

APPENDICES

- A.** Evidence of Educational Need (no more than 5 total pages)
 - Target Population and Educational Need
 - Community Meeting
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- B.** Proposed Curriculum Outline(s) and Course Sequencing
 - Kindergarten Language Arts Course Scope and Sequence
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- C.** Student Conduct Handbook (Draft)

- D.** Federal Documentation of Tax Exempt Status
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- E.** Charter School Board Member Information Form and Resume
 - Kelly Painter, Chair
 - Jeff Pyles, Vice Chair
 - Katie Clark, Secretary
 - Karin Drescher, Treasurer
 - Angela Petr
 - Gray Riley
 - Rick Robinson
 - Nick Tarasovitch

- F.** Proposed Bylaws of the Non-Profit Organization

- G.** Articles of Incorporation

- H.** Copy of Non-Profit Organization Board Policies
 - Board of Directors Agreement Form
 - Board of Directors Roles and Responsibilities
 - Conflict of Interest Policy
 - Board Committees
 - Meeting Procedures (Open Meetings Law and Closed Session Purposes)
 - Whistleblower Policy
 - Self-Evaluation Policy
 - Board of Directors Training and Development Policy
 - Document Retention Policy and Procedures
 - Recruitment of New Board Members Policy
 - BPS Discipline Policy and Procedures
 - Policy for Probation or Termination of Employment
 - Non-Discrimination Policy
 - Compensation Arrangements Policy
 - Confidentiality Agreement
 - Grievance Policy

- I. Copies of Meeting Minutes**
 - September 20, 2012
 - October 11, 2012
 - November 1, 2012
 - December 6, 2012
 - January 3, 2013
 - January 17, 2013
 - February 7, 2013
- J. CMO/EMO Contract**
 - Not Applicable
- K. Projected Staff**
- L. Employment Policies (Draft)**
- M. Insurance Quotes**
- N. Facility Form**
 - Not applicable.
- O. Copies of Completed Facility Inspections**
 - Not applicable.
- P. Revenue Assurances and/or Working Capital Report**
 - Not applicable
- Q. IRS Form 990**
 - Not applicable
- R. Additional Appendices Provided by Applicant (10 page Limit)**
 - ENRICH Program
 - Brain-based Learning Strategies
 - Technology and FF& E Breakdowns
 - Contingency Budget
 - Spending Priorities Chart
 - Bradford Prep Job Descriptions
 - Resources

Appendix A

Target Population and Educational Need

Evidence of Educational Need

There is growing awareness that traditional public schools in the northeast part of Charlotte, NC, are not providing an excellent education for all children, creating both a great need and desire for an effective K-12 school in our area. We believe that every child should have access to quality education that challenges and encourages students to meet high academic standards. The area in which BPS intends to be located reflects a socioeconomically diverse population. The area is also racially diverse. A survey of the six closest elementary schools (Highland Creek, Mallard Creek, Blythe, Cox Mill, Weddington Hills and Pitts School Road, Odell), the three closest middle schools (Ridge Road, JM Alexander and Harris Road) and the four local high schools (Mallard Creek, North Mecklenburg, JM Robinson and Cox Mill), reveals a collective student population that is 49% white, 35% African American, 9.7% Hispanic, 4.3% Asian and 2% students of other racial backgrounds. Additionally, this area has an average of 33% of students that are considered economically disadvantaged. BPS hopes to pull an equally diverse set of students through the lottery. The academic achievement in these schools varies widely, with composite reading scores ranging from 63% to 84% and composite math scores ranging from 74% to 94%.

The elementary schools in this area of Northeast Charlotte/Southwest Cabarrus County are overpopulated and the middle schools are rapidly heading in that direction. Highland Creek Elementary has been operating at 146% of capacity and has two full grade levels operating out of mobiles. According to Dr. Sain, Associate Superintendent for Cabarrus County Schools, Cox Mill and W. R. Odell Elementary school are over program capacity, with Cox Mill at 128% and Odell at 110%. Dr. Sain also noted at October 2012's board meeting that Harris Road Middle School is also quickly reaching program capacity and is currently at 97.12%. The Cabarrus County school board is still researching options for the next school year when even more students will be expected to attend those schools. As of right now, Cabarrus County has no plan for these students and adding mobile units is not an option because of the land availability at these schools.

Among 30 developed countries, U.S. schools rank 25th in math and 21st in science. North Carolina's four-year high school graduation rate in 2011 was 77.9% and 80.4% in 2012. As a state, we rank 39th in SAT scores with an average score of 326 points less than the top performing state, Iowa. Only 20% of graduates in NC even took the ACT in 2012 and NC graduates ranked 22nd in ACT score. We are 24th in 4th grade reading (according to the NAEP) and 12th in fourth grade math; by the time a student reaches 8th grade, we drop to 34th in reading and 22nd in math. Charlotte-Mecklenburg Schools had a graduation rate of 74% in 2011 – of which only 66% graduated on time (in 4 years). Next door to CMS, Cabarrus County's graduation rate was just 75%. Although some of the students who failed to graduate in four years will end up graduating, far too many won't. According to GradNation, a report prepared by America's Promise Alliance, those dropouts are twice as likely as graduates to be jobless, three times as likely to live in poverty and need public assistance and eight times more likely to wind up in prison. While the dropout rate should be of concern to all people, it is not the only measure of success within our schools. College placement, college persistence and job placement should rank high as priorities, as well as the health and wellness of our students. In short we simply must do better for our students.

The concern for our children is not just for their academic success, but their ability to navigate the middle and high school environments while preparing for life beyond their teenage years. Today's students need a different kind of education from what our existing schools are offering. They need a place where they are challenged to learn and solve problems. They need teachers, counselors and parents that guide them down the road to social and emotional maturity. And, they need to graduate with the skills and intellect to get and keep a long-term job, or pursue higher learning at the college or university of their choice so they can pursue a career in a field about which they are passionate. The latest Youth Risk Behavior Study done in CMS polled over 1,591 middle school students and 1,555 high school students. The results show that depression and suicidal thoughts may be more widespread among this county's students than parents realize. Twenty-five percent of middle school students report they seriously considered suicide in the previous year and thirty percent of high school students reported long-lasting feelings of hopelessness or extreme sadness that affected normal routines. The causes for depression are wide-ranging, but factors include family troubles, social pressures, economic problems and neighborhood violence. Forty-five percent of middle school students (up from twenty-seven percent in 2007) reported being bullied on school property in the past year.

BPS is proposing that we use the most recent brain research to better meet the needs of the students in this area. Neuroscience research shows that to increase students' ability to learn, their physical and emotional needs must be met (*Teaching with Poverty in Mind*, Jensen). Significant time has been scheduled into our school day for our students to be physically active, relational with their peers and counseled in small groups. According to the National Association for Sport and Physical Education (2012), physical education is an integral part of student development in a number of areas. Physical education can help students improve self-discipline, develop motor skills, enhance moral development, strengthen peer relationships, improve self-esteem, set goals and reduce stress. Additionally, BPS has researched the effects of early school times on students' academic performance. Dr. Kohler of the Florida Sleep Institute is a pediatric sleep expert and through his studies has found that "a student's performance in the classroom is dictated by the amount of sleep he or she gets the night before." Students who get enough sleep on a regular basis show improvement on academic performance, better social interaction with their peers and better behavior. Additionally, studies have shown that students who are sleep-deprived can have increased rates of behavioral problems and depression (*American Academy of Sleep Medicine*, 2007). For this reason, BPS has chosen school hours that allow for students to have enough sleep time at night for optimal performance. The elementary and middle schools will not start before 8:45 am and the high school will not begin until 7:45 am. All students will have a scheduled study hall time every day so that time spent at home on schoolwork can be greatly reduced.

Additionally BPS has considered the effects the current school format and schedule have had on boys. Boy-averse trends like the decline of recess, zero-tolerance disciplinary policies, the tendency to criminalize minor juvenile misconduct and the turn away from single-sex schooling have affected boys negatively. The economist Andrew M. Sum and his colleagues at the Center for Labor Market Studies at Northeastern University examined the Boston Public Schools and found that for the graduating class of 2007, there were 191 black girls for every 100 black boys going on to attend a four-year college or university. Among Hispanics, the ratio was 175 girls for every 100 boys; among whites, 153 for every 100. The additional recess time, lunch and snack times, as well as physical activity breaks in the day, will especially benefit boys and

students with ADHD. According to Dr. Matthew Pontifex at Michigan State University, who studied 40 (8-10-year-old) children, half of which had ADHD, students performed better on tests after 20 minutes of exercise. As the school grows, it is our hope that we will be able to offer single-sex middle school courses for the core courses, which will allow for even greater differentiation in the instructional methods.

BPS held a community interest meeting on August 6, 2012, to gauge the interest of families in this area. At that meeting, the founders of the school walked the families through the vision for the school via PowerPoint and finished with a discussion regarding families' needs and desires for a school in this area. Based on the initial response, the founders felt the interest to be more than warranted to pursue a charter school for this area. After months of research, meeting with other schools and discussions with educators and parents, the full design for the school was born. The Board of Directors convened for its first meeting in September 2012 and has met on September 20, October 11, November 1, December 6, 2012 and January 3, January 17 and February 7, 2013 to further develop school policies and discuss the various components of the charter school application. In January, the Board of Directors sent out the link to the website for the school and asked parents in the area to take part in a survey to verify that our conception for a charter school would meet their needs and also to understand any other needs and ideas they might have. The survey results are listed below and clearly demonstrate a need for this charter school to be located in this area. With 63% of surveyed parents dissatisfied with their current elementary school choices, 82% dissatisfied with middle school choices and 78% dissatisfied with high school choices, this area lacks sufficient school choice. Additionally, 94% of respondents say their current school is overcrowded and only 30% of parents believe their student will receive an excellent education at their current school. Among parents surveyed who have applied to a charter school, 94% have had their child(ren) waitlisted and 83% have considered moving or sending their child to a private school. Quite simply, the parents surveyed believe a school of this design would be well received in this area full of overcrowded schools that are simply unable to fully meet the needs of the students.

Community Meeting Held on August 6, 2012

A community meeting was held on August 6, 2012 at 7 pm in the community room of Panera Bread on Concord Mills Boulevard in southwest Concord. Kelly Painter and Karin Drescher presented the idea and plan for the school. The attendees listened to the presentation and asked many questions as it pertained to the school design and provided feedback on what their families are looking for when it comes to a school. Kelly and Karin were able to recruit three members for the Board through this meeting and also were able to understand the needs and desires of the community.

Meeting Attendees:

Rick Robinson	Graham Clark	Ashley Robinson	Emily Riley
Brenda Robinson	Katie Clark	Michel Lapolombella	Linn Oszakiewski
Bruce Wray	Mike Painter	Monica Smith	Dawn Eaker
Lynn Wray	James Drescher	Nancy DuDonis	
Jeff Pyles	Lindsay Roselle	Mike Kostryzinski	
Lauren Pyles	John Robinson	Mary Kostryzinski	

Parent Survey Questions and Responses*

Survey administered from January 8, 2013 until February 8, 2013. 54 parents from the community responded to survey.

*To simplify the survey for the reader, we have included the questions and the response rates together in this document. The survey was administered through a Google form linked from our website.

Respondent's County of Residence: Cabarrus – 49%, Mecklenburg – 49%, Rowan – 2%

1. Have you considered other choices for your child's education outside of your assigned public school?
Yes – 93%, No – 7%
2. Have you ever applied to a charter school for your child?
Yes – 39%, No – 28%, N/A – 33%
3. If you have applied to a charter school, were you waitlisted?
Yes – 94%, No – 6%
4. Have you considered sending your child to private school or moving to a different school district?
Yes – 83%, No – 17%
5. Do you believe it would be beneficial to open a charter school in our area?
Yes – 94%, No – 0%, Unsure – 4%

Please answer the following questions with Strongly Agree, Agree, Disagree or Strongly Disagree.

6. I am satisfied with the current *elementary school* choices offered through the public school system (magnet schools, charter schools, neighborhood schools).
Strongly Agree – 4%, Agree – 33%, Disagree – 41%, Strongly Disagree – 22%
7. I am satisfied with the current *middle school* choices offered through the public school system (magnet schools, charter schools, neighborhood schools).
Strongly Agree – 0%, Agree – 19%, Disagree – 39%, Strongly Disagree – 43%
8. I am satisfied with the current *high school choices* offered through the public school system
Strongly Agree – 0%, Agree – 22%, Disagree – 43%, Strongly Disagree – 35%
9. My assigned public school is overcrowded.
Strongly Agree – 48%, Agree – 46%, Disagree – 6% Strongly Disagree – 0%
10. My child's teacher(s) adjust their teaching styles to meet the academic needs of my child.
Strongly Agree – 15%, Agree – 24%, Disagree – 22%, Strongly Disagree – 6%
11. I believe my child is being academically challenged by their current school.
Strongly Agree – 3%, Agree – 48%, Disagree – 46%, Strongly Disagree – 3%
12. As a parent, I feel that I am able to have adequate involvement.
Strongly Agree – 16%, Agree – 52%, Disagree – 32%, Strongly Disagree – 0%
13. I feel my child is encouraged to be accountable for their education.
Strongly Agree – 6%, Agree – 53%, Disagree – 41%, Strongly Disagree – 0%
14. I feel my child is well known by their teacher and is accurately assessed.

- Strongly Agree – 32%, Agree – 44%, Disagree – 21%, Strongly Disagree – 3%*
15. I receive sufficient updates from the teacher on my child's progress.
Strongly Agree – 21%, Agree – 24%, Disagree – 44%, Strongly Disagree – 12%
16. I believe my child's physical needs are being met during school hours – sufficient physical activity, adequate time for lunch and snacks, bathroom breaks as necessary.
Strongly Agree – 15%, Agree – 30%, Disagree – 41%, Strongly Disagree – 14%
17. My child's teacher(s) are effective and consistent when managing the classroom.
Strongly Agree – 21%, Agree – 41%, Disagree – 29%, Strongly Disagree – 9%
18. I believe my child is being adequately prepared for college and the 21st century work force.
Strongly Agree – 12%, Agree – 35%, Disagree – 35%, Strongly Disagree – 18%
19. I feel the school is doing their part to develop life skills and productive citizenship.
Strongly Agree – 9%, Agree – 38%, Disagree – 47%, Strongly Disagree – 6%
20. I believe the school should play a role in the social and emotional development of the child.
Strongly Agree – 41%, Agree – 56%, Disagree – 3%, Strongly Disagree – 0%
21. I believe the school should provide more time during the day for physical activity.
Strongly Agree – 52%, Agree – 42% Disagree – 6%, Strongly Disagree – 0%
22. I believe my child is achieving his/her academic potential at our current school.
Strongly Agree – 9%, Agree – 35%, Disagree – 32%, Strongly Disagree – 24%
23. I believe the administration at our school(s) is providing effective leadership and support.
Strongly Agree – 18%, Agree – 41%, Disagree – 29%, Strongly Disagree – 12%
24. I believe my school is cost-conscious and uses funds well.
Strongly Agree – 13%, Agree – 41%, Disagree – 41%, Strongly Disagree – 5%
25. I feel my child is accurately assessed by their teacher.
Strongly Agree – 15%, Agree – 53%, Disagree – 26%, Strongly Disagree – 6%
23. I believe my child would receive an excellent education at the public school that he/she is slated to attend.
Strongly Agree – 4%, Agree – 26%, Disagree – 54%, Strongly Disagree – 16%

Three additional questions were asked of the respondent, but due to the length of the responses, they have not been included in this document (we have an additional 8 pages of additional open text from those questions that simply allowed us to hear from parents what they are truly looking for).

Those questions were:

- 1) What is of the utmost importance when you consider your child's education experience?
- 2) If you had to change anything about your current education experience, what would you change?
- 3) We are in the process of developing our school plan for a charter school with the hope of opening in the fall of 2014. The website for our school is www.BradfordPrepSchool.org. If this is something you would be interested in, please tell us why you would be interested in making the jump from your current school(s) to a new charter school in the area.

Appendix B

Proposed Curriculum Outlines
and
High School Course Sequencing

Kindergarten Language Arts Course Overview

Duration: One Year

This course provides a comprehensive sequence of lessons that will introduce all students to the world of literacy. The lessons will cover the five areas of literacy: phonemic awareness, phonics, vocabulary, fluency and comprehension. Below are the definitions of the components of literacy and the strategies used for this specific kindergarten course sequence.*

1. Phonemic awareness (PA) - the ability to understand and manipulate the phonemes in spoken words. Phonemes are the smallest units of the English language.
 - a. PA strategies include phoneme isolation, phoneme identity, phoneme substitution, sound deletion, oral blending, phoneme segmentation, and onset and rhyme manipulation.
2. Phonics- the ability to understand how the letters correspond to the sounds of the letters.
 - a. Phonics strategies include learning to decode words by understanding consonant and vowel patterns and learning the high frequency words.
3. Vocabulary- understanding the words we use to communicate and recognizing the words when they are spoken or written.
 - a. Vocabulary strategies used include specific word instruction and word learning strategies.
4. Fluency- the ability to read accurately and quickly.
 - a. Fluency strategies include oral reading and the modeling of fluent reading by the teacher.
 - b. Teachers will model fluent reading by reading out loud to the students every day.
5. Comprehension- the ability to understand what is being read
 - a. Comprehension strategies include the use of prior knowledge, predicting what will happen in a story, summarizing a story, and asking questions about the story.

*Information on the components of reading came from the National Reading Panel, 2012

List of Units	Approximate Length of Unit
All about me	5 weeks
Families	5 weeks
Being a good friend	5 weeks
On the farm	4 weeks
Weather	4 weeks
Community workers	4 weeks
Transportation	4 weeks
Animal families	4 weeks
	35 weeks

All About Me

What makes me unique?

Why is learning important for me?

Families

Who is in my family?

How are families different and alike?

Being a Good Friend

How to be a good friend.

How to share and take turns.

On the Farm

Animals and food on the farm.

Food grown on the farm.

Weather

Types of weather.

What do we observe from the weather?

Community Workers

Types of community workers.

What do you want to be when you grow up?

Transportation

Types of transportation.

Where would you like to go?

Animal Families

Types of animals.

Where do animals live?

Common Core State Standards for Reading

Each standard will be addressed throughout each unit.

Reading Standards for Literature

Standard	Essence
Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text.	Identify details in stories
2. With prompting and support, retell familiar stories, including key details.	Identify details in stories
3. With prompting and support, identify characters, settings and major events in a story.	Identify details in stories
Craft and Structure	
4. Ask and answer questions about unknown words in a text.	Recognizing text structure
5. Recognize common types of texts	Recognizing text structure
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Recognizing text structure
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the story in which they appear	Relate ideas within and across texts
8. (Not applicable to literature)	
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories	Relate ideas within and across texts
Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding	Engage actively with text

Reading Standards for Informational Text

Standard	Essence
Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text.	Identify details in text
2. With prompting and support, identify the main topic and retell key details of a text.	Identify details in text
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Identify details in text
Craft and Structure	
4. Ask and answer questions about unknown words in a text.	Recognizing text structure
5. Identify the front cover, back cover, and title page of a	Recognizing text

book.	structure
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Recognizing text structure
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear.	Relate ideas within and across texts
8. With prompting and support, identify the reasons an author gives to support points in a text.	
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic.	Relate ideas within and across texts
Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding.	Engage actively with text

Reading Standards for Foundational Skills

Standard	Essence
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. 	Understand concepts of print, words, and letters
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rhymes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	Recognize sounds in spoken words
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis	Use letter name and

<p>skills in decoding words.</p> <ol style="list-style-type: none"> a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, is, are, do, does</i>). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<p>letter-sound knowledge</p>
<p>Fluency</p>	
<p>4. Read emergent-reader texts with purpose and understanding</p>	<p>Engage independently with books</p>

Math 7 Course Scope and Sequence

Duration: One Year, 7th grade

Common Core's Eight Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of statistics.
8. Look for and express regularity in repeated reasoning.

Units	Length of Unit
Proportional reasoning with rates	10 days
Proportional reasoning with percents	10 days
Positive rational number operations	10 days
Understand positive and negative rational number operations	15 days
Sampling inferences and comparing populations	15 days
Probability of simple events	5 days
Probability of compound events	10 days
Proportional relationships	10 days
Representing other algebraic relationships	10 days
Solving equations	10 days
Solving inequalities	10 days
Proportional reasoning with scale drawings	10 days
Length and area in 2-D figures	10 days
Plane section of 3-D figures	10 days
Volume and surface area of 3-D figures	10 days
Geometric construction	5 days
TOTAL	160 days

Common Core and North Carolina Extended Standards

Ratios and Proportional Relationships		
Common Core Standards	Essence	Extended Standard
<i>Analyze proportional relationships and use them to solve real-world and mathematical problems.</i>	<i>Equivalent ratios</i>	<i>Understand ratios concepts and use ratio reasoning to solve problems.</i>
Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour		Model equivalent ratios (i.e., 2:1 two reds and 1 blue; If I put down two more red blocks how many blue blocks should be added?).
<p>Recognize and represent proportional relationships between quantities.</p> <p>a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</p> <p>b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p> <p>c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</p> <p>d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.</p>		
Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error		

The Number System		
Common Core Standards	Essence	Extended Standard
<i>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</i>	<i>Operations with fractions and whole numbers</i>	<i>Apply and extend previous understandings of operations with fractions and whole numbers.</i>
<p>1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</p> <p>b. Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</p> <p>c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p> <p>d. Apply properties of operations as strategies to add and subtract rational numbers.</p>		<p>1. Subtract fractions with like denominators (halves, thirds, fourths, fifths, sixths, eighths, and tenths) by modeling with fraction bars.</p>
<p>2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products</p>		<p>2. Use all operations to solve problems with whole numbers (0-100).</p>

<p>such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <p>b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.</p> <p>c. Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p>d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p>		
3. Solve real-world and mathematical problems involving the four operations with rational numbers		

Expressions and Equations		
Common Core Standards	Essence	Extended Standard
<i>Use properties of operations to generate equivalent expressions.</i>	<i>Properties of operations.</i>	<i>Use properties of operations to generate equivalent expressions.</i>
1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.		1. Understand that adding zero to a number leaves it unchanged.
2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”		2. Use concrete objects and representations to illustrate addition of 3 or more numbers, regardless of which pair is added first, equal the cardinal number (associative).

