facility and Facility Contingency Plan</u> Do the churches have enough space to house the 300 students in Year 1? Are the churches you are looking at going to have enough room for growth? - jessica_kelly</p> <p><u>Facility and Facility Contingency Plan</u> Will the churches have enough room for the number of the students projected in the first year? - shannon1974</p> <p><u>Facility and Facility Contingency Plan</u> Please provide additional details as to the type of facility, square footage, amenities, etc. The primary facility plan is weak and insufficient in details. Contingency plan is equally as weak. Inability to secure a facility is the number one challenge for new schools. A solid plan is necessary for school's survival. - cande_honeycuttk</p> <p><u>Facility and Facility Contingency Plan</u> If no facility has been identified, what is the basis for \$400,000 facility lease? - sherryreeves</p> <p><u>Facility and Facility Contingency Plan</u> The applicant appears to not have begun the due diligence required to discover what the needs would be for a facility and failed to answer the questions regarding the cost per square foot. For instance, if the school believed that 75 sq ft/student would be appropriate size and the building would need to accommodate 500 students, for \$400k to be adequate the school would need to find a lease at around \$10/sq. ft. per year (if my quick math is correct--although it is the applicant's math that needs the work shown in this question). I do not know commercial prices in the area and it is incumbent upon the applicant to perform this search in order to make appropriate budget projections before submitting an application. - dswalker</p>
<p>Financial Plan</p>	<p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> No working capital listed for first 5 years (No Appendix M). - jessica_kelly</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> There is no working capital for the first five years. The surplus seems low for the first two years. - shannon1974</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u></p>

<p>With targeted population not having a full time social worker and having no counselor year 1 could be difficult for the success of the students. Will outside sources be contracted for these needs if necessary? - jessica_kelly</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Will 1.5 special education teachers be sufficient for a school this size and with this number of grades? - robert_mcouat1</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Finance Officer pay is low- a qualified accountant hired full-time would be in access of \$32,000.</p> <p>Need full-time food service director if NSLP. Two less than part-time employees will not be sufficient.</p> <p>No ELL teacher. How will ELL students be served?</p> <p>Overall salaries too low to be competitive. - cande_honeycuttk</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> No counselor in Year 1 and social worker part-time. What are the anticipated contracted services? - sherryreeves</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> How were the operational costs estimated? What resources were used? - jessica_kelly</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Child nutrition: The applicant states that it will be serving breakfast and lunch for 285 students. They have allocated \$50,000 budget. With those figures, they are planning on feeding students at \$.47 per meal, per day. Understanding that not every student will be purchasing a meal for breakfast and for lunch but for budgeting purposes this could be a potential risk. - walter_finnigan</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> If the school has a finance officer, what is the additional financial contract for \$30,000?</p> <p>As noted previously, not enough funds for a viable NSLP.</p> <p>Marketing budget high for proposed plan. - cande_honeycuttk</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> What is the basis for transportation costs? What are the expenses related to the marketing budget? Why does marketing costs remain high through year 5? What does the professional contract for financial services cover? Wasn't there a finance officer included in personnel budget? Without a property in mind what is the basis for facility lease? Why does the cost of computers increase every year in budget? Shouldn't the majority of cost occur in year 1? - sherryreeves</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> If you are using a vendor for meals, explain \$20,000 in food service staff. If you are spending 32,000 for a finance officer what is the \$30,000 expenditure for financial</p>