		3. Use concrete objects and representations to illustrate multiplication of two numbers regardless of order equal the cardinal number (commutative).
<i>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</i>	<i>Equality</i>	<i>Solve real-life and mathematical addition and subtraction problems using numerical and algebraic equations.</i>
1. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.		1. Understand the concept of equality with models (i.e., if there is a quantity of 5 on one side of the equation and a quantity of 2 on the other what quantity is added to make it equal).
2. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?		2. Use the concept of equality to solve problems with unknown quantities.

<p>b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</p>		
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Geometry		
Common Core Standards	Essence	Extended Standard
<i>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</i>	<i>Area of rectangles</i>	<i>Solve real-life and mathematical problems involving area.</i>
1. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.		1. Use rectangles and multiplication to solve area problems.
2. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.		
3. Solve real-world and mathematical problems involving area, volume and surface area of two and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.		

Statistics and Probability		
Common Core Standards	Essence	Extended Standard
<i>Use random sampling to draw inferences about a population</i>	<i>Random Sampling</i>	<i>Use random sampling to draw inferences about a population.</i>
1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.		1. Identify a representative random sample (i.e., would not select only the people who ride buses).

2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.		2. Use samples to gain information about a population.
		3. Interpret the results of the sampling
<i>Draw informal comparative inferences about two populations.</i>	<i>Compare data</i>	<i>Draw informal comparative inferences about two populations.</i>
1. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable		1. Compare data from two picture graphs, line plots, or bar graphs.
2. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.		
<i>Investigate chance processes and develop, use and evaluate probability models</i>	<i>Likelihood of events</i>	<i>Investigate chance processes and develop, use and evaluate probability models.</i>
1. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.		1. Understand the events of probability as being possible or impossible.
2. Approximate the probability of a chance event by		

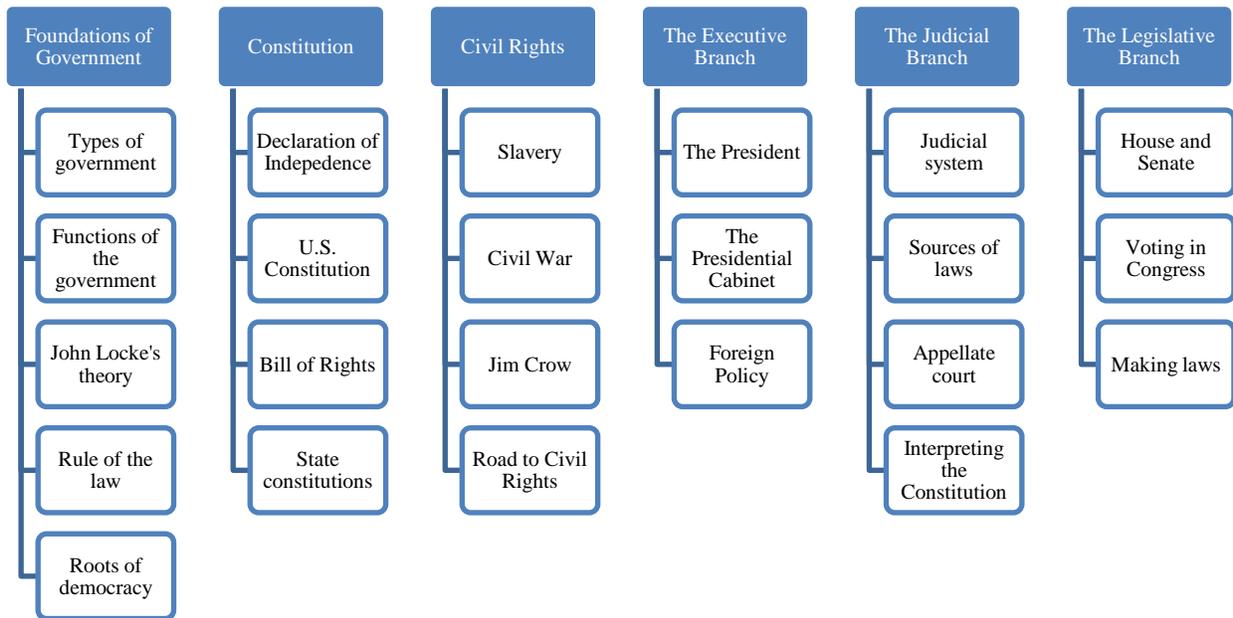
<p>collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</p>		
<p>3. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</p> <p>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</p>		
<p>4. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p> <p>b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.</p>		
<p>5. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</p>		

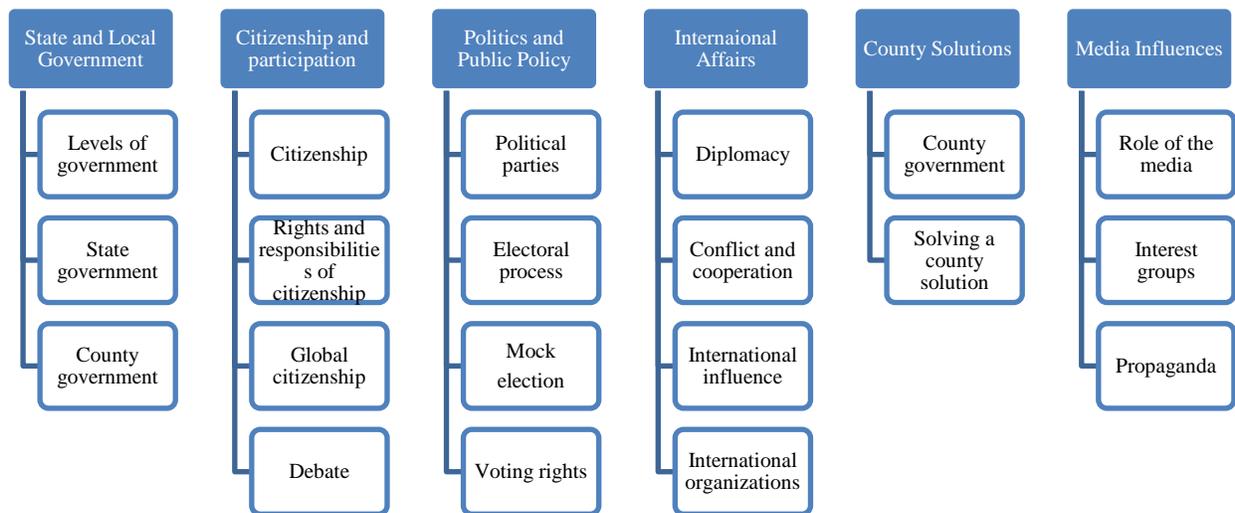
Civics & Government Course Overview

Duration: One Year

This course provides comprehensive lessons that will teach civics and government.

List of Units	Approximate Length of Unit
Foundations of Government	4 weeks
Constitution	3 weeks
Civil Rights	2 weeks
The Executive Branch	2 weeks
The Judicial Branch	3 weeks
The Legislative Branch	3 weeks
State and Local Government	3 weeks
Citizenship and Participation	4 weeks
Politics and Public Policy	4 weeks
International Affairs	3 weeks
County Solutions	2 weeks
Media Influences	2 weeks
	35 Weeks





North Carolina Essential Standards for Civics and Government:

Essential Standard		Clarifying Objective	
CE.C & G.1	Analyze the foundations and development of American government in terms of principles and values.	CE.C & G.1.1	Explain how the tensions over power and authority led America’s founding fathers to develop a constitutional democracy (e.g., mercantilism, salutary neglect, taxation and representation, boycott and protest, independence, American Revolution, Articles of Confederation, Ben Franklin, George Washington, John Adams, Sons of Liberty, etc.).
		CE.C & G.1.2	Explain how the Enlightenment and other contributing theories impacted the writing of the Declaration of Independence, the US Constitution and the Bill of Rights to help promote liberty, justice and equality (e.g., natural rights, classical theories of government, Magna Carta, Montesquieu, Locke, English Bill of Rights, etc.).
		CE.C & G.1.3	Evaluate how debates on power and authority between Federalists and Anti-Federalists have helped shape government in the United States over time (e.g., Hamilton, Jefferson, Madison, Federalist Papers, strong central government, protection of individual rights, Elastic Clause, Bill of Rights, etc.).
		CE.C & G.1.4	Analyze the principles and ideals underlying American democracy in terms of how they promote freedom (e.g., separation of powers, rule of law, limited government, democracy, consent of the governed / individual rights –life, liberty, pursuit of happiness, self-government, representative democracy, equal opportunity, equal protection under the law, diversity,

			patriotism, etc.).
		CE.C & G.1.5	Evaluate the fundamental principles of American politics in terms of the extent to which they have been used effectively to maintain constitutional democracy in the United States (e.g., rule of law, limited government, democracy, consent of the governed, etc.).
CE.C & G.2	Analyze government systems within the United States in terms of their structure, function and relationships.	CE.C & G.2.1	Analyze the structures of national, state and local governments in terms of ways they are organized to maintain order, security, welfare of the public and the protection of citizens (e.g., federalism, the three branches, court system, jurisdictions, judicial process, agencies, etc.).
		CE.C & G.2.2	Summarize the functions of North Carolina state and local governments within the federal system of government (e.g., local charters, maintain a militia, pass ordinances and laws, collect taxes, supervise elections, maintain highways, types of local governments, etc.).
		CE.C & G.2.3	Evaluate the U.S. Constitution as a “living Constitution” in terms of how the words in the Constitution and Bill of Rights have been interpreted and applied throughout their existence (e.g., precedents, rule of law, stare decisis, judicial review, supremacy, equal protections, “establishment clause”, symbolic speech, due process, right to privacy, etc.).
		CE.C & G.2.4	Compare the Constitutions and the structures of the United States and North Carolina governments (e.g., the various NC Constitutions, Bill of Rights, Declaration of Rights, Preambles, the organization of, the powers of, responsibilities, etc.).
		CE.C & G.2.5	Compare United States system of government within the framework of the federal and state structures as well as in how they relate with governmental systems of other nations (e.g., Republicanism, federalism).
		CE.C &G.2. 6	Evaluate the authority federal, state and local governments have over individuals’ rights and privileges (e.g., Bill of Rights, Delegated Powers, Reserved Powers, Concurrent Powers, Pardons, Writ of habeas corpus, Judicial Process, states’ rights, Patriot Act, etc.).
		CE.C &G.2. 7	Analyze contemporary issues and governmental responses at the local, state, and national levels in terms of how they promote the public interest and/or general welfare (e.g., taxes, immigration, naturalization, civil rights, economic development,

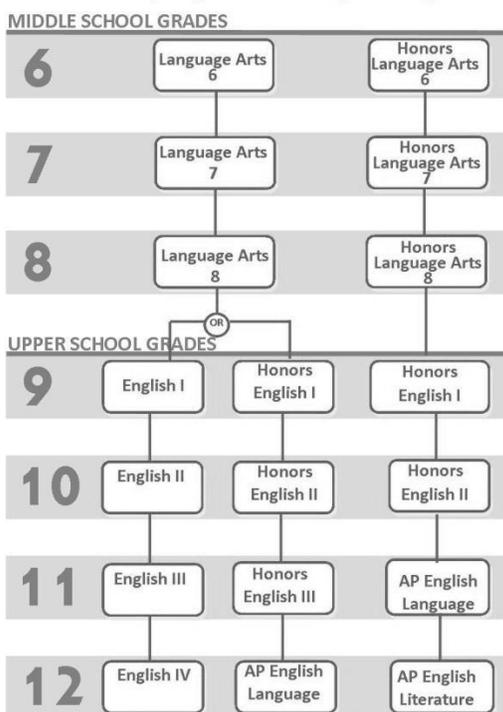
			annexation, redistricting, zoning, national security, health care, etc.).
		CE.C & G.2.8	Analyze America’s two-party system in terms of the political and economic views that led to its emergence and the role that political parties play in American politics (e.g., Democrat, Republican, promotion of civic responsibility, Federalists, AntiFederalists, Influence of third parties, precincts, “the political spectrum”, straight ticket, canvass, planks, platform, etc.).
CE.C & G.3	Analyze the legal system within the United States in terms of the development, execution and protection of citizenship rights at all levels of government.	CE.C & G.3.1	Analyze how the rule of law establishes limits on both the governed and those who govern while holding true to the ideal of equal protection under the law (e.g., the Fourteenth Amendments, Americans with Disabilities Act, equal opportunity legislation).
		CE.C & G.3.2	Compare lawmaking processes of federal, state and local governments (e.g., committee system, legislative process, bills, laws, veto, filibuster, cloture, proposition, etc.).
		CE.C & G.3.3	Analyze laws and policies in terms of their intended purposes, who has authority to create them and how they are enforced (e.g., laws, policies, public policy, regulatory, symbolic, procedural, etc.).
		CE.C & G.3.4	Explain how individual rights are protected by varieties of law (e.g., Bill of Rights, Supreme Court Decisions, constitutional law, criminal law, civil law, Tort, Administrative law, Statutory law and International law, etc.).
		CE.C & G.3.5	Compare jurisdictions and methods of law enforcement applied at each level of government, the consequences of noncompliance to laws at each level and how each reflects equal protection under the law (e.g., Department of Justice, Regulatory Commissions, FBI, SBI, Homeland Security, Magistrate, State troopers, Sheriff, City police, Ordinance, Statute, Regulation, Fines, Arrest, etc.).
		CE.C & G.3.6	Explain ways laws have been influenced by political parties, constituents, interest groups, lobbyists, the media and public opinion (e.g., extension of suffrage, labor legislation, civil rights legislation, military policy, environmental legislation, business regulation

			and educational policy).
		CE.C & G.3.7	Summarize the importance of the right to due process of law for individuals accused of crimes (e.g., habeas corpus, presumption of innocence, impartial tribunal, trial by jury, right to counsel, right against self-incrimination, protection against double jeopardy, right of appeal).
		CE.C & G.3.8	Evaluate the rights of individuals in terms of how well those rights have been upheld by democratic government in the United States.
CE.C & G.4	Understand how democracy depends upon the active participation of citizens.	CE.C & G.4.1	Compare citizenship in the American constitutional democracy to membership in other types of governments (e.g., right to privacy, civil rights, responsibilities, political rights, right to due process, equal protection under the law, participation, freedom, etc.).
		CE.C & G.4.2	Explain how the development of America's national identity derived from principles in the Declaration of independence, US Constitution and Bill of Rights (e.g., inalienable rights, consent of the governed, popular sovereignty, religious and political freedom, separation of powers, etc.).
		CE.C & G.4.3	Analyze the roles of citizens of North Carolina and the United States in terms of responsibilities, participation, civic life and criteria for membership or admission (e.g., voting, jury duty, lobbying, interacting successfully with government agencies, organizing and working in civic groups, volunteering, petitioning, picketing, running for political office, residency, etc.).
		CE.C & G.4.4	Analyze the obligations of citizens by determining when their personal desires, interests and involvement are subordinate to the good of the nation or state (e.g., Patriot Act, Homeland Security, sedition, civil rights, equal rights under the law, jury duty, Selective Services Act, rule of law, eminent domain, etc.).
		CE.C & G.4.5	Explain the changing perception and interpretation of citizenship and naturalization (e.g., aliens, Interpretations of the 14 th amendment, citizenship, patriotism, equal rights under the law, etc.).
CE.C & G.5	Analyze how political and legal systems within and outside of the United States provide a means to balance competing	CE.C & G.5.1	Analyze the election process at the national, state and local levels in terms of the checks and balances provided by qualifications and procedures for voting (e.g., civic participation, public hearings, forums, at large voting, petition, local initiatives, voting amendments, local referendums, types of elections,

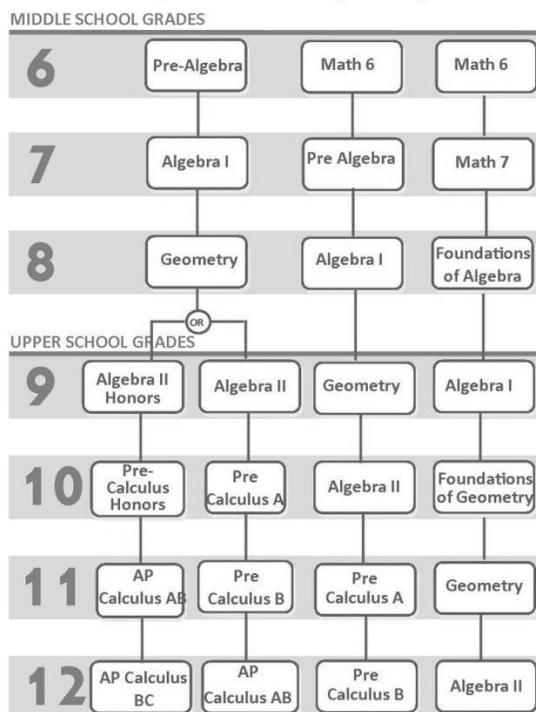
	interests and resolve conflicts.		etc.).
		CE.C & G.5.2	Analyze state and federal courts by outlining their jurisdictions and the adversarial nature of the judicial process (e.g., Appellate, Exclusive, Concurrent, Original, types of federal courts, types of state courts, oral argument, courtroom rules, Supreme Court, opinions, Court Docket, Prosecutor/Prosecution, Complaint, Defendant, Plaintiff, hearing, bail, indictment, sentencing, appeal, etc.).
		CE.C & G.5.3	Analyze national, state and local government agencies in terms of how they balance interests and resolve conflicts (e.g., FBI, SBI, DEA, CIA, National Guard Reserves, magistrates, Better Business Bureau, IRS, Immigration and Naturalization, FEMA, Homeland Security, ATF, etc.).
		CE.C & G.5.4	Explain how conflict between constitutional provisions and the requirements of foreign policy are resolved (e.g., the power of Congress to declare war and the need for the president to make expeditious decisions in times of international emergency, the power of the President to make treaties and the need for the Senate to approve them).
		CE.C & G.5.5	Analyze the implementation of domestic and foreign policy by outlining opposing arguments on major issues and their efforts toward resolutions (e.g., health care, education, immigration, regulation of business and industry, foreign aid, intervention abroad, etc.).

Middle and Upper School Course Sequencing for BPS

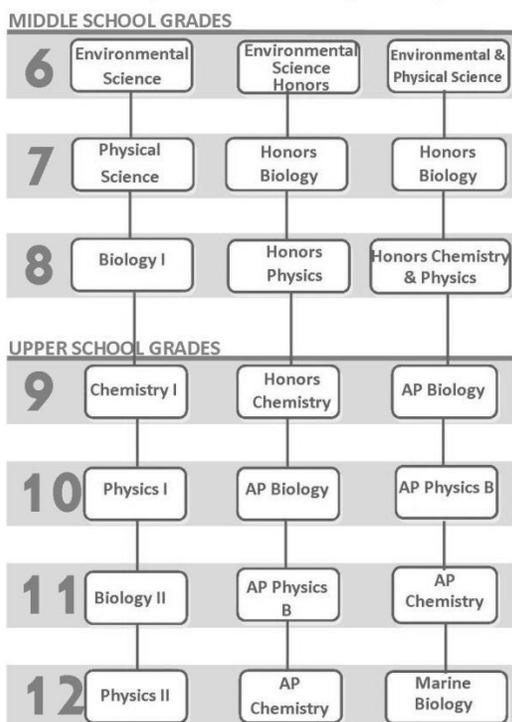
Bradford Prep English Course Sequence Options



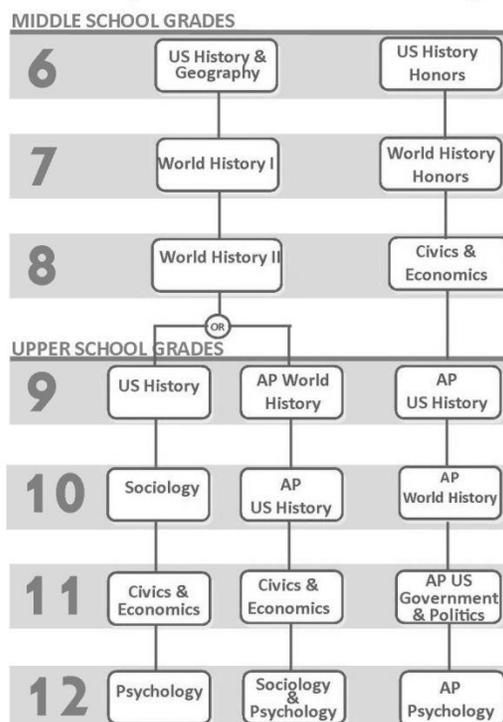
Bradford Prep Math Course Sequence Options



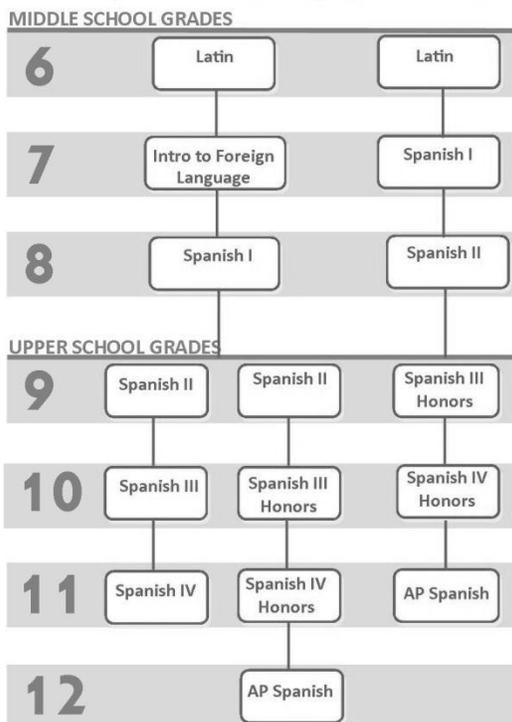
Bradford Prep Science Course Sequence Options



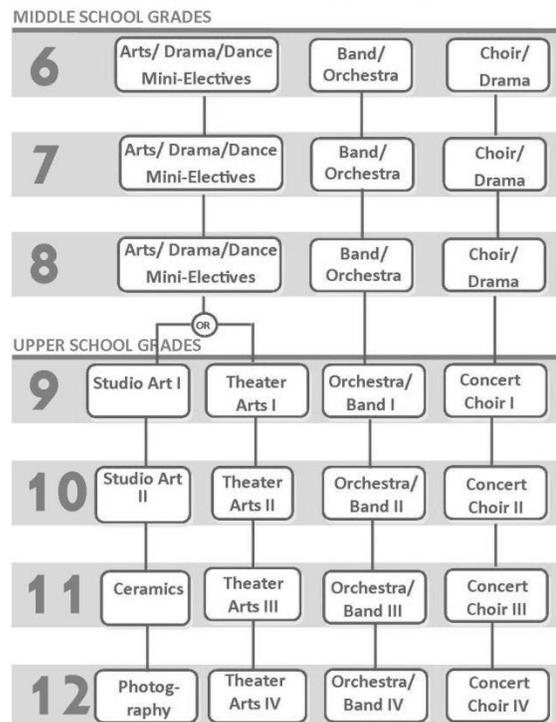
Bradford Prep School Social Sciences Course Sequence



Bradford Prep School Foreign Language Course Sequence



Bradford Prep School Arts Sequence Options



Electives:

As a college preparatory school, all students at BPS will be required to take English, Math, Science, Social Science, Foreign Language, Arts, PE and ENRICH every year while in Middle and High School. There is no additional time in their schedule to take an elective outside of the Fine Arts choices and the Physical Education options available. As the school grows and students have the option to accelerate their studies by taking some of the High School courses required while still in Middle School, BPS will begin to offer electives for the students outside of the Fine Arts courses and Physical Education courses. In the future, we intend to offer electives that will allow students to have a taste of a possible career of interest, such as:

- Business Management
- Computer Programming
- Entrepreneurship
- Videography
- Graphic Design
- Accounting
- Business Law
- Anatomy and Physiology

Appendix C

Draft of Student Handbook

Student Handbook

DRAFT



2014-2015

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Mission & Vision

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

Academics & Curriculum

Grading Policy

In grades kindergarten through 8th, the teachers at Bradford Prep we will use the portfolio approach to track the progress of each of our students. We will assess academic progress through written examinations, multiple choice questions, observational checklists, writing samples, journals with drawings, book summaries, open-ended questions and teacher observations. Instead of sending out traditional report cards, three to four times a year the teacher will meet individually with the student and their parent(s) to discuss the child's progress and uncover their strengths and weaknesses while going through the portfolio of work. By meeting with the student and the parents together, the family has more involvement in the educational process and the student is given ownership for their academic journey. Beginning in fourth grade, students will begin to receive grades to practice their understanding of the grading system. These grades will not be used as a means of competition between the students and their classmates, but will be used as a great tool for the individual students to understand their progress in each subject area.

In 4th-12th grade the following grading scale will be used at Bradford Prep:

96-100%=4.000	91%=3.375	86%=2.750	81%=2.125	76%=1.500
95%=3.875	90%=3.250	85%=2.625	80%=2.000	75%=1.375
94%=3.750	89%=3.125	84%=2.500	79%=1.875	74%=1.250
93%=3.625	88%=3.000	83%=2.375	78%=1.750	73%=1.125
92%=3.500	87%=2.875	82%=2.250	77%=1.625	70-72%=1.000
				<69% = 0.0

The class rank is based on a weighted grade point average in which one quality point is added to passing grades earned in Honors courses. Two quality points are added to passing grades earned in Advanced Placement courses.

Courses eligible for weights include Honors sections of standard level academic courses that are aligned to the honors curriculum, instruction, and assessment standards. One additional point will be added to the student's GPA when calculating the GPA. Pre-calculus and foreign language courses beyond the second year level are considered to be inherently advanced and are given one extra point when calculating GPA.

Student Support Services

At Bradford Prep it is our goal to make sure that every student is receiving the support that they need in order to be as successful as they can be in school. We offer the following services for all students.

Advisory Groups

All students from K-12th grade will participate in weekly single sex advisory groups. These groups will be led by a staff member from Bradford Prep. The leader will not be the student's teacher. The purpose of these groups is to provide a safe and personal environment where students can discuss certain topics in a small group atmosphere. During the advisory group time, students will learn study skills, organizational skills, healthy living, financial and social skills. These groups will also provide a safe place for students to bring up concerns or problems they might be having in school (friendship issues, bullying etc.) The groups will meet once a week.

Teacher Tutoring Hours

Bradford Prep Teachers will be available for tutoring hours several times throughout the week. The elementary and middle school schedules allow for teachers to provide small group or one-on-one tutoring for students each week. Students will be encouraged to use this time to ask questions or to get some extra help in specific areas. Parents may also request that a teacher meet with a student regarding a specific issue or academic area.

Parent and Teacher Conferences

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

Promotion and Retention Policy

The Promotion and Retention Policy will be given to each student and parent at the beginning of each school year. This policy explains how BPS will hold all students accountable for mastering the material at each grade level. Our teachers will assess all students throughout the year against the grade level Common Core Standards to ensure enough progress is being made towards the mastery of each standard by the end of the year. Each February all teachers will assess the progress of their students; if there is a concern about the promotion of a student, the teacher must

complete the Possibility of Retention Form and submit it to the Director. At that point, the teacher, parent, student and Director will meet to discuss an improvement plan for the student. Any student being considered for retention must have already been referred to the Intervention Team. Any student who does not score Proficient on the end-of-year test will be considered for retention. After reviewing all of the data and student files and meeting with the teacher and parents, the Director will make the final decision about all possible retentions.

BPS will also follow the state board policy G.S. 115C-238.29F stating that all 3rd graders who do not score Proficient on the end-of-year reading test will be retained unless an exemption from G.S. 115C-238.29F applies. If a teacher believes it may be advisable to retain an EC student, the IEP team will meet regarding the student's progress. The IEP team will make all decisions about the future placement of an EC student.

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

Visitors

All visitors at Bradford Prep must sign in at the front office. All visitors are required to wear a visitor badge while on campus. Parents, grandparents and siblings are always welcome to join their student during the lunch hour. Please notify your teacher if you plan to come for lunch so they can plan accordingly and/or let you know of any changes to their daily schedule.

Immunizations

Every parent, guardian, person in loco parentis and person or agency, whether governmental or private, with legal custody of a child shall have the responsibility to ensure that the child has received the required immunization at the age required by law. It shall be the responsibility of the parent to provide the immunization record of each school-age child to the school no later than 30 days after the child enters school or the child will be suspended from school until such time as a valid immunization record can be provided to the school.

General Statute 130-A-152 through 130-A-157 states in part that each child's immunization records must have the dates of each immunization and the specific immunizations. The following is a description of the minimum requirements:

- 5 DPT/DTaP/DT* (5th dose not required if 4th dose given on/after 4th birthday)
- 3 or 4 Polio (4th dose=complete; or 3 doses if 3rd dose on or after 4th birthday)
- 2 MMR (1st dose on or after 1st birthday)
- 3 Hepatitis B (if final dose of Hepatitis B was administered on or after 5/17/02 and was administered before the child was 24 weeks of age, a repeat dose will be required).
- 1 Varicella (chicken pox- if born on or after 4/11/01) given on or after 12 months of age or documentation of disease/immunity by Health Care Provider or parents/guardian with approximate date and age of infection can be accepted. Attach statement to shot record.
- Students entering 6th grade or higher must have (1) booster of the Tdap (tetanus/diphtheria/pertussis) vaccine, if more than 5 years have passed since the last DTP/Td.

School Hours

Grades K-5

Student Drop Off	8:45 – 9:00AM
School Day Starts	9:00AM
School Day Ends	3:15PM
Student Pick Up	3:15 – 3:45PM
After School Clubs	3:15 – 4:00PM

Teachers will be available for extra tutoring or assistance needed by children from 3:15 – 4:00 PM as requested by students or parents. This assistance must be scheduled in advance through the office.

If your child is involved in an after school club such as student government, choir, band, debate, robotics, art or drama, they will meet from 3:15 – 4:00PM. Please pick your child up between 4:00 and 4:15PM.

Grades 6 – 8

Student Drop Off	8:15 – 8:45AM
School Day Starts	8:45AM
Student Day Ends	3:30PM
Student Pick Up	3:30 – 3:45PM

Grades 9 – 12

Student Drop Off	7:15– 7:45AM
School Day Starts	7:45AM
Student Day Ends	3:30PM
Student Pick Up	3:30 – 3:45PM

Teachers will be available for extra tutoring or assistance needed by children from 3:30 – 4:15 PM as requested by students or parents. This assistance may be scheduled by the child, parent or teacher as needed and should be scheduled directly with the teacher.

Arrival and Dismissal

Students can arrive at school as early as 8:00 AM for students grades 6-8 and 8:30 AM for students kindergarten through 5th grade. Please make sure that your child enters the school safely and that he or she is supervised as he/she is crossing streets, parking lots etc. Remind your child to head straight to their classroom upon arrival. Children may not stay outside the school building before school. At dismissal time, students must be picked up by an authorized adult. If a student is being picked up by someone who is not an authorized adult, the parent must authorize the pickup in writing. If the student is walking/biking home without the direct supervision of an adult, the school must be authorized by the parent to release the child to go home this way.

Early Release from School

We encourage parents to make appointments for their child outside of school hours; however if you must pick your child up from school early please notify the teacher in advance. Students will only be released from school to the people who are authorized on the Emergency Card. Those NOT listed as an authorized adult on the Emergency Card can only pick up a student if the school has received a written and signed note from the parent/guardian giving permission for that person to pick up the student. Proof of identify is required in order to pick up a student. The latest time a child may be picked up for early dismissal is 2:30PM due to the car pool line.

Daily Schedules

Sample Daily Schedule for the Elementary School (Grades K-5)

Start Time: 9:00AM Dismissal: 3:15PM

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:30 Weekly Staff Meeting	8:00 – 8:45 Teacher Planning Period	8:00 – 8:45 Teacher Planning Period	8:00 – 8:45 Teacher Planning Period	8:00 – 8:45 Teacher Planning Period
8:45 – 9:00 Students Arrive	8:45 – 9:00 Students Arrive	8:45 – 9:00 Students Arrive	8:45 – 9:00 Students Arrive	8:45 – 9:00 Students Arrive
9:00 – 9:30 Morning Meeting Focus on Health	9:00 – 9:30 Morning Meeting – Focus on Empathy/ Compassion	9:00 – 9:30 Morning Meeting – Focus on Presentation skills	9:00 – 9:30 Morning Meeting - Focus on Relationships	9:00 – 9:30 Morning Meeting Focus on Study/ Organization/ Time Management
9:30 – 10:15 Reader’s Workshop	9:30 – 10:00 Spanish	9:30 – 10:15 Reader’s Workshop	9:30 – 10:00 Spanish	9:30 – 10:00 Reader’s Workshop
10:15 – 10:25 Exercise Break	10:00 – 10:25 Vocabulary Practice	10:15 – 10:25 Exercise Break	10:00 – 10:25 Vocabulary Practice	10:00 – 10:25 Reading/Vocabulary / Spelling Assessments
10:30 -11:10 Art	10:30 -11:10 Physical Education	10:30 -11:10 Music (Choir in K–2 Band in 3 –5)	10:30 -11:10 Physical Education	10:30 -11:10 Sports/Competition time
11:15 – 12:00 Math	11:15 – 12:00 Math	11:15 – 12:00 Math	11:15 – 12:00 Math	11:15 – 11:45 Math Assessments
12:00 – 1:00 Lunch and Recess Outside	12:00 – 1:00 Lunch and Recess Outside	12:00 – 1:00 Lunch and Recess Outside	12:00 – 1:00 Lunch and Recess Outside	11:45 – 12:45 Lunch and Recess Outside
1:05 – 1:45 Writing/Spelling /Grammar	1:05 – 1:45 Reader’s Workshop	1:05 – 1:45 Writing/Spelling/ Grammar	1:05 – 1:45 Reader’s Workshop	12:50 – 1:05 Read Aloud with Mystery Reader
1:45 – 2:00 Read Aloud Time with Teacher	1:45 – 2:00 Read Aloud Time with Teacher	1:45 – 2:00 Read Aloud Time with Teacher	1:45 – 2:00 Read Aloud Time with Teacher	1:05 – 1:40 Public Speaking/Debate Practice
2:00 – 2:45 Science	2:00 – 2:45 History	2:00 – 2:45 Science Experiment/ Lab	2:00 – 2:45 Geography	1:40 – 2:00 Silent Reading Time
2:45 - 3:15 Study Hall/ Quiet Reading Time/One-on- One tutoring with teacher	2:45 - 3:15 Study Hall/Quiet Reading Time/One-on-One tutoring with teacher	2:45 - 3:15 Study Hall/ Quiet Reading Time/One-on-One tutoring with teacher	2:45 - 3:15 Study Hall/Quiet Reading Time/One-on-One tutoring with teacher	2:00 - 3:15 Friday Afternoon Whole School Assembly (see below)
3:15 - 3:30 Dismissal	3:15 - 3:30 Dismissal	3:15 - 3:30 Dismissal	3:15 - 3:30 Dismissal	3:15 - 3:30 Dismissal

Sample Middle School Schedule (Grades 6-8):

Start Time: 8:45 Dismissal: 3:30

Monday	Tuesday	Wednesday	Thursday	Friday
7:45 – 8:45 Teacher Planning Period	7:45 – 8:45 Teacher Planning Period	7:45 – 8:45 Teacher Planning Period	7:45 – 8:45 Teacher Planning Period	7:45 – 8:45 Teacher Planning Period
8:15 – 8:45 Students Arrive	8:15 – 8:45 Students Arrive	8:15 – 8:45 Students Arrive	8:15 – 8:45 Students Arrive	8:15 – 8:45 Students Arrive
8:45 – 9:30 Art/Drama Elective	8:45 – 9:30 Advisory Group	8:45 – 9:30 Art/Drama Elective	8:45 – 9:30 Advisory Groups	8:45 – 9:30 Art/Drama Elective
9:35 – 10:20 English	9:35 – 10:20 English	9:35 – 10:20 English	9:35 – 10:20 English	9:35 – 10:20 English
10:25 – 11:10 Music Elective – Band or Choir	10:25 – 11:10 PE/Health	10:25 – 11:10 Music Elective – Band or Choir	10:25 – 11:10 PE/Health	10:25 – 11:10 Music Elective – Band or Choir
11:15 – 12:00 Math	11:15 – 12:00 Math	11:15 – 12:00 Math	11:15 – 12:00 Math	11:15 – 12:00 Math
12:05 – 1:00 Lunch, Recess Time, Study Hall	12:05 – 1:00 Lunch, Recess Time, Study Hall	12:05 – 1:00 Lunch, Recess Time, Study Hall	12:05 – 1:00 Lunch, Recess Time, Study Hall	12:05 – 1:00 Lunch, Recess Time, Study Hall
1:05 – 1:50 Science	1:05 – 1:50 Science	1:05 – 1:50 Science	1:05 – 1:50 Science	1:05 – 1:50 Science
1:55 -2:40 Social Sciences	1:55 -2:40 Social Sciences	1:55 -2:40 Social Sciences	1:55 -2:40 Social Sciences	1:55 -2:40 Social Sciences
2:45 – 3:30 Foreign Language	2:45 – 3:30 Foreign Language	2:45 – 3:30 Foreign Language	2:45 – 3:30 Foreign Language	2:45 – 3:30 Foreign Language
3:30- 3:45 Student Dismissal	3:30- 3:45 Student Dismissal	3:30- 3:45 Student Dismissal	3:30- 3:45 Student Dismissal	3:30- 3:45 Student Dismissal

The Middle School schedule allows for seven 45 minute periods plus a lunch/recess/study hall break for just under an hour. Students will be required to take math, science, social science, English, music, and PE/Health. They will be allowed to choose one art/drama/dance elective per year.

Sample High School Classroom Schedule (Grades 9-12):

Start Time: 7:45 Dismissal: 3:30

Monday	Tuesday	Wednesday	Thursday	Friday
7:15 – 7:45 Students Arrive				
7:45 – 8:35 Foreign Language				
8:40 – 9:30 Advisory Group	8:40 – 9:30 Elective I	8:40 – 9:30 Elective II	8:40 – 9:30 Elective I	8:40 – 9:30 Elective II
9:35 – 10:25 Study Hall				
10:30 – 11:20 Social Sciences				
11:25 – 12:15 Math				
12:15 – 12:45 Lunch & Recess				
12:50 – 1:40 Science				
1:45 – 2:35 P.E./Health	1:45 -2:35 ENRICH	1:45 – 2:35 P.E./Health	1:45 -2:35 ENRICH	1:45 -2:35 P.E. or ENRICH
2:40 - 3:30 English				
3:30 – 5:30 – Sports/Theater Practices/ Extracurriculars				

The Upper School schedule would vary from student to student; this is just a sample schedule for planning purposes. Students will take seven courses a day for 50 minutes each. Additional time is scheduled for every student to have a study hall.

Inclement Weather

Bradford Prep will follow the inclement weather procedures for Cabarrus County Schools. If the Cabarrus County Schools are closed for inclement weather then Bradford Prep will also be closed. If Cabarrus County Schools is operating on an inclement weather delay then Bradford Prep will also have a delayed opening. Please watch your local news for the information on inclement weather closures or check our website for up to date information.

Attendance

At Bradford Prep every day is essential to the learning process; therefore we encourage every student to be at school every day. We expect excellent attendance from all of our students. Students will be required to make up any work that they missed while they were out of school. Parents may arrange to either pick up work in advance of a planned absence or can come by the

school after an absence to pick up the child’s work. The student will be required to turn in any missed work within one week of the absence.

Absences are considered Excused Absences when a child missed school due to an illness, medical or dental appointment, or a death in the family. Absences must be documented in order to be considered excused. Please do your best to inform the school of your child’s absence by calling the front office by 9:30 am. Absences will be considered Unexcused if a student misses school for any other reason or if the proper documentation is not provided for the absence.

Unexcused absences will be handled in the following manner:

Number of Unexcused Absences	Follow Up
Five (5)	Official letter from the school
Eight (8)	Intervention conference with parent, student and administrator
Twelve (12)	Conference with Director

Tardy Policy

Students are expected to arrive to school on time. A student is considered tardy if they are not in their classroom by 8:45 AM for middle school and 9:00AM for elementary school. When a student is tardy, they must go straight to the office to note their reason for tardiness and to receive a tardy slip. Tardiness is only excused for medical and dental appointments and proper documentation is required.

Emergency Data

Every family must complete the Emergency Information form online by the opening date of the school. If we have not yet received your emergency information, by the first day, we will ask you to fill that out on the first day in the office. Please enter any changes to the information throughout the year through our website. The Emergency Information form asks for the following information:

- Home address
- Home phone number
- Alternate phone numbers (work, cell)
- Doctor’s name and phone number
- Names and phone numbers we are authorize to contact in case of an emergency
- Names and phone numbers of people who are authorized to pick the student(s) up from school
- Any known allergies or health issues
- Health insurance information as well as preferred hospital in the case of an emergency

Guidelines for Keeping a Sick Child at Home

Fever: Child should be fever free without medication for a minimum of 36 hours before returning to school.

Diarrhea, Nausea or Vomiting: Child should be symptom free for 36 hours from the last episode before returning to school.

Body Rash with Fever – Child should be symptom free for 24 hours prior to returning to school.

Sore throat with fever and swollen glands – Child should be symptom free for a minimum of 24 hours.

Persistent, nagging or deep cough – Child should be fever free for a minimum of 24 hours before returning to school. If the child requires over the counter medication to treat the cough, please consider keeping the child home until they can return to school healthy.

Eye discharge: thick mucus or pus draining from the eye. Child must be symptom free for a minimum of 36 hours prior to returning to school.

Head Lice – Should you find head lice on your child’s head, please notify the school immediately so that we can notify the appropriate people and ask all parents in contact with the child to be aware of the situation. Please know, discretion will be used in this situation. Please do not return child to school until the child has had a minimum of one lice treatment.

Lunch

Please pack a healthy lunch for your child, including water. Students should also bring a reusable water bottle to school with them each day. The following items are not allowed during lunch:

- Gum
- Candy
- Soda

Field Trips

Field trips are an essential part of the Bradford Prep School experience. Students will have the chance to participate in unique and educational field trips each year. The field trips will be directly related to the academic content for each grade level.

Dress Code

All Bradford Prep students will follow the Dress Code/Uniform Policy as follows:

- Khaki shorts, pants or skirts
- Navy blue polo shirts – either monogrammed or not, but every child must have one monogrammed shirt for field trip days
- On Fridays students should wear their team shirt and sneakers for Healthy Kids Day
- All children should wear closed toe shoes. Students must wear appropriate sneakers on PE days.

All kids are expected to dress modestly throughout school hours.

General Rules of the School

1. Come to school prepared to learn
2. Be kind and respectful to others
3. Have a positive attitude
4. Use problem solving
5. Keep your hands to yourself
6. Be on time
7. Be responsible for your work and your belongings
8. Respect school property
9. Pick up your trash and keep our school clean
10. No gum
11. Follow the dress code
12. No cell phones or other personal electronics allowed at school
13. Foul language will not be tolerated

Problem Solving Skills

At Bradford Prep all students will be taught the problem solving skills needed to make good choices when an issue arises. The Life Rules we expect our students to live by at Bradford Prep include:

- Stop and think before you act
- Try to solve a problem first before asking for help
- Use your words to communicate your needs and wants
- Do things one step at a time
- Try to not get frustrated
- Actively listen when someone is speaking
- Be honest in your words and actions
- Act with confidence

Honor Code

In compliance with Bradford Prep's mission, all members of the BPS community are expected to adhere to the school's Honor Code. The school's Honor Code is designed to assist the students in the process of internalizing the core values of the school including integrity, honesty, accountability and responsibility. All students, parents, teachers and administration are asked to sign the Honor Code and uphold the honor system at all times. The school has a forgiving policy when it comes to Honor Code infractions so that the student has the ability to learn from their mistakes. However, all infractions over the course of their tenure at the school will be considered when determining the level of offense. Students will be held accountable for their actions and will be expected to change their behaviors or risk expulsion from the school. Teachers, staff, students and parents will be asked to report all Honor Code violations with the intention of helping students to understand the magnitude of their actions from even a young age. Students are expected to know and understand the Honor Code and may not claim to have not understood

them as a defense for their actions. At the time of the first offense, the student will be held accountable for their actions and the parents and administration will meet to discuss an appropriate course of action. If school work was involved, the student will lose half of the credit and will be asked to redo the work for the remainder of the grade. In the case of property damage or stealing, the student will be asked to make retribution for the property. For the second offense, the student will lose full credit for their work if it is determined to involve cheating. In the case of lying or property damage or stealing, the student will be suspended for one day and be asked to make retribution for their actions. In the case of the third offense, the student will be suspended for 3 days and will not have the opportunity to make up work. The administration may at this time make the decision to expel the student based on the level of the offense. The fourth offense will require the staff to expel the student.