	<p>services? Explain the high cost of staff development. What is the breakdown of instructional materials vs. curriculum/texts? What research has gone into the \$70,000 for buses? Why do electric costs reduce in year 2 and 3 from year one when more students are at the facility? Is \$10,000 for electricity a reasonable estimate for a facility that can hold 500 students? The marketing budget is \$15,000 and that seems on the high side if aligned with the marketing plan. - dswalker</p> <p><u>Total Expenditure Projections (Table)</u> Low surplus for years two and three. - cande_honeycuttk</p> <p><u>Total Expenditure Projections (Table)</u> There is a fairly large surplus for year 1 but this drops significantly in years 2 and 3. Explanation? - sherryreeves</p> <p><u>Budget Narrative</u> The applicant contingency plan does not provide details on how they will cover the cost if they are not accepted in the federal lunch program. - walter_finnigan</p> <p><u>Budget Narrative</u> What if the school cannot find a facility within budget? What if they are not accepted for NSLP? How will cutting teaching staff allow the school to fulfill its mission? - cande_honeycuttk</p> <p><u>Budget Narrative</u> Narrative references NGA. Do you mean BBA? Narrative states that a "surplus is predictably more in years 2-5 than in year one" yet the budget shows differently. (Surplus Year 1 \$191,260 Year 2 \$64,740 Year 3 \$88,832 Year 4 \$271,637 and Year 5 \$310,678) Break-even number is close to projected enrollment. - sherryreeves</p> <p><u>Budget Narrative</u> Applicant refers to itself as NGA. I am unsure that 300 students in K-2 is considered a small school. The average ADM across the state would be closer to 200 students. - dswalker</p> <p><u>Budget Narrative</u> Break even numbers seem reasonable. - a_quigley</p>
OVERALL	<p><u>Grade Levels Served and Total Student Enrollment:</u> Is projected enrollment for single-gender school realistic? - sherryreeves</p>

Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	
Education Plan	
Governance and	

Capacity	
Operations	
Financial Plan	
OVERALL	

<u>Overall Summary</u>	
Initial Screening 09/30/2016	The Office of Charter Schools deemed this application complete on September 30, 2016. No further information is needed to begin the evaluation of this application.
Application Review	<p>OCS provided a brief overview of the proposed application including the enrollment over five (5) years, proposed county, and mission of the proposed school. Two board members the Chair and Vice Chair were present for the application review, discussion, and clarification opportunity.</p> <p>The Policy Committee (PC) led by Mr. Quigley discussed each section of the application to determine items needing clarity and to decide if the applicant would be forwarded to interview. Specifically, there were concerns with the education plan and its lack of clarity. Mr. Walker had questions on the ELL plan and the at risk students as those components were vague. Overall the education plan contained many terms; however, the plan needs additional detail.</p> <p>Mr. Walker commented that not much was thought placed into developing the facility or lunch plans or with the at-risk student components of the application. The application felt rushed and possibly the due diligence was not conducted before submitting the application. Ms. Reeves confirmed the sentiments of Mr. Walker regarding the education and facility plans. She commended the experience of the board which contained members with the mission focus but is concerned that the plan has not been fully developed. Mr. Walker outlined his concerns with the financial plan by year as projected in the application. Mr. Walker thinks there is a lot of positive things with the application; however, there is a reference to another applicant group (Next Generation Academy) in the application. Has the applicant really evaluated its enrollment size given they are projecting they will be a small school; however, based on the numbers in the application, they will be a large school. Additionally, background checks came back clean; however, Mr. Walker conducted an additional check and uncovered concerning information. Mr. Quigley summarized there were a variety of fails with the application.</p> <p>The PC questioned the board members present on the discipline plan provided in the application. The member present explained the plan and communicated that a zero tolerance approach does not work and its plan to use a restorative discipline approach. Mr. Walker outlined there are a lot of good ideas for the applicant group to build on in the future. Mr. Helton drilled the lunch plan provided in the application. The chair of the proposed school outlined the boards thinking as they developed the plan. Ms. Reeves and Mr. Helton pointed out that the FRL figure was not budgeted and should have been included in the application.</p>

	<p>Mr. Quigley reiterated that the application needs additional work and the applicants have some great ideas. He summarized that an interview is not appropriate at this time. Mr. Walker detailed that the application presented is a really good first draft and the application needs a bit more refinement before moving forward.</p> <p>Ms. Reeves made a committee motion not to move forward to the full CSAB to interview. Mr. Walker seconded. The motion passed unanimously.</p> <p>Mr. Quigley made a motion to the full CSAB not move Bishop George W. Brooks to interview. Mr. Walker seconded. Mr. Hawkes outlined his issues that the board is strong and the performance of Guilford County and he thinks the committee is being hard on the applicant. Mr. Quigley outlined that the application becomes the school and right now this applicant group is not ready. Also, the submitted application must be evaluated. The application cannot be discounted. The motion passed 7 to 1 with Mr. Hawkes dissenting.</p>
Application Interview	
OVERALL	