At the heart of our honor code is the belief that all students, staff and parents keep from cheating, lying, property damage or stealing.

Cheating can be considered as any of the following:

- Plagiarizing any piece of work turned in as a student's own work. Plagiarizing is defined by BPS as stealing and passing off someone else's work without crediting the source.
- Copying homework or the answers off another student's work.
- Knowingly allowing others to copy your work.
- Using unauthorized electronics to assist in taking a test or answering questions on a quiz.
- Using another person's work or ideas as your own without proper citation.

Lying is defined by BPS as making a statement known to be false with the intention of getting someone else to believe it to be true. This can take many forms including claiming someone else's work to be yours, denying responsibility for wrongdoing that you were involved with or helping someone else that is violating the Honor Code.

All BPS students, staff, parents and board members are required to follow and promote the BPS Honor Code at all times when representing the school or on school property. The administration and teachers will be expected to be fair and consistent in all areas of Honor Code violations regardless of the age of the child.

Discipline Policy

Students at Bradford Prep will be encouraged to make good choices throughout the school day. Teachers and staff will use positive reinforcement as the first choice in dealing with any behavior. Students who make good choices may participate in school activities including healthy competition day, extra outside time, and other activities. Consequences will be given when a negative behavior cannot be addressed through positive reinforcement. Depending on the seriousness of the behavior, the following consequences will be given for negative behaviors and poor choices:

1st response – A verbal reminder and if needed, time away from the current activity.

2nd response – Verbal behavior warning, parent contact will be made concerning the behavior.
3rd response – Student will be asked to meet with an administrator, parent contact will be made, and student will lose a school privilege.

If the behavior continues after the third response, the student will lose school privileges for two weeks. The parents and student will be asked to meet with the teacher and the Director. At that meeting, any further consequences will be discussed. If a student is continually disrupting the class, the Director may suspend the student for 1-3 days depending upon the level of offenses. If a student receives more than 2 suspensions in a year, they will be expelled. When a student is expelled, they may only re-enter the school through the annual lottery.

If a student exhibits an unacceptable behavior as listed below, the student will be immediately removed from the classroom/activity setting and the parents will be contacted. A meeting will be held with the student, parents and Director. Unacceptable behaviors can result in suspension. A parent/guardian may appeal any discipline decision made by the Director by submitting a written letter of appeal to the Chair of the Board of Directors within 10 days of the Director's decision. After receiving the letter, the Chair of the board will contact the parent and will decide on the next step, which could be a meeting with the parent to further discuss the concerns or to call a full board meeting to discuss the appeal. The board can ultimately decide to change the discipline decision if they feel they have enough evidence to do so.

Unacceptable Behaviors include but are not limited to:

- Fighting
- Hitting
- Causing or threatening harm to another person
- Stealing
- Use of vulgar/hate language
- Sexual harassment
- Disrespect or defiance towards an adult
- Disruption of a school activity

The Director at Bradford Prep will follow state policy NC 1504-2 regarding students with disabilities and suspensions. The policy states:

NC 1504-2 Discipline Procedures

NC 1504-2.1 Authority of school personnel

- a) Case-by-case determination. School personnel may consider any unique circumstances on a case by-case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a child with a disability who violates a code of student conduct. Circumstances considered should include area of disability, functioning level of the child, intent of the behavior, and other relevant factors.
- b) General.
 1. School personnel under this section may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without

- disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under NC 1504-2.7).
2. After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal the public agency must provide services to the extent required under paragraph (d) of this section.
- c) Additional authority. For disciplinary changes in placement that would exceed 10 consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability pursuant to paragraph (e) of this section, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities, except as provided in paragraph (d) of this section.
- d) Services.
1. A child with a disability who is removed from the child's current placement pursuant to paragraphs (c) or (g) of this section must—
 - a. Continue to receive educational services, as provided in NC 1501-1.1(a), so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
 - b. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. If a behavioral intervention plan already has been developed, it must be reviewed and modified, as necessary, to address the behavior.
 2. The services required by paragraph (d)(1), (d)(3), (d)(4), and (d)(5) of this section may be provided in an interim alternative educational setting.
 3. A public agency is only required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if it provides services to a child without disabilities who is similarly removed.
 4. After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, if the current removal is for not more than 10 consecutive school days and is not a change of placement under NC 1504-2.7, school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed as provided NC 1501-1.1 so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.
 5. If the removal is a change of placement under NC 1504-2.7, the child's IEP Team determines appropriate services under paragraph (d)(1) of this section.
- e) Manifestation determination.
1. Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the child's IEP Team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine—
 - a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

- b. If the conduct in question was the direct result of the LEA's failure to implement the IEP.
 2. The conduct must be determined to be a manifestation of the child's disability if the LEA, the parent, and relevant members of the child's IEP Team determine that a condition in either paragraph (e)(1)(i) or (1)(ii) of this section was met.
 3. If the LEA, the parent, and relevant members of the child's IEP Team determine the condition described in paragraph (e)(1)(ii) of this section was met, the LEA must take immediate steps to remedy those deficiencies.
- f) Determination that behavior was a manifestation. If the LEA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must—
1. Either—
 - a. Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
 - b. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and
 2. Except as provided in paragraph (g) of this section, return the child to the placement from which the child was removed, unless the parent and the LEA, through the IEP Team process, agree to a change of placement.
- g) Special circumstances. School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child—
1. Carries a weapon to or possesses a weapon at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA;
 2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA; or
 3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA.
 4. Upon the end of the removal to the interim alternative educational setting for not more than 45 school days for reasons (1) through (3) above, the child shall be returned to the placement from which he/she was removed, unless the parent and the LEA, through the IEP Team process, agree to a change of placement.
- h) Notification. On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of the code of student conduct, the LEA must notify the parents of that decision, and provide the parents the procedural safeguards notice described in NC 1504-1.5.
- i) Definitions. For purposes of this section, the following definitions apply:
1. Controlled substances means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).
 2. Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.
 3. Serious bodily injury is defined as:

Bodily injury which involves –

(i) a substantial risk of death;

(ii) extreme physical pain;

(iii) protracted and obvious disfigurement; or

(iv) protracted loss or impairment of function of a bodily member, organ, or mental faculty.(20 U.S.C. 1415(k)(7)(D) and 18 U.S.C. 1365(h)(3)).

4. Weapon has the meaning given the term "dangerous weapon" under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code and includes a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such a term does not include a pocket knife with a blade of less than 2 ½ inches in length. (Authority: 20 U.S.C. 1415(k)(1) and (7); 34 CFR 300.530)

Technology

While at BPS, students will have access to a variety of technology. It is the expectation of the school that all school owned tablets and laptops remain at the school.

Parental Involvement

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

Volunteer Hours

BPS will encourage all families to commit service time to the school in the amount of 8 hours per quarter for a total of 32 hours per year. It is our intention for our families to provide their volunteer time throughout the year, which is why the requirement will be quarterly. Volunteer hours may be served by a parent, a grandparent, or the student themselves if they are over the age of 10. Families will be allowed to complete this time in a variety of ways including:

- In class assistance
- Improvements around the facility
- Maintenance of school grounds
- Assisting staff with office work
- Assisting with fundraisers
- Car pool line assistance
- Assisting with school wide events
- Assistant coaching for athletics

- Participating on parent advisory committee
- Proctoring tests, tutoring a student, assisting with lunch and recess

Parent Advisory Council

The purpose of the PAC is to encourage communication between the parents of the school and the board and to provide a way for the parent/board relationship to exist in a meaningful and helpful manner. The PAC will assist the board by communicating the needs of the school from the parent perspective. The PAC will also provide a group of people that are dedicated to carrying out specific activities needed for the school, including the assisting of fundraisers and the organization of parent volunteers for school activities. The Director of Operations will also attend the PAC meetings to ensure everyone is in agreement in regards to parent volunteers and school needs.

Appendix D

Federal Documentation of Tax Exempt Status
(Not Applicable)

Appendix E

Board Member Information

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Bradford Preparatory School

2. Full name: Kelly Painter

Home Address: 5179 Rocky River Crossing Rd, Harrisburg NC 28075

Business Name and Address:

Telephone No.: 704-455-6556

E-mail address: kellylrp@gmail.com

3. Brief educational and employment history.

After graduating from college, I worked as the Director of a family foundation. In this position I ran all of the foundation's programs, handled the accounting and worked with a Board of Directors of 22 people. I then attended UNCC and received my Master's degree in Counseling. I am also a NC Licensed Professional Counselor. While in graduate school I worked for the UNCC Department of Special Education on a federal grant that focused on developing a reading curriculum used to teach students with moderate and severe disabilities. After I received my master's degree I worked for the Cabarrus County Schools as a school counselor, starting in middle school and then moving to the elementary level. As a school counselor I was the 504 Coordinator, a member of the Response to Intervention team, the IEP team, and a teacher of small reading groups. I also taught guidance classes, handled career week, conducted small group and individual counseling sessions, wrote and helped implement Behavior Intervention Plans, conducted parent workshops, coordinated and implemented all community service resources for parents and attended parent conferences. In

2010 I left the school system to work part time as a private practice counselor. I counsel children and families and I also provide educational consulting to parents and conduct academic and achievement testing.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes: X

I am the President of Piedmont CARES, a 501 c3 organization supporting adults with disabilities. I was also an ex-officio member of the Mollohan Foundation for four years serving on their scholarship committee.

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

After many years of discussing educational choices and ideas for schools, Karin Drescher (fellow board member) and I decided to pursue the idea of starting a charter school. In April of 2012, we researched private schools, parent cooperative schools and other charter schools. In July of 2012 we attended the NC Alliance for Public Charter Schools conference and shortly thereafter confirmed our decision to move forward in the process. In August of 2012 we held a community interest meeting to gauge the interest of other parents in the area. From that meeting we were able to gather several individuals to serve on our Board of Directors and have since recruited the additional necessary members we felt we needed to meet the needs of the school.

6. What is your understanding of the appropriate role of a public charter school board member?

The role of a public charter school board member is to serve on the board, which governs the charter school. As a board member I agree to all of the roles and responsibilities laid out in the Bradford Prep Board Member Agreement Form. As a board member, I assist in creating and upholding board and school policies, hire and evaluate the school Director, create and follow the annual budget, and ensure the mission of the school is being followed and is at the heart of every decision for the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have experience in non-profit management. I have also helped a Board of Directors create their annual budget and board policies when I worked for the Mollohan Foundation. In addition, I started a local non-profit and I currently serve as the President of Piedmont CARES, which supports adults with disabilities.

8. Describe the specific knowledge and experience that you would bring to the board.

I have ten plus years of non-profit experience and I have the experience of being on several boards. I have experience with education in a variety of areas. I also have the background and knowledge of the special education population and literacy. With my counseling background I have the knowledge of child development and the social and emotional needs of children. I also bring the experience of working with parents through both my counseling practice as well as my experience in the schools.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission of Bradford Prep is to educate all of our students and to ignite creativity and passion for learning in all of our students. It is also our mission to teach life skills and help our students become productive citizens to the community.

2. What is your understanding of the school's proposed educational program?

Our educational program will include rigorous academics, a comprehensive enrichment program designed by the school, weekly advisory groups, brain-based learning strategies, personalized educational programs for all of our students, teacher designed curriculum and a very specific technology programs that is geared towards using one-on-one technology in the middle and high schools. Our educational program will also include the use of data-based assessments, individual student portfolios, and small group instruction.

3. What do you believe to be the characteristics of a successful school?

I know that Bradford Prep will be successful when we have met our goals of educating our students and have provided them with a unique educational experience. I also think our school will be successful when we have full enrollment, an annual positive cash flow and a board of directors that is successful in helping the school achieve its mission.

4. How will you know that the school is succeeding (or not) in its mission?

We will know that our school has been successful if we have met all of our school goals, which directly align with the mission of the school. If our students score proficient on the end of year tests, have good attendance, and our students stay at Bradford Prep year after year then we have met our goals for our student success. In addition, if we have satisfied teachers at Bradford Prep and we pass our annual audit then we are succeeding as a school.

Governance

1. Describe the role that the board will play in the school's operation.

The board of directors of Bradford Prep will govern the school and create board and school policies. The board will not manage the day-to-day operations of the school. The board will also hire and evaluate the Director of the school.

2. How will you know if the school is successful at the end of the first year of operation?

If at the end of the first year, we have positive cash flow, a good student enrollment, good end of year test scores, and satisfied teachers and parents then we have had a successful year.

3. How will you know at the end of five years of the schools is successful?

The board of directors of Bradford Prep will have a five-year and ten-year strategic plan. Our school will be successful in five years if we are achieving our mission and meeting all of our strategic goals. We will also be successful if after five years we are fully operating as a K-12 school.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

To be successful, the board will have to follow the strategic plan, follow all board policies, participate in board trainings and professional developments and adhere to the Board Member Agreement Form, which includes always following the mission of the school.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Transparency is the key to success for any board of directors and any non-profit organization. If I was concerned about the actions of a fellow board member then I would discuss the matter with that individual. If I was still concerned then I would speak to the board Chair or bring the matter to the attention of the board at a board meeting. I would ensure that the issue was handled in a proper manner.

*Please include a one page resume with your Information Form

Certification
I, Kelly Paine, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Bradford Prep Charter School is true and correct in every respect.

Signature
Date

Kelly Paine
1-27-13

Kelly R. Painter, MA, LPC

PO Box 721 / Harrisburg, NC 28075 / 704-455-6556 / kellylrp@gmail.com

EDUCATION

- University of North Carolina at Charlotte - MA degree in Counseling
- University of South Florida - BA degree in Political Science/Pre Law with a minor degree in Psychology

CERTIFICATIONS

- North Carolina Licensed Professional Counselor
- North Carolina Licensed School Counselor

WORK EXPERIENCE

Private Practice Counseling and Educational Consulting

- Private practice counseling- individual therapy for adults and children
- Educational testing- administers the Woodcock Johnson Test of Achievement for families and individuals, service includes full reporting and consultation with parents and school personnel

Bethel Elementary School, Cabarrus County Schools

2006- 2010

School Counselor

- Individual counseling with 3rd, 4th, and 5th grade students, including play therapy
- Small group counseling for divorce, grief, behavior, social skills, self-esteem, and anger management
- Handling of crisis situations including suicide and self-mutilation
- Consultation and collaboration with teachers and parents, mediation between students and teachers
- Constant communication with parents, attended parent meetings with teachers and students
- Teach 30 hours of classroom guidance a month
- Collaborate with school social worker and consultation with community organizations and Social Services
- 504 Coordinator and a member of the Response to Intervention Team and the IEP Team

Northwest Middle School, Cabarrus County Schools

2005-2006

School Counselor

- Managed the choices room, a room where students were sent when their behavior was a problem
- Helped students develop a behavior plan and implemented the interventions with the students
- Communicated with parents and teachers about the behavior plan
- Conducted individual counseling sessions with students who needed one-on-one help

University of North Carolina at Charlotte

2003 - 2005

Research Assistant for Alternate Assessment Federal Grant Project

- Helped implement a federally funded grant in the area of special education, collected data for the project
- The project resulted in the creation of the Early Literacy Skills Builder program

West Virginia High Technology Consortium Foundation

2001 - 2003

Director of Robert H. Mollohan Family Charitable Foundation

- Developed scholarship, internship, student loan programs, and Community Grant Program
- Coordinated the annual Golf Tournament Fundraiser
- Helped publish a book to raise money for scholarship funds
- Responsible for overseeing all Board of Director activities including annual meetings
- Responsible for the budget of the foundation

COMMUNITY INVOLVEMENT

- Coordinator of the annual Joy Prom (a prom for adults with disabilities) for the greater Charlotte area
- President of Piedmont CARES, a local non-profit that supports adults with disabilities

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Bradford Preparatory School

2. Full name: Jeffrey Thomas Pyles

Home Address: 7012 Ravencrest Drive, Charlotte, NC 28269

Business Name and Address: Bank of America, 100 N Tryon St, Charlotte, NC 28255

Telephone No.: 704-975-3519

E-mail address: jtpyles@gmail.com

3. Brief educational and employment history.

I graduated with a B.A. from Grove City College (Grove City, PA) in 2004 and have been working in the financial services industry since 2006. During the past 7 years, I've been involved with many aspects of financial operations including: operational risk, control standards and adherence, financial reporting, management metrics, accounting and project management.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes: X

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I attended a general interest meeting in August 2012 regarding a proposed charter school in the area hosted by Kelly Painter and Karin Drescher where I expressed interest in becoming further involved with starting a charter school in our area. After that meeting, I was approached and asked if I would consider becoming a member of the Board of Directors and accepted. I wish to serve on this board as I am very interested in ensuring the highest quality education for my children and feel as though the current options for them are insufficient to meet their needs and abilities. I see Bradford Preparatory School as a great alternative and one that I am willing to work diligently for to bring to fruition.

6. What is your understanding of the appropriate role of a public charter school board member?

I believe that the role of a board member is to create and approve policies, promote the school's mission and vision and assist the faculty, staff, parents, students and community in providing adequate resources for the school to fulfill its mission. Additionally, the board is responsible for monitoring the school in terms of meeting its financial and operational goals.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have previous experience with serving on a non-profit board in Charlotte to meet the needs of local clergy and churches in areas such as teaching, staff training, leadership development, developing culture, etc. Many of these areas dovetail nicely with the role I serve on the BPS board in handling of professional development of the board, conducting the annual self-assessment for the board and carrying out any assignments from the Chair. Additionally, I have provided leadership development training for members of my church and continue to serve in other volunteer roles at my church.

8. Describe the specific knowledge and experience that you would bring to the board.

I have knowledge of operational policies and practices from my time in the financial services industry and I will bring a business background and perspective to the operations of the school. I have developed a Risk and Control Self-Assessment program for my bank division and ensure that we are managing risk effectively. I will take that experience to the board and the day-to-day activities of the school to ensure that the appropriate controls are in place and that the school is adhering to the policies and procedures set forth by the board. I have additional experience in financial reporting, metrics and audit issue remediation which will benefit the board by bringing knowledge of best practices and organizational routines necessary to manage the school appropriately.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to ensure students excel academically, personal relationships are developed and nurtured and that students are inspired to be passionate about learning. To accomplish this, the school will utilize brain-based learning and innovative teaching methods in a smaller, more intimate learning environment. The school's belief is that it is necessary to educate the whole child, therefore the school will partner with the community to support the students and better prepare them for life through learning of life-skills, volunteer work and other community engagement.

2. What is your understanding of the school's proposed educational program?

Bradford Preparatory School's education plan is to challenge students by educating the whole individual, both academically and personally. A variety of instruction methods will be used to address students with varying learning styles guided by the utilization of brain-based learning to provide developmentally appropriate education at all levels. BPS will call for high commitment to education from its students by way of stringent academic requirements that exceed those of the surrounding public schools. Technology will be a key component of the upper school classroom instruction and teachers will have some flexibility in utilizing best practices successfully implemented in other schools (e.g. "flipping" classrooms, guest lecturers, etc.). BPS plans to prepare students for life after high school and post-secondary options by providing educational seminars in life-skill topics such as finance, nutrition, organizational skills, public speaking, etc. Additionally, BPS will make certain that students have the ability to develop appropriate social skills not only through classroom interaction, but also in providing extra-curricular activities such as sports and fine arts programs.

3. What do you believe to be the characteristics of a successful school?

I believe that characteristics of a successful school start with an engaged board of directors. It is not simply enough for the board to start the school and not continue to be involved in the oversight and management of school affairs. Board member engagement and development will be measured by involvement in professional development trainings and through attendance and participation in monthly board meetings. Additionally, teachers and administrators who are committed to the success of the students of BPS will create the appropriate culture in which students are nurtured and challenged to do their very best. Teacher satisfaction is a priority of BPS to ensure that we are able to create such a culture and we will measure this through teacher working conditions surveys. Also, parents and students need to be challenged in all aspects of the student's education. It is imperative that students are encouraged to think critically and perform at a high academic level. Many metrics will be tracked to capture this characteristic, notably attendance rate, graduation rate, attrition rate and college acceptance rate.

4. How will you know that the school is succeeding (or not) in its mission?

The school will be measured on the success of its mission by some of the BPS goals, both short-term and long-term: 80% of students receiving proficient scores on EOG tests, 90% attendance rate, 90% of high school graduates being accepted into a college program,

95% high school graduation rate and a 20% maximum attrition rate. These measurable goals will indicate how effective BPS is at ensuring academic excellence, nurturing personal relationships, inspiring a growing passion for creativity and learning in students and encouraging students to be personally accountable, compassionate and productive citizens.

Governance

1. Describe the role that the board will play in the school's operation.

The board will recruit for and approve the hiring of all school staff, ensure compliance with policies and procedures and ultimately ensure that the goals and mission of the school are being met appropriately. We will work closely with the Director of the school and continuously evaluate the performance of the Director in meeting both their personal goals and the goals of the school.

2. How will you know if the school is successful at the end of the first year of operation?

In the first year of operation, I will know that Bradford Preparatory School is successful if the school is operating with a positive cash flow, receives a clean review on our annual financial audit, achieves an 80% satisfaction or higher on teacher working conditions survey and if the school is able to have 80% of students receive a proficient score on EOG tests. Additionally, first year success can be measured by interest in the enrollment/lottery process for the second year of the school's operation.

3. How will you know at the end of five years of the schools is successful?

I will know at the end of five years that Bradford Preparatory School is successful if the school is meeting the goals prescribed for the school: 90% attendance rate, 20% maximum attrition rate, 80% of students receiving a proficient score on EOG tests, consistent clean reviews on annual financial audits, BPS Director of the school meeting 80% of annual goals as set by the Board, 100% of the Board meeting required professional development trainings and 80% satisfaction or higher on teacher working conditions survey. These metrics will measure the success of BPS and display overall health of the school.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

To be sure BPS is successful, the Board of Directors needs to ensure appropriate governance is in place. It is the responsibility of the BPS Board to develop and implement policies, provide financial oversight and strategic planning. The Board must measure the performance of the school in light of the goals of BPS and to make certain that BPS is adhering to its mission. Additionally, it is the responsibility of the Board to recruit and hire the best candidate for Director of the school and provide ongoing supervision of the Director. The Board will need to represent BPS in all community

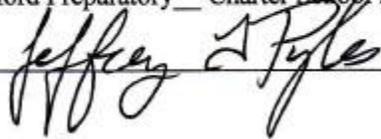
engagement and create a positive initial reputation for the school by informing community members of the existence of BPS and engaging those members to support the school.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

First, I would address the situation where I felt another board member was acting unethically or not in the best interests of the school by speaking to them directly and reminding them of the Board of Directors Agreement Form that they had signed which details what is expected of BPS board members. I would attempt to address the situation in that manner before bringing it to the board's attention and potentially launching an investigation into the behavior. If the board was unable to reach an agreement and move forward, I would recommend that the board formally investigate the issue and remove the member(s) of the board who were acting unethically and not following the agreement form signed.

Certification

I, Jeffrey Pyles, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Bradford Preparatory Charter School is true and correct in every respect.



Signature
Date

2/7/13

*Please include a one page resume with your Information Form

Jeffrey T. Pyles

jtpyles@gmail.com

7012 Ravencrest Drive
Charlotte, NC 28269
704-973-3519

WORK EXPERIENCE

Bank of America Merrill Lynch - Charlotte, NC

November 2010 – Present

VP; Business Control Specialist

Project Management

- Rolled out assessment of key controls and procedures against a set of process control standards covering 270 global processes across 22 countries encompassing approximately 45,000 control questions. Track and remediate gaps to closure.
- Partner with technology developer to enhance control standards assessment platform in reporting, scope and integration with additional risk initiatives.
- Successfully initiated development of Operational Loss SharePoint site to track weekly operational risk events
- Coordinated training logistics on Operational Risk Event Reporting process for Global Markets organization
- Enhanced global counterparty credit alerts process and initiate all new credit alerts for entire global markets organization
- Facilitated control framework development project, including identification of organizational key processes, risks and controls

Operational Risk

- Develop and prepare Risk and Control Self-Assessment for GMO&MO including incorporation with GT&O and GRAM submissions, challenge process with Corporate Operational Risk and inclusion with regulatory reporting packs.
- Direct monthly review of operational losses, including research of root cause and evidencing mitigation plans.
- Serve as liaison for all supported Lines of Business on enterprise initiatives and operational risk
- Prepare Operational Loss slides for monthly control pack presented to senior executive
- Conduct on-going research and root cause analysis of operational losses to mitigate risk within daily processes

Capitol Wealth, Inc. - Charlotte, NC

April 2006 – September 2010

Operations Support Analyst

Accounting/Finance

- Organized month-end accounting process for multiple entity wealth management platform
- Calculated commission and variable compensation payments for team of 25 investment executives
- Reviewed and approved month-end accounting journal entries and coordinated with corporate accounting process to ensure accuracy and completeness of month-end close
- Developed a reporting template and data framework for multi-entity platform to track key performance metrics of each department to drive increased production
- Coordinated with accounting department to produce and review 40+ monthly financial reporting packages for distribution to various boards of directors and bank presidents
- Prepared quarterly financial reports for overall Wealth Management board meeting

Project Management

- Successfully completed setup of an acquired insurance agency's commission tracking system, saving them \$10,000 in annual expenses
- Served as Project Manager for the branding, deployment and education surrounding the launch of a discount brokerage platform
- Coordinated and provided account opening for 500+ bank directors resulting in over \$20,000 in annual revenue

Operations

- Managed vendor relationships by assisting in negotiating for best pricing and reconciling payments
- Performed due diligence on target asset management firms and insurance agencies
- Worked to seamlessly transition new representatives to the platform by providing new employee orientation

EDUCATION

Grove City College – May 2004

B.A. – Christian Thought

Business Minor

QPA – 3.73/4.00 Major QPA 3.83/4.00

VOLUNTEER WORK

Small Group Leader – Mosaic Church, Charlotte, NC (2006-Present)

Small Group Coordinator/Leadership Development Trainer – Mosaic Church, Charlotte, NC (2006-2008)

Board Member – ETCNetwork Charlotte, NC (2007-2010)

Charter School Board Member Information Form

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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Bradford Preparatory School
2. Full name: Katherine Wray Clark

Home Address: 6409 Bell's Mill Drive, Charlotte, NC 28269

Business Name and Address: Changed Choices, Inc., PO Box 78614, Charlotte, NC 28071

Telephone No.: 704-268-9865

E-mail address: katiwrayclark@gmail.com

3. Brief educational and employment history.

I have been involved in several start-up endeavors, particularly in the prison rehabilitation field. I've worked to create and replicate groups of college students on several campuses to engage in helping inmates and their children walk through the difficult time of incarceration. As part of my position with this same organization, I founded a network of several churches, non-profits and government agencies in the greater Charlotte area to collaborate and partner together to more effectively assist men, women and youth with criminal records, particularly in their transition back to society. Most recently, I led Changed Choices (a non-profit that assists women in Charlotte with criminal records) through a time of growth by developing and implementing strategic plans, writing grant proposals, helping build partnerships with like-minded organizations, and drafting contracts and memoranda of understanding. I also provided oversight for the launch of a social business to provide gainful employment to the organization's clients. During my two and a half years as executive director, the organization grew from an annual budget of \$59,000 to this coming year's budget of more than \$400,000 and the staff expanded from two to twelve, plus several interns. Changed Choices' impact in

the community increased significantly and maintained its historically and remarkably low recidivism rates among clients. My most important role in each of these endeavors was taking a vision and planning and creating new solutions to help the organization achieve long-term sustainability. While my work has been primarily in prison rehabilitation, my undergraduate degree was in secondary education and physics and I minored in mathematics. I have not taught in my own classroom, but I did gain student teaching experience as part of earning my degree.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I attended the first community meeting in August 2012. Karin Drescher and Kelly Painter expressed the various needs they had in developing this school. Having grant-writing and fundraising experience and a passion to see this school succeed, I offered to assist in this capacity. Soon after, they asked me to consider becoming a board member, which I accepted.

6. What is your understanding of the appropriate role of a public charter school board member?

I believe a public charter school board member, along with the other board members, is responsible for providing effective governance and leadership of the school. In addition, each member is especially accountable to all interested parties – parents, teachers, staff, public officials, etc. – for the faithful execution of the duties to which he or she has been assigned. It is critical that each member has a firm grasp of what is required by law and what is expected by the state department of instruction to ensure that every decision made by the board will keep the school in high standing. Board members must also understand the educational needs and desires of the general population in the school’s area and work diligently to meet those needs, as practicable, through the school’s offerings.

7. Describe any previous experience you have that is relevant to serving on the charter school’s board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on the Board of Directors of Changed Choices, Inc., (a not-for-profit organization) for three-and-a-half years and have learned a great deal from that experience. I have also worked closely with a number of local not-for-profits and government agencies in my work these last five years, allowing me to learn how each type of group functions and how they can most effectively collaborate for the public good. I led several community-wide efforts with leaders from more than 20 different organizations. I have also written several grant proposals and successively secured funds totaling more than \$150,000 from various organizations. I have worked on several fundraising events (small and large) and mailed

requests giving me experience to assist Bradford Preparatory Academy in the pursuit of additional funds at the appropriate time.

8. Describe the specific knowledge and experience that you would bring to the board.

The most valuable professional experience I bring to this board is in fundraising and grant writing. I believe my experience working in and with several other not-for-profits and government agencies will be beneficial in helping our board more quickly execute a successful launch and avoid common pitfalls that some not-for-profit organizations make. I've also worked quite a bit with underprivileged families over the last twelve years and have a much better sense now of specific needs, challenges and perceptions of those in poverty, which I believe will be useful in the service of our student body, since we will have a broad socioeconomic range of kids at Bradford Prep. I've run several mentoring programs for at-risk children and their parents and have realistic expectations of the work it can require to see children and families truly succeed.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

With the ultimate goal of effectively preparing each student for a life of productive citizenship, we are seeking to meet the needs of the whole child, which involves encouraging each student to take responsibility for his/her own growth academically, socially and emotionally. We want each child to receive not only an excellent academic education, but also the tools and skills to succeed in life and become contributing members of society. We will accomplish this through proven methods and a balanced approach to education. It requires the incorporation of creativity, competition, a variety of useful electives, appropriately challenging levels, and life-applicable learning opportunities. We intend to use evidence-based research to create our school plans and guidelines, in order to offer the best possible environment for students to maximize their learning potential.

2. What is your understanding of the school's proposed educational program?

Our school's educational program is designed with the purpose of preparing kids for college and their future careers. It will be created and modified by the school's teachers and staff in order to best meet the needs of our student population. It will incorporate brain-based learning research, student assessment results, project-based learning to promote life application of academic lessons, and technological options that provide the best possible education and use of classroom time. Within the curriculum and classroom learning designed, there will also be individualized learning plans developed challenging each student to reach his or her potential. In addition, we will work diligently to develop the whole child to not only meet the academic needs of the child, but also the emotional and social needs of the child to really enable each one to succeed in the world.

3. What do you believe to be the characteristics of a successful school?

I believe excellent educators, the ability to teach each child at his or her level, the freedom for teachers to create curricula most applicable to student needs, and the ability for students to access and utilize technology are all elements that are important for a school's success. Competition, regular and substantial physical activity, and healthy nutrition and teaching are important for physical health and success. Children should be encouraged to be creative, resourceful and able to pursue their interests in order to develop their mind and natural abilities. Students must learn many life skills in school, starting early and with intentionality, in order to prepare them for success in life after high school. Lastly, and perhaps most importantly, at each step in the academic journey, a successful school will have the consideration to meet children where they are, but also the courage to challenge them to achieve their highest academic potential.

4. How will you know that the school is succeeding (or not) in its mission?

In the short term, we fully expect to see students taking responsibility for their own education, setting realistic goals for themselves, meeting those goals, and challenging themselves to attain the next level. The extent to which students own this critical element of our school's mission will be a significant measure of our success. Through classroom assignments, we will be able to demonstrate specific opportunities for children to be creative and to pursue their passions.

In the long term, we will be able to track graduation and college acceptance and completion rates, career paths, and volunteer experience, all of which can demonstrate academic, social and emotional success in different ways.

Governance

1. Describe the role that the board will play in the school's operation.

The Board will govern the organization by overseeing the operation of the school, setting policies for the Board and the school, creating and approving the budget and ensuring the organization is fulfilling its mission. The Board is also responsible for recruiting, hiring and supervising the Director of the school, who will be making the day-to-day leadership decisions at the school. The Board will also approve every hire made by the Director.

2. How will you know if the school is successful at the end of the first year of operation?

As for hard numbers, we will measure attendance, attrition, teacher satisfaction, family volunteer participation and EOGs/EOCs. We expect to meet our goals in each of these areas, as set out in the application, or make considerable strides forward from individual student records from the prior year in their previous institution. We will also measure the school's progress toward the Director's goals, expecting at least 80 percent of them to be met. Financially, we will consider positive cash flow and a clean opinion on our audit for the year as success. As a Board, we will expect professional development requirements to be met as dictated by our professional development policy. More generally, we will also candidly evaluate whether the school is enjoying widespread support,

encouragement and engagement from the families of the students. This is not measurable, of course, but the absence of it would be telling and the presence of it promising.

3. How will you know at the end of five years of the schools is successful?

In addition to the measures listed after one year (which we will continue to track every year and expect stable or increasing results), one factor we will use to determine success is a graduation rate meeting or exceeding 95 percent. Further, we will consider it a success if at least 90 percent of our graduates continue on to institutions of higher learning. Through student and teacher evaluations, we will also be able to demonstrate students' progress toward taking personal responsibility for their future.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We will need to work closely with the Director of the school to be sure that day-to-day decisions of the school continue to reflect the school's mission statement. We will also provide oversight and accountability for the school's strategic planning and implementation and will need to be aware of the need to set new or revised policies to keep the school on track towards our mission. We may need to be involved in disciplinary measures to the extent that teachers or staff may not be complying with expectations or the law. We will need to assist in finding necessary funds for extracurricular activities and enhancement of current programs. We will need to have an open channel for students and parents to make their needs and opinions known so that we can ensure that the school is best meeting the needs of our student population.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

In the event that I thought one or more board members were acting unethically, I would immediately approach the person in question and discuss my concern. If there was no resolution or clarification that satisfied the concern, I would contact the chairman of the board and vice-chairman (or an additional board member if one of these two people is in question) to relay my concerns and seek the opportunity for a proper investigation of the problem.

*Please include a one page resume with your Information Form

Certification

I, Katherine Wray Clark, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Bradford Preparatory Charter School is true and correct in every respect.

Signature

Katherine Wray Clark

Date

2/1/13

Katherine W. Clark

6409 Bell's Mill Drive, Charlotte, NC 28269

704-364-3359

katievravclark@gmail.com

Work Experience

2010-2012 **Changed Choices, Inc., Charlotte, NC** Executive Director

- Provided leadership in the endeavor of creating and sustaining a social business, Second Helping (opened in November 2011) to employ clients under the umbrella of Changed Choices LLC.
- Sought and acquired grants in the amount of more than \$150,000 in the two years of grant writing performed and provided assistance and oversight in the acquisition of an additional \$50,000 in grants.
- Negotiated contracts with increasing levels of involvement in the Mecklenburg County Jail.
- Recruited, hired and managed staff (increasing staff size from two to twelve plus several interns)
- Managed a team of six people, providing direction and oversight to each component of the organization.
- Reported directly to the Board of Directors, providing strategic direction and proposals for future endeavors.

2004-2009 **Prison Fellowship, Lansdowne, VA** NC Field Director, Start-Up Coach and Campus Coordinator

- Designed, developed and launched the Transformation Network, comprised of over 20 churches and agencies in the Charlotte area with the goal of providing a continuum of care for people with criminal records and their families.
- Provided support to volunteers serving in prisons and reentry throughout the state of North Carolina.
- Recruited and supported approximately 200 churches to serve more than 8,000 children in North Carolina at Christmas and throughout the year in 2007 and 2008 through the Angel Tree program.
- Created the model program and plans for Prison Fellowship in its national initiative to involve college students in prison ministry.
- Helped significantly in the development of the national strategic plan for collegiate ministry.
- Served as start-up coach for the first ten (10) campus ministries.
- Conducted fundraising events to support the campus ministry effort.
- Developed and managed the national and regional operating budgets for campus staff.
- Coached and trained new staff leaders on how to create, maintain and develop prison ministries in their locations.
- Designed, developed and delivered the student leadership development program.

2002-2004 **Grove City College, Grove City, PA** Resident Assistant and Resident Director

- Provided encouragement and direction for new students as they acclimated into college residential life.
- Planned, coordinated and directed all hall activities for students to get to know each other.

2003 **St Paul's Episcopal Church, Haymarket, VA** Youth Leader

- Organized and launched the youth program at the church.
- Planned and directed youth events.
- Trained and mentored two youth interns.

Volunteer Experience

- Secretary, Transformation Network, Charlotte, NC
- Women's Shepherd, Harvest Community Church, Huntersville, NC
- Missions Committee, Christ Central Church, Charlotte, NC
- Youth Leader, Common Ground Church, Leesburg, VA
- General Volunteer, Mercer State Correctional Facility, Mercer, PA
- Varsity Soccer Assistant Coach, Franklin High School, Franklin, PA
- Small Group Leader, George Junior Republic Juvenile Detention Center, Grove City, PA

Education

2004 Grove City College, Grove City, PA (Graduated cum laude)
Double Major: Physics and Secondary Education
Minor: Mathematics

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Background

1. Name of charter school on whose Board of Directors you intend to serve: Bradford Preparatory School

2. Full name: Karin Drescher

Home Address: 10133 Legolas Lane, Charlotte, NC 28269

Business Name and Address: N/A

Telephone No.: 704-992-6653

E-mail address: KarinDrescher@gmail.com

3. Brief educational and employment history.

I earned my Bachelors of Science in Marketing Management and began my career at Accenture, a global management consulting firm. I primarily worked in Information Technology as a programmer and then subsequently moved into systems analysis and then on to a systems design role for a chemical company upon leaving Accenture. I was involved in project management and IT for the remainder of my career prior to having children. After my first two children were born, I built a food service company from the ground up including full development of the business plan, attainment of the business loan, running the build-out process of the retail space, hiring employees and running the operations side of the business with revenues of a half million dollars. After several years in the business and another child, I decided to sell the business to stay home with my children.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: X Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

Kelly Painter and I began the journey of researching schools and developing the model we have landed on for BPS back in the spring of 2012. After years of discussing the education needs in this area and the lack of schools to meet those needs, we made the decision to move forward with starting a charter school in July, 2012. We have worked side by side for the past 10 months with her bringing the education experience to the table and me bringing the business/operations experience. The reasons we started this school are many, but the primary reason is because I have children that are getting lost in the sea of children at their current public schools. I know a school could be so much more for the children and I want that not just for my children but the many other kids of this area that so desire a richer educational experience.

6. What is your understanding of the appropriate role of a public charter school board member?

I believe the board is here to provide overall governance and guidance for the school. It is our responsibility to set the policies for the school and to provide the accountability that every school needs from a financial standpoint. The board should allow the Director of the school to manage the day-to-day operations of the school while being responsible for ensuring the terms of the charter are met by the school. The Board is responsible for the hiring and firing of the director as well as the annual performance reviews of the director.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

My experience in the operations of a small business and my IT background provide for the business skills needed on the board. There are many facets of running a school that align with the running of a business. I believe in this school and am passionate about education, so while I have not had previous experience on another board, I feel my background and experiences prepare me fully for this process.

8. Describe the specific knowledge and experience that you would bring to the board.

I have experience in writing a business plan, working with architects and general contractors in the build-out of a facility, working with various banks on funding options for a business, website development, personnel management, running all of the financials for a business and other general business operations skills.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to provide an environment that allows for the students to grow academically, socially, emotionally and physically while taking part in an enriched

academic environment. We believe relationships are of the utmost importance and that all people need to learn the necessary soft/life skills to go on to become productive citizens of this country.

2. What is your understanding of the school's proposed educational program?

BPS will use a variety of instruction methods to meet the needs of each individual student. It is our desire to provide a smaller community of learners that are known well by their teachers and their peers. When the teachers have the opportunity to really get to know their students, they are able to challenge them to meet their own personal education goals. Our teachers will use small group collaboration, direct instruction and technology to teach the students in their classroom in the most effective way. The curriculum will be developed by the teachers and the lead teacher and will allow for collaboration across the grades as well.

3. What do you believe to be the characteristics of a successful school?

A school that treats its teachers as professionals and hires and keeps only highly effective teachers that have a passion for teaching is one of the top characteristics of a successful school. The school must be flexible by nature to meet the needs of the ever-changing student body and must allow for students to move at the pace they are ready for. I also believe schools can be successful when they don't just teach academics but place an emphasis on teaching their students the social, emotional and physical skills necessary to have a fulfilling life.

4. How will you know that the school is succeeding (or not) in its mission?

While we can of course look at test scores to monitor the academic success of the school, I believe the better indicators would be student attrition rate, teacher satisfaction, student development as a whole and the overall culture of the school. We have clearly defined our goals for the school to allow us to measure ourselves effectively and will of course be working toward meeting those on an annual basis.

Governance

1. Describe the role that the board will play in the school's operation.

It is our responsibility as board members to provide financial oversight for the school but the board will not be involved in the day-to-day operation of the school. It is our responsibility as the board to provide governance and allow the Director of the school to manage their employees. While we will set the policies for the school as well as the strategic plan and goals, the Director will be responsible for developing the procedures needed to follow the policies of the school.

2. How will you know if the school is successful at the end of the first year of operation?

At the end of our first year, we will be able to look at student registration numbers for the second year, student academic achievement via test scores and parent and teacher surveys to monitor the overall success of the students. It is our hope that we will meet all of our goals by the end of the first year, but we know there is a possibility that some of the academic goals could be unattainable depending upon the students that enroll that first year and the level at which they are currently operating.

3. How will you know at the end of five years of the schools is successful?

The obvious signs of a good school are the numbers on the waitlist as well as student attrition and academic achievement. At the end of five years, we will be graduating our first seniors so we will be able to also look at our graduation rates as well as the percentage of students going on to college.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will need to be in constant evaluation mode. We will need to take a look at parent surveys, Director evaluations and teacher surveys on an annual basis to ensure we are doing our job as a school to meet the needs of all of our stakeholders. In addition, the board will need to be sure to make every decision for the school with the mission and vision in mind. The philosophies of the school should come through in every decision made by the board.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If I believed there was a member of the board that was acting in a way that was somehow unethical or not reflecting the values of the board, I would immediately confront the person to see if in fact that was true. If the person was unwilling to change their behavior, I would have a meeting with the Chair and Vice Chair to express my concern. If the concern is deemed to be an issue by the Chair and Vice Chair, they will then bring it to the attention of the offending Board member. If no resolution is come to, the Board member will be asked to step down.

*Please include a one page resume with your Information Form

Certification

I Karin Drescher, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Bradford Preparatory School is true and correct in every respect.



Signature
Date

Karin W. Drescher

Home Address: 10133 Legolas Lane / Charlotte, NC 28269 / 704.992.6653

E-mail: KarinDrescher@gmail.com

WORK EXPERIENCE

President, Home Appetit, Inc.

September 2005 – April 2009

- As president of the company managed all of the business activities involved in setting the business up and carrying on the day to day business operations
- Managed the inventory process, vendor selection, weekly product ordering, hiring and managing of employees, and monthly menu development
- Developed all marketing materials for business, designed and maintained website
- Managed payroll, sales and use tax filing, quarterly revenue taxes and completed and filed annual tax returns for the business
- Developed business plan and managed build out process of retail space

NOVA Chemicals, Business Analyst

March 1999 to June 2003

- Project Manager for Customer Care eCommerce project allowing customers to access their sales order, delivery and invoice information through a web interface.
- Developed white papers on various technology options available to meet requirements of eCommerce project for use by management in making a technology choice for implementation.
- Gathered and analyzed business requirements for eCommerce project from customers – both internal and external.

Heinz USA, Computer Programmer

Sept. 1998 to March 1999

- Created fixes for many of the custom utilities used at this client to ensure that business would not be affected by the upgrade.
- Worked as production support fixing problems in the system as they arose on a day to day basis.

Accenture, Business Systems Analyst

June 1997 to August 1998

Client Site: LTV Steel

- Designed and coded inbound and outbound interfaces involving the extraction of data from SAP in the areas of invoicing, sales orders and production planning.
- Worked with management to develop benchmarks/milestones and budgets for our 120 person application development team.

EDUCATION:

Bachelors of Science in Marketing Management, Grove City College
Dale Carnegie Leadership Course

COMMUNITY SERVICE:

Young Life – Committee Chair for 3 years and volunteer on area committee providing governance, financial oversight and fundraising support for past 10 years.

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Background

1. Name of charter school on whose Board of Directors you intend to serve: Bradford Preparatory School
2. Full name: Angela Petr

Home Address: 9140 Hearst Court, Charlotte, NC 28269

Business Name and Address: N/A

Telephone No.: 704-947-8155

E-mail address: angelapetr@sbcglobal.net

3. Brief educational and employment history.

Since receiving my Bachelors of Science degree, I have spent most of my career in not for profit management positions, more specifically with the YMCA and Big Brothers Big Sisters. As a young professional, both of these organizations provided broad experience in youth programming and educational enrichment. Areas of expertise ranged from outdoor and environmental education to after school enrichment programs and mentoring, all resulting in building greater self-confidence and character in youth. As my career developed, I progressed into leadership roles, offering insight into not for profit management, fund development, special events, marketing and community relations. After several years in the not for profit career world, I chose to stay home with my children.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

I have served on Big Brothers Big Sisters and YMCA boards as an ex-officio board member.

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was recruited to join the Bradford Preparatory School Board of Directors by Karin Drescher. I was made aware of her involvement in Bradford Preparatory School, and offered assistance as needed, and was able to share some like-minded ideas and goals about education and charter schools, specifically. After lengthy discussion, it was decided that a board position would be a good fit. Like any parent with school age children, I desperately desire a high quality, personalized education for my kids. Although our own neighborhood schools perform well academically, when critically evaluating them, I have concern about overcrowding and therefore lack of personal educational experience and lasting relationships. With such a vast number of children present, logistics alone are a deterrent to high quality, flexible, comprehensive, character based education. I am pleased to play a role in bringing a school like Bradford Preparatory School to our community, not just for the sake of my own children, but for the countless other families who would be thrilled at having such a choice available to them.

6. What is your understanding of the appropriate role of a public charter school board member?

I understand that the role of a board member is to oversee the operation of the school through policies, approving the budget, financial oversight, and making sure the school is a mission-driven organization, keeping mission in sight while making all decisions. I understand that while the board will govern, the school's Director will manage the daily operations. The Director will be evaluated annually by the board of directors.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

As an ex-officio member of YMCA and Big Brothers Big Sisters boards, my not for profit board experience transfers easily, as I am familiar with effective and efficient board functions. I offer experience in grant writing, fundraising, strategic planning, community relations, and a successful history of establishing community partnerships. As a parent and board member, I also hope to act as an effective liaison to other parents.

8. Describe the specific knowledge and experience that you would bring to the board.

The specific knowledge I bring to the board includes creating and maintaining community partnerships and collaborations, effective interpersonal skills that will serve well when

educating community and parents about school, fund development and general not for profit management.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to provide a high quality, well-rounded education with an emphasis on not only promoting academic achievement but also a high level of curiosity and love of learning. While providing challenging academic curriculum is an important piece of Bradford Preparatory School, another key component is also to develop the whole child – emotionally, socially, physically and intellectually.

2. What is your understanding of the school's proposed educational program?

It is the intent of Bradford Preparatory School to provide an enriched education that challenges and stretches our students to take the courses necessary to prepare them for college and the career of their choice. Seven main components will be utilized to graduate college and career ready students. These components include teacher designed curriculum, brain-based learning strategies, focus on whole child development, use of data-based academic assessments, individualized instruction plans, project-based learning and one-to-one technology.

3. What do you believe to be the characteristics of a successful school?

I believe a successful school recruits and maintains highly effective, dynamic teachers, therefore inspiring excellence and a love of learning in students. Other indicators of success include capacity enrollment, positive cash flow and satisfied students and parents. I believe this is accomplished by meeting the needs of every student, not only academically, but socially, emotionally and physically, as well.

4. How will you know that the school is succeeding (or not) in its mission?

Although there is value in all students scoring proficiently on standardized tests, I will feel like Bradford Preparatory School is succeeding in its mission when we are able to provide a comprehensive, engaging education to challenge student's academic abilities while strengthening moral character, creativity and social and emotional well-being. Student and teacher attrition rates, graduation rates and the percentage of graduates going on to college will be easy indicators of success. Careful surveying and measurement of established goals will be critical.

Governance

1. Describe the role that the board will play in the school's operation.

The Board of Directors at Bradford Preparatory School is responsible for financial oversight, strategic planning, establishing board and school policies, creating and approving the budget and ensuring the organization is fulfilling its mission. The board

will recruit, hire and supervise the Director of the school, and will be responsible for an annual evaluation of the Director.

2. How will you know if the school is successful at the end of the first year of operation?

At the end of the first year of operation, end of year test scores, student enrollment and positive feedback from parents and teachers will be key indicators of success.

3. How will you know at the end of five years if the school is successful?

Indicators for success after five years include enrollment figures (and wait list figures), test scores, graduation rates and percentage of college bound graduates. The board is responsible for long term and short term strategic planning, and will regularly measure effectiveness in accomplishing the goals and mission of the organization.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

In every action, the board needs to be mission driven. Careful adherence to existing strategic plan and policies is critical. Regular surveying and evaluation of entire school community will keep a well-rounded perspective on success for all key components of the organization. Continued professional development and leadership opportunities will be offered to promote loyalty, enthusiasm and accomplishment.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

As with any conflict or disagreement, if I had doubts about a fellow board member's actions, I would first share my concerns with the person in question. If unresolved, I would approach the board chair to share my concern. Any concerns regarding unethical behavior would be handled quickly and professionally. Communication and honesty are key to the success of any organization, and the expectation is that the board will lead by demonstrating good character and with the mission of the school as the focus.

*Please include a one page resume with your Information Form

Certification

I, Angela Petr, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Bradford Preparatory School is true and correct in every respect.

Angela J Petr
Signature

2.15.13
Date

Angela Petr

9140 Hearst Ct, Charlotte NC 28269

(T) 704.947.8155 (C) 920.915.3856 (E) angelapetr@sbcglobal.net

Professional Summary

Experienced professional with strong leadership and relationship-building skills.

Core Qualifications

- Strong Communication Skills
- Quick Learner
- Dynamic Team Leader
- Excel in Customer Service
- Skilled Fund Developer
- Special Events Development

Experience

- 07/1998 - 05/2001 **Big Brothers Big Sisters of the Fox Valley Region, Inc.** Appleton, WI
Executive Director
Increased revenue by 48% over three-year period.
Successfully led key projects which resulted in an increase of 64% more matches between Bigs and Littles.
Created new grant writing initiatives resulting in the doubling of grant dollars received in one year.
Produced first large scale outcome measures to prove the effectiveness of Big Brothers Big Sisters programs.
Implemented marketing strategies which resulted in 400% growth of largest special event.
Motivated and supervised seven full time professional staff members.
Developed and recruited volunteers resulting in highly effective board leadership.
- 08/1995 - 04/1998 **YMCA of Greater Louisville, Camp Piomingo** Louisville, KY
Associate Executive Director
Planned and executed a 350 acre outdoor education program, corporate team building, day camp and group camping programs, realizing a 30% increase in operations over two years.
- 02/1993 - 02/1995 **YMCA of Metropolitan Denver** Denver, CO
Program Director
Provided leadership for 7 full time team members, a 7 site child care program and 5 day camps.
Ensured quality by implementing full time directors at each center location.
Trained YMCA professionals across the country for YMCA of the USA as a Faculty Member.
Treasurer for Colorado Alliance for Quality School Age Programs.

Education

Arizona State University, Tempe, AZ
Bachelor of Science

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Background

1. Name of charter school on whose Board of Directors you intend to serve: Bradford Preparatory School

2. Full name: Gray Riley

Home Address: 5111 Rocky River Crossing Rd. Harrisburg, NC 28075

Business Name and Address: N/A

Telephone No.: 704-998-8130

E-mail address: gray.riley@ymail.com

3. Brief educational and employment history.

I studied Communications with a concentration in Public Relations and a minor in Business while attending Appalachian State University. I then took a job in the construction industry as an Operations Manager for a residential painting contractor. I later advanced to role of GM and Vice President while helping to grow the business 350% in 5 yrs time. In 2011, I took a position with a commercial and industrial painting contractor as a Sr. Project Manager and as the Project Management Department Head.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

My wife attended the community interest meeting in August of 2012. She thought I could be a good fit for the board and mentioned that to Kelly Painter. I was recruited by Kelly in late August since we had been discussing the need for a new charter school in the area for quite some time. My experience in construction management as well as my contacts within the industry bring the experience in construction that Kelly and Karin were looking for. I serve on the board of Bradford Prep so that I can be a part of making a difference in and shaping the future of children's lives in our community.

6. What is your understanding of the appropriate role of a public charter school board member?

I feel as though the board should provide general oversight to the school and its administration. The board is responsible for the creation of policies, securing of facilities, and hiring of the Director. While the operations of the school are to be handled by the Director and his or her staff, it is the responsibility of the board to make sure the school remains within compliance with any and all applicable laws and regulations.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I feel as though my experience in running a small business and overseeing a staff provide me with relevant experience in laying the groundwork for the school.

8. Describe the specific knowledge and experience that you would bring to the board.

My area of specific role on the board is the chair of the Facilities committee. I will be working primarily on the acquisition of property and any construction throughout the process. I feel as though my experience in construction management provides me the tools and resources to effectively oversee this portion of the project. Upon completion of any construction, I will work to ensure the facility is maintained in a way that best utilizes the funds that are allocated to do so.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission of the school is to create an environment that allows each student to grow not only academically but socially as well. We believe strongly in the teaching of life skills as well so that the children have the tools necessary to become active and thriving members of society.

2. What is your understanding of the school's proposed educational program?

The educational program of Bradford Prep will center on brain-based learning techniques. Through these techniques, we will strive to create an academic reputation that is one of

excellence and will be technologically advanced. The use of small groups will be an integral part of the learning process and will help strengthen individual's social skills.

3. What do you believe to be the characteristics of a successful school?

From a business standpoint I feel as though a successful school is a full school that is operating in the black with cash in reserves. From an academic standpoint, I feel like a successful school is one that has minimal staff turnover, has thriving students both academically and socially, and receives high marks from the state.

4. How will you know that the school is succeeding (or not) in its mission?

I believe we will be able to determine if our school is successful based upon the characteristics mentioned above. I believe the students test scores as well as student retention rate will be two key indicators of our academic success. Our clearly defined goals for the school will also allow us to measure our success based upon whether or not they are achieved.

Governance

1. Describe the role that the board will play in the school's operation.

The board will provide general oversight of the school director as mentioned above. The board will develop school policies that the director will be responsible for implementing and managing.

2. How will you know if the school is successful at the end of the first year of operation?

From a business standpoint, we will be able to look at our cash flow to help determine if it has been a success. From an academic standpoint, I feel like we will be able to use test scores and our enrollment numbers as key indicators of our academic success.

3. How will you know at the end of five years of the schools is successful?

Again, we feel like student retention and test scores are key indicators of academic success. We plan to be operating as a K-12 school within 5 years and hope to have our first graduating class as well within that time. Strict adherence to the schools goals and mission will allow us to attain these within a 5-year window.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

As a board we will need to be diligent in adhering to our board policies, which include continuing education for board members throughout the year. Adherence to these policies will allow us to better evaluate the state of the school and the Director.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would initially confront the member in question about their actions. My next step would be to notify the board chairperson of my concerns. If there were no resolution at that point, I would address the matter with the board as a whole. Throughout the process, I would work to ensure the matter was handled professionally and with the utmost respect.

*Please include a one page resume with your Information Form

I, Gray Riley, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Bradford Prep School Charter School is true and correct in every respect.


Signature

2/12/13

Date

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Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Bradford Prep School

2. Full name: Richard Robinson

Home Address: 18706 Considine Drive Brookeville MD 20833

Business Name and Address: Georgetown Prep

Telephone No.: 301-774-1808

E-mail address: Richard.nosnibor@gmail.com

3. Brief educational and employment history.

I have a Bachelor's degree in psychology and a Master's degree in Counseling and Psychological Services from Springfield College. After college I worked at Northfield Mount Hermon Boarding School as a counselor, coach, and dorm parent. I then became the school psychologist at Gonzaga College High School for two years. I then took the job of school psychologist at Georgetown Preparatory School, which is a boys Catholic Jesuit high school in Maryland. I have been in this position for 28 years. As the school psychologist I am responsible for providing the mental health services for 450 students, 100 of which are students who live on campus full time. I have also coached football, diving, hockey, and track and field. I also provide all of our athletes with sports psychology services. For 15 years I had a part time private practice in which I counseled individuals, groups and families. I also

provided educational consulting to parents and I conducted seminars for schools and companies about stress management and personnel management.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

My daughter, Kelly Painter, and I have talked about starting a school for a long time. When she came to me about the idea for starting a charter school I offered to help. I attended the community meeting in August and at that time I volunteered for the Board of Directors. I have over 30 years of experience in education and I have a passion for education. I have had the privilege of working at wonderful schools and I would love to see a great school in the Charlotte area. I own a house in North Carolina and I will be retiring there in a year. I want to help start a school that represents the best ideas in education.

6. What is your understanding of the appropriate role of a public charter school board member? The role of a board member is to help guide the school by making sure that all of the decisions that are made are aligned with the mission of the school and are in the best interest of the students. The board oversees the activity of the school but is not involved in the daily operations of the school. The board creates policies and sets the budget.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

For ten years I have served as a board member for the Rockville Nursing Home in Maryland. When the nursing home facility was being built I helped design the building to ensure that the needs of residents were being met.

8. Describe the specific knowledge and experience that you would bring to the board. I have over 30 years of secondary education experience. I also have experience in conducting workshops for faculty, parents and students. I have also conducted workshops on stress management for businesses. I have experience in brain-based learning, academic testing, and developing programs and support for students with learning disabilities. I also helped start the Jesuit Secondary Counselors Group and I have over 35 years of coaching experience.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? Bradford Prep's mission is to educate each student and help them reach their academic potential by teaching to each student's learning style.

2. What is your understanding of the school's proposed educational program?
The educational program will assess each student in order to educate them on their level. Our teachers will implement brain-based learning techniques and the school as a whole will use the newest neuroscience research to create the school environment. We will also help each student develop their mind, body and spirit by providing an educational program that focuses on more than just academics. We will also teach a detailed life skills curriculum.
3. What do you believe to be the characteristics of a successful school?
A successful school will educate their students and provide them the best opportunities while creating personal relationships with them along the way. A school is also successful when they can educate any student no matter what their background might be and no matter what struggles they might have along the way.
4. How will you know that the school is succeeding (or not) in its mission?
If we can educate all of our students and reach our school goals then we have succeeded in reaching our mission.

Governance

1. Describe the role that the board will play in the school's operation.
The board will guide the school, help the director follow the philosophy of the school, support the director, and make sure the school is following its mission whether its financial policies or educational goals.
2. How will you know if the school is successful at the end of the first year of operation?
We will know that we are successful by how much our students learn, how happy our staff is, and how happy the Director is with the teachers.
3. How will you know at the end of five years of the schools is successful?
After five years we will be successful if we have a waitlist, if we have low turnover of our teachers and students, we are a recognized name associated with success, and if our staff and students are wearing BPS logos with pride.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board will need to make sure that the students, teachers and director are evaluated on an ongoing basis. The board will also make the necessary changes needed as a result of all of the evaluations.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would confront the member at a board meeting. I would start by reading the mission of the school and then talk about how what they are doing is not aligned with the mission of the school.

*Please include a one page resume with your Information Form

Certification

I, Richard T. Robinson, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Bradford Preparatory Charter School is true and correct in every respect.

Richard T. Robinson

Signature

Date 1/27/12

RICHARD T. ROBINSON

18706 Considine Drive Brookeville, MD 20833
301-774-1808 richard.nosnibor@gmail.com

EDUCATION

- Springfield College- Master's degree in Counseling and Psychological Services
- Springfield College- B.S. in Psychology and Sociology

WORK EXPERIENCE

Private Practice Therapy

1982-2004

- Individual counseling for adolescents and families
- Group counseling for adolescents with drug and alcohol addiction
- Consulted with companies, provided workshops on stress management for the employees and management
- Sports psychology services for adolescents

Georgetown Prep School School Psychologist

1984-Current

- Responsible for mental health of 400 male students, including 100 students that live on campus full time
- Provide individual and group counseling
- Teach classes including health, stress management, transition to high school, and organizational skills
- Work directly with the parents by advising them on how to handle specific situations with their children
- Coach diving, hockey, football, and track and field
- Provide sports psychology services for all athletic teams and coaches
- Conduct workshops for students, parents and staff
- Member of the administrative team
- Interpreting psycho-educational testing and collaborating with outside doctors and psychiatrist to best help the students
- Developed Student Assistance Committee which includes teachers, counselors, and administrators. The committee meets to discuss the individual needs of students

COMMUNITY ACTIVITIES

- Challenger Baseball- started baseball for kids with disabilities. The challenger baseball team is on its 11th season
- A member of the Rockville Nursing Home Board of Directors for 10 years
- Coached local neighborhood diving team
- Coached little league hockey team

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Bradford Preparatory School
2. Full name: Nicholas John Tarasovitch

Home Address: 7825 Taymouth Lane, Charlotte, NC, 28289

Business Name and Address: Baker & Taylor, 2550 W. Tyvola Rd, Charlotte, NC, 28217

Telephone No.: 704-998-3170

E-mail address: njtarasovitch@gmail.com

3. Brief educational and employment history.

I am a 2002 graduate of Cathedral Preparatory School in Erie, PA. I graduated with a B.S. in Accounting from Grove City College in Grove City, PA in December 2005. During each summer of college, I worked as an accounting and tax intern for Schaffner, Knight & Minnaugh, a regional CPA firm located in Erie, PA. After college, I spent over five years working for a regional public accounting firm in Pittsburgh, PA, earning my CPA license during that time. I specialized in providing audit and assurance services to non-public and non-profit clients. In 2011, I relocated to Charlotte, NC and joined the corporate accounting department of Baker & Taylor, a leading global distributor of digital and physical books and multimedia. I currently am the Manager of Corporate Accounting and oversee our consolidated financial reporting, including 10K and 10Qs as well as manage audits.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

The Vice Chair of the board approached me regarding the opportunity and expressed a need for a board member with an accounting and finance background. Upon hearing of this opportunity, I met with the Chair, Vice Chair, and Treasurer to gain a better understanding of the vision and values of the school to ensure this was a good fit for me and for the other board members. After this initial meeting, I was confident in the vision, commitment, and knowledge this group had to open a charter school. Also on a personal level, as a parent with young children, my wife and I have considered schools outside the public schools in our district for a variety of reasons. We feel very confident that BPS will be able to effectively carry out their mission of helping not only our children, but all children in attendance in developing academically, socially, and emotionally in preparation for post-secondary education and beyond. Knowing I can help make this charter school a reality and thereby impacting the lives of my children and other children in our area is a driving force in my commitment to this board.

6. What is your understanding of the appropriate role of a public charter school board member?

I understand that the success or failure of a public charter school largely lies with its board members. It is imperative that we as a board create, communicate, and live by a mission statement that fully commits to the development and success of our students, families, and community. To live out that mission, we as board must have a results-focused philosophy and form a strong governance structure, understand our roles and responsibilities, and be effective and efficient during our meetings. Both individually and as a group, we must also hold ourselves accountable to the highest of ethical standards and commitment to the betterment of the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

While working in public accounting, I actively participated in audit committee meetings of my clients, which included non-public and non-profit companies. I gained valuable experience and knowledge from being a part of these meetings, communicating with board members, and listening and understanding their questions and concerns. I strongly believe these experiences will be building blocks in my foundation as an effective board member. I understand the value and importance of being an active board member through ongoing education and training, consistent participation in meetings and events, and questioning and challenging our processes, procedures, and plans.

In addition to that experience, I also am the treasurer of my church, Providence Presbyterian Church in Concord, NC. Through this role, I have a fiduciary duty to the congregation in the

creation, implementation, and maintenance of strong governance and internal controls as well as reporting of the finances of the church. The knowledge and skills gained from this position and from public and corporate accounting will be of great benefit me in best serving the charter school board. My integrity and drive will also help ensure our board maintains the fiduciary duty to stay true to our mission and best serve our students, families, community and state.

8. Describe the specific knowledge and experience that you would bring to the board.

As a CPA with both public and private accounting experience, I bring specific knowledge in accounting, tax, audit, internal controls, budgeting, and financial reporting. With over five years of audit and assurance experience, I understand compliance with government, auditing, and accounting regulations. My background will assist BPS in creating and implementing effective internal control procedures around financial reporting and the handling of physical assets. Also, my experiences will aid me in maintaining compliance with all regulations in both reporting and the use of restricted funding from federal, state, and local governments as well as contributions from outside donors. I will assist in selecting a reputable CPA firm with significant charter school experience and work with that firm in overseeing BPS's monthly reporting and annual audit. Additionally, my experience in budgeting and forecasting in my current position at Baker & Taylor will assist the BPS board in the annual budget process as well as evaluating and challenging monthly and annual financial results.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Our school's mission is focused on ensuring students not only receive the highest quality education, but are inspired to learn and think creatively and are taught life skills that will complement their intellectual abilities and encourage development of well-rounded individuals. We want to provide a safe environment where rules are sensitively established, thoughtfully explained, and fairly enforced. We want to create a partnership with our parents that will encourage their active participation in the growth of their children and in the school community. Our teachers will be highly qualified and given the resources and encouragement to build confidence, shape attitudes and invite learning to all of their students.

2. What is your understanding of the school's proposed educational program?

Our comprehensive educational program will include accelerated academics, daily physical activity, opportunities for healthy competition, hands-on-learning, and project-based learning that will challenge our students at every grade level. We want to focus on the development of the whole child, including social and life skills, emotional intelligence, organizational skills, and healthy living.

3. What do you believe to be the characteristics of a successful school?

A successful school will create and maintain an environment that fosters its mission and values. We must have a fully engaged board of directors who clearly communicate the mission and values, work openly with school directors, and monitor financial and operational results. A successful school will be a beacon in its community with involved and satisfied staff, parents, and students. A successful school is characterized by students who develop and gain confidence by their achieving physical, social, and academic growth goals throughout their school age years. A successful school prepares its pupils to be contributing members of society as whole.

4. How will you know that the school is succeeding (or not) in its mission?

The board has created specific goals aligned with its mission. The progress on each goal will be reviewed throughout each school year to evaluate whether or not the school is succeeding in its mission.

Governance

1. Describe the role that the board will play in the school's operation.

The board will create a strong governance structure, which will provide oversight in numerous aspects, ensuring overall that the mission and values of the school are honored. As stated in the adopted roles and responsibilities for the BPS board of directors, the board will play an active role in the school's operations through numerous responsibilities, including hiring the school's directors, faculty, and staff, monitoring the achievement of the Directors' goals, creating internal controls around finances and financial reporting, finalize and approve the annual budget, approve and authorize expenditures outside the budget, review the financial statements and actively work with the independent auditors, and handle whistleblower complaints in accordance with the formal whistleblower policy. The board has also established, and agreed on, specific responsibilities for each of the respective board members. By adhering to those stated roles and responsibilities, each board member will have continuous involvement in the success of the school's operations.

2. How will you know if the school is successful at the end of the first year of operation?

The success of our school at the end of the first year of operation will be measured against the specific goals developed by the board that encompass the mission of BPS. The board will closely monitor the progress of each of the goals throughout the first school year and complete a thorough reevaluation at the end of the year to determine the success or shortfalls of the stated goals.

3. How will you know at the end of five years of the schools is successful?

The board has created goals for the first five years of the school and these goals surround growth in student enrollment, finances, and facilities. The board believes that by adhering

to the mission and goals of BPS, the school can be successful and enrich the lives of students, parents, faculty, staff and the surrounding community.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

To ensure that BPS is successful, the board must take appropriate action prior to the school's opening by developing, implementing, and monitoring a strategic plan, engaging a qualified accounting and tax firm to assist and review in financial controls and reporting, hiring qualified directors and faculty, creating a sound education plan, continuously educating and training board members, and always be following the school's mission.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If this situation were to arise, I would first confront the accused to determine if the accusation were in fact accurate. I would then bring to the attention of the other board members and develop the appropriate steps to deal with the issue. I would be adamant about correcting the issue and ensuring our school's principles and values are uncompromised going forward.

*Please include a one page resume with your Information Form

Certification

I, Nicholas J. Tarasovitch, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Bradford Preparatory Charter School is true and correct in every respect.

Nicholas J. Tarasovitch 1/31/13

Signature

Date

Nicholas J. Tarasovitch, CPA

7825 Taymouth Lane, Charlotte, NC 28269

Cell: (814) 490-9515

Email: njtarasovitch@gmail.com

PROFESSIONAL EXPERIENCE

Baker & Taylor: Charlotte, NC

2011 – current

Baker & Taylor is a leading global distributor of physical and digital content and value-added services

Manager, Corporate Accounting

2012 – current

- Responsible for preparing consolidated quarterly 10Q and annual 10K filings of a multi-billion company
- Organize and manage quarterly reviews and annual audits with independent external auditors
- Manage and mentor two direct reports, both accounting managers in one of the largest business units
- Responsible for budgeting and forecasting multiple corporate G&A departments and review monthly consolidated and individual entity financial statements with management
- Assist senior management in research and proper implementation of various accounting standards, including revenue recognition, business combinations, collaborations, and goodwill

Senior Accountant, Financial Reporting & Assurance

2011 – 2012

Sisterson & Company, LLP: Pittsburgh, PA

2006 – 2011

Sisterson & Company, LLP is one of 10 largest accounting and financial consulting firms in Pittsburgh

Assurance Services Supervisor

2009 – 2011

- Responsible for conducting and supervising planning, fieldwork, and wrap-up activities for financial statement audits/reviews in accordance with Generally Accepted Accounting Principles and International Financial Reporting Standards for companies with gross revenues up to \$450 million and presenting information and results during audit committee meetings
- Specialized in manufacturing/distribution, service, television production and employee benefit plans

Assurance Services Senior Associate

2007 – 2009

General Associate

2006 – 2007

Audit/Tax Intern – Schaffner, Knight, Minnaugh & Company, P.C.: Erie, PA

Summers 2003 – 2005

Schaffer, Knight, Minnaugh Company, P.C. is one of the largest regional CPA firms in Northwest Pennsylvania

EDUCATION / CERTIFICATION

Certified Public Accountant (CPA), State of Pennsylvania, License Number: CA054133

B.S., Accounting - Grove City College, Grove City, PA, December 2005

ACTIVITIES

Member: American Institute of Certified Public Accountants (AICPA)

Internal Committee Member: Baker & Taylor –Finance Focus Group; Sisterson - Accounting and Auditing Technical Standards Committee, Performance Management Committee, Health & Wellness Committee

Committee Member: Treasurer – Providence Presbyterian Church, Concord, NC

Appendix F

By-Laws of the Non-Profit Organization

**BYLAWS
OF
BRADFORD PREPARATORY SCHOOL, INC**

**ARTICLE ONE
NAME; PRINCIPAL OFFICE; PURPOSE**

Section 1:1 NAME

This organization shall be known as Bradford Preparatory School, Inc. (the “Corporation”). It is incorporated as a nonprofit organization under the laws of the State of North Carolina effective August 3, 2012.

Section 1:2 PRINCIPAL OFFICE

The principal office of the Corporation shall be 10133 Legolas Lane Charlotte, North Carolina 28269 or such other place within the state of North Carolina as is designated by a majority vote of the Board of Directors.

Section 1:3 OTHER OFFICES

The Corporation may have other offices within the state of North Carolina or as determined by the Board of Directors.

Section 1:4 PURPOSE

The purpose of the Corporation shall be to establish and operate a children’s school and will maintain a regular faculty and curriculum and will have an enrolled body of students in attendance at its facility or facilities. The organization is a non-profit organization for charitable and educational purposes within the meaning of Section 501 (c) (3) (exempt status is pending with IRS) in the Internal Revenue Code as amended.

In carrying out the forgoing purposes, the corporation shall have all of the powers given to and possessed by a corporation under the North Carolina Nonprofit Corporation Act.

**ARTICLE TWO
BOARD OF DIRECTORS**

Section 2:1 GENERAL POWERS

The business and affairs of the corporation shall be managed by the Board of Directors.

Section 2:2 NUMBER, TERM, & COMPOSITION

The Board of Directors shall be comprised of no less than five (5) and no more than nine (9) members, or as otherwise determined by the Board. The initial Board shall consist of seven (7) members who shall be appointed by the incorporators of the Corporation. Directors shall serve staggered terms which shall be determined at the first Board of Directors meeting. The Directors shall be divided into two groups. One initial group of four (4) will serve a three year term, the

other initial group of four (3) will serve a two year term. Thereafter the successors shall serve two year terms. Each year one group of Directors' term will expire, resulting in the election of new Board members each year.

Section 2:3 ELECTION

The members of the Board of Directors shall be elected by a majority vote at the annual meeting of the Board.

Section 2:4 REMOVAL

Any member of the Board of Directors can be removed without cause by a majority vote of the Board of Directors. A new member may then be elected to the Board of Directors by a majority vote.

Section 2:5 VACANCIES

A vacancy occurring in the Board of Directors, including, without limitation, a vacancy created by an increase in the authorized number of directors, may be filled by the Board of Directors or if the directors remaining in office constitute less than a quorum of the directors, they may fill the vacancy by the affirmative vote of a majority of all remaining directors or by the sole remaining director. A director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

Section 2:6 MEETINGS

The Board of Directors shall have an annual meeting in June, July or August of each year. Additional meetings may be called by the Chairman or any other two Directors as needed.

Section 2:7 NOTICE OF MEETINGS

The Secretary shall give notice of annual Board meetings 10 days in advance and 3 days in advance for any additional meetings.

Section 2:8 SPECIAL MEETINGS

Special meetings of the Board of Directors may be called by or at the request of the Chairman of the Board (if one has been duly elected), the Vice-Chairman or by two of the directors then in office.

Section 2:9 QUORUM

A quorum consisting of 2/3 of the Board of Directors currently in office shall be required for any meeting.

Section 2:10 VOTING

All matters before the Board of Directors shall be approved by a majority vote.

Section 2:11 PRESUMPTION OF ASSENT

A Director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless he objects at the beginning of the meeting, or promptly upon his arrival, to holding it or transacting business at the meeting, or his dissent or abstention from the action is otherwise

entered in the minutes of the meeting, or unless he either files his written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or forwards his written dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. The right to dissent is not available to a director who voted in favor of such action.

Section 2:12 PARTICIPATION BY TELEPHONE

Any one or more directors or members of a committee may participate in a meeting of the Board of Directors or committee by means of a conference telephone or similar communications device which allows all persons participating in the meeting to hear each other simultaneously, and such participation in the meeting shall be deemed presence in person at such meeting.

Section 2:13 COMPENSATION

Board members and officers of the corporation shall not receive compensation.

ARTICLE THREE
OFFICERS

Section 3:1 OFFICERS OF THE CORPORATION

The officers of the Corporation shall consist of the Chairman, Vice Chairman, Treasurer and Secretary. Any two (2) or more offices may be held by the same individual, but no Officer may act in more than one capacity where action of two (2) or more Officers is required.

Section 3:2 ELECTION AND TERM

The officers of the Corporation shall be elected by the Board of Directors and each officer shall hold office for a term of two years. The election of officers shall be held at the annual meeting of the board. Each officer shall hold office until a successor is elected and qualified.

Section 3:3 REMOVAL

Any Officer elected or appointed by the Board may be removed at any time by the Board with or without cause.

Section 3:4 CHAIRMAN

The Chairman shall be the chief executive officer of the Corporation and shall be responsible for the implementation of the policies for the Board of Directors. He or she shall sign or execute instruments in the name of the Corporation. The Chairman will be responsible for facilitating all meetings. The Chairman shall have such powers and duties assigned to him by the Board of Directors.

Section 3:5 VICE CHAIRMAN

In the absence of the Chairman, the Vice Chairman shall assume all of the duties of the Chairman. The Vice Chairman shall have such powers and duties assigned to him by the Chairman or the Board of Directors.

Section 3:6 SECRETARY

The Secretary shall keep the minutes of the meeting of the Board of Directors meetings. The Secretary shall give notice of all meetings as it is outlined in the Bylaws. The Secretary shall have such powers and duties assigned to him by the Board of Directors.

Section 3:7 TREASURER

The Treasurer shall be responsible for managing the overall budget of the Corporation. The Treasurer shall be responsible for reporting any financial matters to the Board of Directors. The Treasurer shall have such powers and duties assigned to him by the Board of Directors.

ARTICLE 4
COMMITTEES

Section 4:1 COMMITTEES

There may be committees as the Board of Directors may establish for the discharge of duties. All standing committees shall meet at least two (2) times annually and shall report on all actions and considerations to the Board of Directors.

Section 4:2 TERMS OF OFFICE

Each member of a committee shall continue as such until the next annual meeting of the Board of Directors and until a successor is appointed, unless the committee shall be sooner terminated, or unless such member be removed from such committee, or unless such member shall cease to qualify as a member thereof.

Section 4:3 CHAIR

One member of each committee shall be appointed Chair of the Committee by the Chairman of the Corporation, except as otherwise provided in these Bylaws.

Section 4:4 VACANCIES

Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 4:5 QUORUM

The quorum for all committee meetings shall be 2/3, unless otherwise determined by the Board of Directors.

ARTICLE 5
CONTRACTS, LOANS AND DEPOSITS

Section 5:1 LOANS

No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances. In no event shall loans be made by the corporation to its trustees or officers.

Section 5:2 CONTRACTS

The Board of Directors may authorize any officer or officers, or agent or agents, to enter into any contract or execute and deliver any instrument on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 5:3 DEPOSITS

All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such depository or depositories as the Boards of Directors shall direct.

Section 5:4 CHECKS AND DRAFTS

All checks, drafts or other orders for the payment of money issued in the name of the Corporation shall be signed by such officer or officers, or agent or agents, of the Corporation and in such manner as shall time to time be determined by resolution of the Board of Directors.

ARTICLE 6
GENERAL PROVISIONS

Section 6:1 INDEMNIFICATION.

Every person who is or may be or may have been a Director or officer of the corporation and his or her personal representatives may be indemnified by the corporation to the fullest extent of the law.

Section 6:2 FISCAL YEAR

The fiscal year shall begin on July 1 of each calendar year and end on June 30 of the following year. As such, all of the Corporation's financial records shall be maintained according to Generally Accepted Accounting Principles (GAAP) on a July 1 through June 30 fiscal year basis.

Section 6:3 CORPORATE SEAL

The corporate seal shall have the name of the Corporation inscribed thereon and shall be in such form of as may be approved from time to time by the Board of Directors. Such seal may be an impression or stamp and may be used by the officers of the Corporation by causing it, or a facsimile thereof, to be impressed or affixed or in any other manner reproduced. In addition to any form of seal adopted by the Board of Directors, the officers of the Corporation may use as the corporate seal a seal in the form of a circle containing the name of the Corporation and the state of its incorporation (or an abbreviation thereof) on the circumference and the word "Seal" in the center.

Section 6:4 AMENDMENTS

These Bylaws may be amended or repealed or new Bylaws adopted upon the affirmative vote of a majority of the Board of Directors at any regular or special meeting of the Board provided that a description, summary, or the actual text of such proposed change is included with the notice of the meeting delivered at least five days prior to the vote, unless notice is waived by unanimous agreement of the Board.

Section 6:5 ADVISORY BOARD

The Corporation may establish an Advisory Board, without governing power or authority, to serve as a resource at the direction and pleasure of the Board of Directors by providing advice, assistance, expertise, and support to the Board of Directors for the advancement and promotion of the mission of the Corporation. The Board of Directors may appoint a Chair of the Advisory Board who may be authorized to serve as an *ex officio*, non-voting member of the Board of Directors.

Section 6:6 DISSOLUTION

In the event of the dissolution of the Corporation and after the payment or the provision for payment of all the liabilities of the Corporation, the board in its sole discretion shall transfer all net assets of the Corporation to other corporations which have Internal Revenue Service 501(c)(3) tax exempt status during the year the dissolution occurs. Any assets not disposed of will be disposed of by a court of competent jurisdiction in the county in which the principle office of the Corporation is then located.

Section 6:7 NON-DISCRIMINATION POLICY

The Organization does not discriminate on the basis of race, color, religion, sex, national origin, age, status, disability, veteran status, or as otherwise may be prohibited by federal and state law basis of race with respect to admissions, use of facilities or exercise of student privileges, faculty or administrative staff.

Section 6:8 NORTH CAROLINA OPEN MEETINGS LAW

Except as provided in GS 143-318.11, 143-318.14A, 143-318.15 and 143-318.18, each official meeting of the board shall be open to the public, and any person is entitled to attend such a meeting. The Corporation will comply with the North Carolina open Meetings Law.

Section 6:9 WAIVER OF NOTICE

Whenever any notice is required to be given by any Board of Directors member under the provisions of §55A-2-02 of the General Statutes of the State of North Carolina or under the provisions of the by-laws of the corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

Section 6:10 BOOKS AND RECORDS

The Corporation shall keep complete books and records of accounts and shall keep minutes of the proceedings of its Board of Directors.

Section 6:11 CONFLICT OF INTEREST POLICY

All Board of Directors shall be required to abide by the Conflict of Interest Policy and Confidentiality Policy statements. These statements are approved by the Board of Directors and may be amended from time to time as determined by the Board of Directors.

These bylaws were approved on September 20, 2012 by the Board of Directors.

Appendix G

Articles of Incorporation



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

BRADFORD PREPARATORY SCHOOL

the original of which was filed in this office on the 3rd day of August, 2012.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 3rd day of August, 2012.

Elaine F. Marshall

Secretary of State

Document Id: C201221400074
Verify this certificate online at www.secretary.state.nc.us/verification

C201221400074

SOSID: 1272055
Date Filed: 8/3/2012 11:25:00 AM
Elaine F. Marshall
North Carolina Secretary of State

C201221400074

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the corporation is: Bradford Preparatory School
2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The street address and county of the initial registered office of the corporation is:
 Number and Street: 10133 Legolas Lane
 City, State, Zip Code: Charlotte NC 28269 County: Mecklenburg
4. The mailing address *if different from the street address* of the initial registered office is:

5. The name of the initial registered agent is:
Karin Drescher
6. The name and address of each incorporator is as follows:
Karin Drescher 10133 Legolas Lane Charlotte NC 28269
Kelly Painter 5179 Rocky River Crossing Road Harrisburg NC 28075
7. (Check either a or b below.)
 a. The corporation will have members.
 b. The corporation will not have members.
8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
9. Any other provisions which the corporation elects to include are attached.
10. The street address and county of the principal office of the corporation is:
 Number and Street: 10133 Legolas Lane
 City, State, Zip Code: Charlotte NC 28269 County: Mecklenburg
11. The mailing address *if different from the street address* of the principal office is:

Revised January 2000

Form N-01

CORPORATIONS DIVISION

P. O. BOX 29622

RALEIGH, NC 27626-0622

C201221400074

12. These articles will be effective upon filing, unless a later time and/or date is specified: _____

This is the 25 day of July, 20 12.



Signature of Incorporator, Karin Drescher (Director)



Signature of Incorporator, Kelly Painter (Director)

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

Revised January 2000

CORPORATIONS DIVISION

P. O. BOX 29622

Form N-01

RALEIGH, NC 27626-0622

C201221400074

Attachment

**Articles of Incorporation
of the
Bradford Preparatory School**

8. The provisions regarding the distribution of the corporation's assets upon its dissolution are as follows:

Upon the termination, dissolution or final liquidation of the Corporation in any manner or for any reason, its assets, if any, remaining after payment (or provision for payment) and all liabilities of the Corporation shall be distributed to, and only to, one or more organizations described in Section 501(c)(3) of the Internal Revenue Code or any successor law or regulations.

Appendix H

Copy of Non-Profit Organization Board Policies

Board Policies

Board of Directors Agreement Form

As a member of the Bradford Preparatory School Board of Directors I will:

- Act with integrity and honesty
- Attempt to attend all Board meetings by phone or in person
- Review the agenda for the meetings and come prepared to all meetings
- Serve on at least one committee
- Agree to my role on the Board of Directors
- Contribute to all meetings that I attend
- Take on any special tasks assigned to me by the Board of Directors
- Suggest nominees for the Board of Directors
- Participate in the creation of the annual goals and the strategic plan
- Abide by the State Board of Education approved charter school application for Bradford Prep

As a Board member I understand that I have the duty to do the following:

- Think about the mission of Bradford Prep before making any decision or voting on any policy
- Follow the North Carolina Charter School Law
- Agree to the Bradford Prep Conflict of Interest Policy
- Agree to the Bradford Prep Whistleblower Policy
- Agree to the Bradford Prep Confidentiality Agreement
- Agree to the Bradford Prep Non-discrimination Policy
- Carry out the purpose of the organization while complying with the law
- Support the decisions of the Board of Directors in a positive manner, even if I was in a minority position on certain actions
- Participate in either the annual training session of the Board of Directors or/and the annual Board retreat
- Participate in the annual self-evaluation process of the Board of Directors
- Always represent Bradford Prep in a positive manner

Printed Name: _____

Signature: _____

Date: _____

Bradford Prep School Board of Directors Roles and Responsibilities

Responsibilities of the Board of Directors

- Create and update the mission and vision statements
- Determine how the performance of the school will be measured
- Set the direction of the school by setting annual goals and benchmarks and by creating the 5 & 10 year strategic plans
- Hire, evaluate and terminate the Director for the school
- Establish compensation for the Director of the school
- Approve all hiring for the staff of the school
- Establish written policies for the Board
- Plan and approve committee structure and responsibilities
- Review roles of the Board and roles of the committees annually
- Recruit and train new Board members
- Sign legal documents
- Plan agenda for meetings
- Approve the Director's annual goals
- Monitor achievement of Director's goals, including a review of the academic results of the school
- Complete annual review of the Board, including reviewing the alignment of all major decisions to the mission statement of BPS
- Approve major programs for the school
- Finalize and approve the budget
- Approve and authorize expenditures outside of the approved budget
- Approve and monitor financial policies
- Review annual audit
- Handle whistleblower complaints against the Director of the school

Responsibilities of the Director of the school as an Ex-Officio Member of the Board

- Assist in the planning of the agenda
- Prepare materials and exhibits to share with the board
- Provide input on annual and long term goals
- Create their own annual objectives
- Prepare performance reports on achieving annual goals
- Assess the needs of the students, staff and parents
- Develop, revise and oversee all school programs
- Maintain program reports and prepare reports on the programs for the Board
- Work with Administrative Leadership Team to prepare the annual budget
- Monitors spending and the budget
- Monitor the use of internal control for all financial transactions
- Develop and implement fundraising plan

- Delegate the work of the school and its programs
- Recommend the staff to hire for the school to the Board
- Hire, supervise, evaluate and fire all other staff
- Recruit, train and evaluate volunteers
- Develop marketing plan

Board Roles

1. Chair- assure that the Board fulfills its responsibilities to the organization
 - a. Chair meetings
 - b. Prepare agenda
 - c. Call special meetings if necessary
 - d. Serve as ex-officio member of all committees
 - e. Work with Director to achieve the mission of the organization
 - f. Communicate with the Board and the Director about any concerns
 - g. Appoint all committee chairs
 - h. Conduct new Board member trainings
 - i. Organize professional development trainings for the Board
 - j. Oversee the searches and interviews for the position of Director
 - k. Execute the annual self-assessment process of the Board
2. Vice Chair- stand in for the Chair when he/she is unavailable
 - a. Attend Board meetings
 - b. Carry out special assignments as assigned by the Chair
 - c. Understand the role of the Chair of the Board
 - d. Help the Chair conduct the annual self-assessment
 - e. Plan, organize, and execute the professional development for the board
3. Treasurer- serve as the financial officer for the organization
 - a. Attend board meetings
 - b. Chair the Finance Committee
 - c. Be a member of the Fundraising Committee
 - d. Help develop financial policies and make sure the board is following these policies
 - e. Help the Leadership Team prepare the annual budget
 - f. Present the annual budget to the board for approval
 - g. Answer any questions the board has concerning the budget and the annual audit
 - h. Present the annual 990 Tax form to the board and provide copies for each member
4. Secretary- maintain all board records
 - a. Attend board meetings
 - b. Serve on the Executive Committee
 - c. Take and review minutes at the board meetings
 - d. Assume responsibilities of the Chair if the Chair and Vice Chair are unavailable
 - e. Provide notice of meetings to all Board members
5. Athletics Chair
 - a. Attend board meetings
 - b. Chair the Athletics Committee
 - c. Give an update report to the board about the status of the Athletics Committee
6. Fundraising Chair

- a. Attend board meetings
- b. Chair the Fundraising Committee
- c. Give an update report to the board about the status of the Fundraising Committee
7. Facilities Chair
 - a. Attend board meetings
 - b. Chair the Facilities Committee
 - c. Give an update report to the board about the status of the Facilities Committee
8. Marketing Chair
 - a. Attend board meetings
 - b. Chair the Marketing Committee
 - c. Develop marketing policies to best reach the surrounding population
 - d. Give an update report to the board about the status of the Marketing Committee
9. Finance Chair
 - a. Attend board meetings
 - b. Chair the Finance Committee
 - c. Responsible for overseeing the finances of the school
 - d. Responsible for working with the school's administrative team to develop the annual budget.
 - e. Give an update report to the board about the status of the Finance Committee
10. Nominating Chair
 - a. Attend board meetings
 - b. Chair the Nominating Committee
 - c. Responsible for tracking all possible board candidates
 - d. Responsible for interviewing possible candidates for any open board positions
 - e. Give an update report to the board about the status of the Nominating Committee
11. Hiring Chair
 - a. Attend board meetings
 - b. Chair the Hiring Committee
 - c. Responsible for the initial search for the school Director
 - d. Responsible for selecting top applicants for presentation to the board for future interviews
 - e. Give an update report to the board about the status of the Hiring Committee
12. Parent Liaison
 - a. Attend board meetings
 - b. Attend the Parent Advisory Committee meetings
 - c. Give an update report to the board about the status of the Parent Advisory Committee

Conflict of Interest Policy

Article I

Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

1. **Interested Person**

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. **Financial Interest**

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. **Duty to Disclose**

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, s/he shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, s/he shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of

interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

- a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining,
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly

recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Board Committees

Finance Committee

- Select an audit and tax firm
- Help the Director of Finance facilitate the audit process
- Help the Director of Finance with the completion of the 990 Tax form
- Help prepare the annual budget
- Ensure that the Leadership Team is staying on track with expenditures and the annual budget
- Review all request for additional expenditures outside of the annual budget
- Communicate with the fundraising committee about the financial needs of the organization
- Review employee benefit plans, and school insurance coverage
- Review school internal control procedures
- Review Government Programs (Free & Reduced Lunch, transportation etc.)
- Consider programs to help the full utilization of the campus (after school, etc.)
- Take minutes and report back to Board

Facilities Committee

- Work with realtor to find land and developer to design the campus
- Take minutes and report back to Board

Fundraising Committee

- Communicate with the Finance Committee about the financial needs of the organization
- Research and apply for grants at school, create grant reports needed for grant processes
- Track fundraising efforts (Box Tops, VIC Card, Funding Factory etc.)
- Work with the Director to facilitate school wide fundraising efforts
- Take minutes and report back to Board

Marketing Committee

- Work with the Director to establish marketing needs
- Take minutes and report back to Board

Athletics Committee

- Take minutes and report back to Board

Nominating Committee

- Tracks possible Board additions
- Interviews potential Board members to fill vacant spots
- Recommends new Board members to Board for a vote

Hiring Committee

- Runs applicant search and performs initial interview when hiring for Director position

Board of Directors Meeting Procedures

The following are the procedures for every Board of Directors Meeting:

1. Upon final charter approval from the State Board of Education, all meetings must be open to the public, as required by the North Carolina Open Meetings Law § 143-318.10.
2. The Board may have a closed session when the law permits (NC Law § 143-318.11). See the law below for the specific details.
3. Minutes must be recorded at each meeting, including subcommittee meetings.
4. The Board must approve the minutes from the previous meeting. Once approved the minutes should be signed by the Secretary. If the Secretary is unavailable the Chair, Vice Chair or Treasurer may sign the approved minutes. The approved minutes should be put in the official Board of Directors binder.
5. There must be 2/3 quorum in order for a board meeting to take place.
6. All members should be given a copy of the agenda. The official Board of Directors binder should also have a copy of the meeting agenda.
7. In regards to the formal matters of the board meetings, the board will follow Robert's Rules of Order, including making motions, seconding the motions, and voting on formal business.
8. No board member should vote on a motion in which he/she has personal interest. All dissenting and abstaining votes shall be recorded in the meeting minutes.
9. All approved resolutions should be signed by the Chair and Vice Chair, or the Secretary and Treasurer can sign in place of the Chair or Vice Chair. The official copy of the resolution should be kept in the official Board of Directors binder.

§ 143-318.11. Closed sessions.

(a) Permitted Purposes. – It is the policy of this State that closed sessions shall be held only when required to permit a public body to act in the public interest as permitted in this section. A public body may hold a closed session and exclude the public only when a closed session is required:

- (1) To prevent the disclosure of information that is privileged or confidential pursuant to the law of this State or of the United States, or not considered a public record within the meaning of Chapter 132 of the General Statutes.
- (2) To prevent the premature disclosure of an honorary degree, scholarship, prize, or similar award.
- (3) To consult with an attorney employed or retained by the public body in order to preserve the attorney-client privilege between the attorney and the public body, which privilege is hereby acknowledged. General policy matters may not be discussed in a closed session and nothing herein shall be construed to permit a public body to close a meeting that otherwise would be open merely because an attorney employed or retained by the public body is a participant. The public body may consider and give instructions to an attorney concerning the handling or settlement of a claim, judicial action, mediation, arbitration, or administrative procedure. If the

public body has approved or considered a settlement, other than a malpractice settlement by or on behalf of a hospital, in closed session, the terms of that settlement shall be reported to the public body and entered into its minutes as soon as possible within a reasonable time after the settlement is concluded.

- (4) To discuss matters relating to the location or expansion of industries or other businesses in the area served by the public body, including agreement on a tentative list of economic development incentives that may be offered by the public body in negotiations. The action approving the signing of an economic development contract or commitment, or the action authorizing the payment of economic development expenditures, shall be taken in an open session.
- (5) To establish, or to instruct the public body's staff or negotiating agents concerning the position to be taken by or on behalf of the public body in negotiating (i) the price and other material terms of a contract or proposed contract for the acquisition of real property by purchase, option, exchange, or lease; or (ii) the amount of compensation and other material terms of an employment contract or proposed employment contract.
- (6) To consider the qualifications, competence, performance, character, fitness, conditions of appointment, or conditions of initial employment of an individual public officer or employee or prospective public officer or employee; or to hear or investigate a complaint, charge, or grievance by or against an individual public officer or employee. General personnel policy issues may not be considered in a closed session. A public body may not consider the qualifications, competence, performance, character, fitness, appointment, or removal of a member of the public body or another body and may not consider or fill a vacancy among its own membership except in an open meeting. Final action making an appointment or discharge or removal by a public body having final authority for the appointment or discharge or removal shall be taken in an open meeting.
- (7) To plan, conduct, or hear reports concerning investigations of alleged criminal misconduct.
- (8) To formulate plans by a local board of education relating to emergency response to incidents of school violence.
- (9) To discuss and take action regarding plans to protect public safety as it relates to existing or potential terrorist activity and to receive briefings by staff members, legal counsel, or law enforcement or emergency service officials concerning actions taken or to be taken to respond to such activity.

Bradford Prep School Whistleblower Policy

This Whistleblower Policy applies to all Bradford Prep School Board of Director members and employees, including full time staff, part time staff, temporary staff members and contracted employees. The Policy is intended to encourage Board members and employees to have open communication and transparency and to enable them to raise serious concerns within the school before seeking resolution outside the school.

Bradford Prep is committed to operating with the highest expectations and the highest business, legal and ethical standards. Bradford Prep School's Board of Director Agreement and Employee Handbook requires the Board of Directors and the employees to maintain high standards of ethical conduct at all times. As representatives of the School, Board members and employees must practice honesty and integrity in fulfilling their responsibilities and complying with all applicable laws and regulations.

As part of the Bradford Prep Board of Director Agreement and the Bradford Prep Employee Handbook, all Board members and employees are required to report any violations or suspected violations in accordance with this whistleblower policy.

Employees

If an employee has a concern or is aware of a violation of the Bradford Prep Employee Handbook he/she should speak to their direct supervisor. If he/she is not comfortable speaking with their supervisor they should speak to the Director of Education, Director of Operations or Director of Finance. All supervisors are required to report any concerns or violations to the Leadership Team who must then conduct an investigation of the violations.

Board of Directors, Directors and Other Volunteers

Board of Directors, Directors, and other volunteers should submit Concerns in writing directly to the Chair of the Board of Directors. Contact information for the Chair is BoardChair@BPS.com.

Handling of Reported Violations

The BOD shall address all reported Concerns from the Board of Directors, Directors, or school volunteers. The Chair of the BOD shall immediately notify the BOD, the Director of Education, the Director of Operations, and Director of Finance of any such report. The Chair will notify the sender and acknowledge receipt of the Concern within five business days, if possible. It will not be possible to acknowledge receipt of anonymously submitted Concerns.

All reports will be promptly investigated by the BOD, and appropriate corrective action will be recommended to the Board of Directors, if warranted by the investigation. In addition, action taken must include a conclusion and/or follow-up with the complainant for complete closure of the Concern. The BOD has the authority to retain outside legal counsel, accountants, private investigators, or any other resource deemed necessary to conduct a full and complete investigation of the allegations.

Acting in Good Faith

Anyone reporting a Concern must act in good faith and have reasonable grounds for believing the information disclosed indicates an improper accounting or auditing practice, or a violation of the Codes. The act of making allegations that prove to be unsubstantiated, and that prove to have been made maliciously, recklessly, or with the foreknowledge that the allegations are false, will be viewed as a serious disciplinary offense and may result in discipline, up to and including dismissal from the volunteer position or termination of employment. Such conduct may also give rise to other actions, including civil lawsuits.

No one reporting a concern in good faith shall receive retaliation, harassment or adverse employment consequences. If anyone retaliates against someone who has reported in good faith then they are subject to discipline up to and including termination of employment for an employee or Director and removal from the Board of Directors for a Board member.

Confidentiality

Reports of Concerns, and investigations pertaining thereto, shall be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation. Disclosure of reports of Concerns to individuals not involved in the investigation will be viewed as a serious disciplinary offense and may result in discipline, up to and including termination of employment. Such conduct may also give rise to other actions, including civil lawsuits.

Board of Directors Self-Evaluation Policy

The Board of Directors of Bradford Prep School will complete a self-evaluation process once a year during either the month of April or May. The goal of this process is to help board members reflect on their experience, reflect on their participation on the board, reflect on the effectiveness of the board, and identify any areas of the board that need to be improved. The process will also help the board be transparent about any issues or concerns that are going on with board members.

The Self-Evaluation process will include the completion of the Board Survey by each board member, including the ex-officio board members. The completed surveys will be evaluated by the Vice Chair of the board. The Vice Chair will then use the information to help guide the professional development for the board. The Vice Chair will present the results of the survey at the following meeting of the board.

Board of Directors Training and Professional Development Policy

The Bradford Prep School Board of Directors members are required to participate in training and professional development annually. Each year the Board of Directors will have training at a monthly meeting. The topics of the training will depend on the area of need for the Board. The area of need will be determined by the Vice Chair after he/she has examined the results of the annual Board of Directors Self-Assessment survey. The training topics can include financial training, charter school training, training on how to be an effective board member or any other topic that the Vice Chair of the board feels is beneficial for the current board.

Board members will also be encouraged to attend conferences that are relevant to charter schools. Board members will also be required to attend any training that the state legislature or Office of the Charter School requires.

When new board members are elected to the board they will attend the annual Board of Directors New Board Member Orientation and they will receive a copy of the Bradford Prep School Board of Directors Manual. All Board members are required to know and understand all NC Charter School legislation.

Document Retention Policy & Procedures

Policy:

All storage of financial and administrative records are provided in a secure, safe, and confidential manner. The length of time for retention depends on the type of record and all documents and records shall comply with legal requirements. Records related to a possible pending judicial administrative investigations should be kept until all proceeding and actions are concluded.

Procedures:

Physical Records: once annually the physical documents and files should be transferred from active files to inactive storage and each file should be labeled with the retention date. All confidential files should be clearly labeled Confidential. All files in storage should be stored in a fire resistant, secure, dry place.

When files are past retention requirements, the documents should be shredded and disposed of appropriately.

Long term storage of electronic files: all electronic files will be backed up daily and the backed up files are moved off-site monthly.

The table below provides the minimum requirements for document retention.

Type of Document	Minimum Requirement
Accounts payable ledgers and schedules	7 years
Audit reports	Permanently
Bank reconciliations	2 years
Bank statements	3 years
Cancelled checks	7 years
Checks (for important payments & purchases)	Permanently
Contracts, mortgages, notes and leases (expired)	7 years
Contracts (still in effect)	Permanently
Correspondence (general)	2 years
Correspondence (legal and important matters)	Permanently
Correspondence (with customers and vendors)	2 years
Deeds, mortgages, and bills of sale	Permanently
Depreciation schedules	Permanently
Duplicate deposit slips	2 years
Employment applications	3 years
Expense analyses/expense distribution schedules	7 years
Year End financial statements	Permanently
Expired insurance policies	3 years
Insurance records, current accident reports, claim policies, etc.	Permanently
Internal audit reports	3 years
Inventories of supplies, materials, products	7 years
Invoices (to customers, from vendors)	7 years
Minute books, bylaws and charter	Permanently
Patents and related papers	Permanently
Payroll records and summaries	7 years

Personnel files (terminated employees)	7 years
Retirement and pension records	Permanently
Tax returns and worksheets	Permanently
Timesheets	7 years
Trademark registrations and copyrights	Permanently
Withholding tax statements	7 years

Student Records

After a student withdraws (meaning a student is not transferring to another public school) Bradford Prep will keep a student's records including health and academic records for 5 years.

Student accident and special incident reports will be kept until the student turns the age of 21.

Board of Directors Recruitment of New Board Members **Policy**

The Nominating Committee will be responsible for taking the initial steps of the recruiting process for new board members. All board members are responsible for helping recruit possible board members. As current board members come across potential board members they should pass along the person's name, contact information and qualifications to the Vice Chair. The Vice Chair will keep a database of all potential board members.

When a spot on the Board of Directors comes open the Nominating Committee will review the database of potential board members. They will select a person who has the qualifications that will fit the vacant position. The Vice Chair will contact the potential board member and talk to them about the role of a board member. The Vice Chair will be transparent and will explain the time commitment (2 or 3 year term, 6-8 hours a month) and expectations for board members. If the person is interested then the Vice Chair will have them complete the Potential Board Member form and come meet with the Nominating Committee. If the Nominating Committee recommends this person then they will then have the potential board member come interview with the board. The board will interview them and then vote on adding the person to the board.

Bradford Preparatory School Discipline Policy and Procedures

General Rules of the School

1. Come to school prepared to learn.
2. Be kind and respectful to others.
3. Have a positive attitude.
4. Use problem solving skills when faced with an issue.
5. Keep your hands to yourself.
6. Be on time.
7. Be responsible for your own work and your belongings.
8. Respect school property.
9. Pick up your trash and keep our school clean.
10. No gum.
11. Follow the dress code.
12. No alcohol, drugs, cigarettes or weapons allowed on school property.
13. No cell phones or other personal electronics allowed at school unless completely turned off.
14. Foul language will not be tolerated.

BPS Problem Solving Skills

At Bradford Prep, all students will be taught the problem solving skills needed to make good choices when an issue arises. The problem solving skills we expect our students to live by at Bradford Prep include:

- Stop and think before you act
- Try to solve a problem first before asking for help
- Use your words to communicate your needs and wants
- Do things one step at a time
- Try not to get frustrated
- Actively listen when someone is speaking
- Be honest in your words and actions
- Act with confidence

Honor Code

In compliance with Bradford Prep's mission, all members of the BPS community are expected to adhere to the school's Honor Code. The school's Honor Code is designed to assist the students in the process of internalizing the core values of the school including integrity, honesty, accountability and responsibility. All students, parents, teachers and administration are asked to sign the Honor Code and uphold the honor system at all times. The school has a forgiving policy when it comes to Honor Code infractions so that the student has the ability to learn from their mistakes. However, all infractions over the course of their tenure at the school will be considered when determining the level of offense. Students will be held accountable for their actions and will be expected to change their behaviors or risk expulsion from the school. Teachers, staff, students and parents will be asked to report all Honor Code violations with the intention of helping students to understand the magnitude of their actions from even a young age. Students

are expected to know and understand the Honor Code and may not claim to have not understood them as a defense for their actions. At the time of the first offense, the student will be held accountable for their actions and the parents and administration will meet to discuss an appropriate course of action. If a schoolwork assignment was involved, the student will lose half of the credit and will be asked to redo the work for the remainder of the grade. In the case of property damage or stealing, the student will be asked to make retribution for the property. For the second offense, the student will lose full credit for their work if it is determined to involve cheating. In the case of lying or property damage or stealing, the student will be suspended for one day and be asked to make retribution for their actions. In the case of the third offense, the student will be suspended for 3 days and will not have the opportunity to make up work. The administration may at this time make the decision to expel the student based on the level of the offense. The fourth offense will require the staff to expel the student.

At the heart of our honor code is the belief that all students, staff and parents must refrain from cheating, lying, property damage or stealing.

Cheating can be considered as any of the following:

- Plagiarizing any piece of work turned in as a student's own work. Plagiarizing is defined by BPS as stealing and passing off someone else's work without crediting the source.
- Copying homework or the answers off another student's work.
- Knowingly allowing others to copy your work.
- Using unauthorized electronics to assist in taking a test or answering questions on a quiz.
- Using another person's work or ideas as your own without proper citation.

Lying is defined by BPS as making a statement known to be false with the intention of getting someone else to believe it to be true. This can take many forms including claiming someone else's work to be yours, denying responsibility for wrongdoing that you were involved with or helping someone else that is violating the Honor Code.

All BPS students, staff, parents and board members are required to follow and promote the BPS Honor Code at all times when representing the school or on school property. The administration and teachers will be expected to be fair and consistent in all areas of Honor Code violations regardless of the age of the child.

Discipline Policy

Students at Bradford Prep will be encouraged to make good choices throughout the school day. Teachers and staff will use positive reinforcement as the first choice in dealing with any behavior. Students who make good choices may participate in school activities including healthy competition day, extra outside time, and other activities. Consequences will be given when a negative behavior cannot be addressed through positive reinforcement. Depending on the seriousness of the behavior, the following consequences will be given for negative behaviors and poor choices:

1st response – A verbal reminder and if needed, time away from the current activity.

2nd response – Verbal behavior warning, parent contact will be made concerning the behavior

3rd response – Student will be asked to meet with an administrator, parent contact will be made, and student will lose a school privilege.

If the behavior continues after the third response, the student will lose school privileges for two weeks. The parents and student will be asked to meet with the teacher and the Director. At that meeting, any further consequences will be discussed. If a student is continually disrupting the class, the Director may suspend the student for 1-3 days depending upon the level of offenses. If a student receives more than 2 suspensions in a year, they will be expelled. When a student is expelled, they may only re-enter the school through the annual lottery.

If a student exhibits an unacceptable behavior as listed below, the student will be immediately removed from the classroom/activity setting and the parents will be contacted. A meeting will be held with the student, parents and Director. Unacceptable behaviors can result in suspension. A parent/guardian may appeal any discipline decision made by the Director by submitting a written letter of appeal to the Chair of the Board of Directors within 10 days of the Director's decision. After receiving the letter the Chair of the board will contact the parent and will decide on the next step, which could be a meeting with the parent to further discuss the concerns or to call a full board meeting to discuss the appeal. The board can ultimately decide to change the discipline decision if they feel they have enough evidence to do so.

Unacceptable Behaviors include but are not limited to:

- Fighting
- Hitting
- Causing or threatening harm to another person
- Stealing
- Use of vulgar/hate language
- Sexual harassment
- Disrespect or defiance towards an adult
- Disruption of a school activity

The Director at Bradford Prep will follow state policy NC 1504-2 regarding students with disabilities and suspensions. The policy states:

NC 1504-2 Discipline Procedures

NC 1504-2.1 Authority of school personnel

- j) Case-by-case determination. School personnel may consider any unique circumstances on a case by-case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a child with a disability who violates a code of student conduct. Circumstances considered should include area of disability, functioning level of the child, intent of the behavior, and other relevant factors.
- k) General.
1. School personnel under this section may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10

consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under NC 1504-2.7).

2. After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal the public agency must provide services to the extent required under paragraph (d) of this section.

- l) Additional authority. For disciplinary changes in placement that would exceed 10 consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability pursuant to paragraph (e) of this section, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities, except as provided in paragraph (d) of this section.

- m) Services.

1. A child with a disability who is removed from the child's current placement pursuant to paragraphs (c) or (g) of this section must—
 - a. Continue to receive educational services, as provided in NC 1501-1.1(a), so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
 - b. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. If a behavioral intervention plan already has been developed, it must be reviewed and modified, as necessary, to address the behavior.
2. The services required by paragraph (d)(1), (d)(3), (d)(4), and (d)(5) of this section may be provided in an interim alternative educational setting.
3. A public agency is only required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if it provides services to a child without disabilities who is similarly removed.
4. After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, if the current removal is for not more than 10 consecutive school days and is not a change of placement under NC 1504-2.7, school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed as provided NC 1501-1.1 so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.
5. If the removal is a change of placement under NC 1504-2.7, the child's IEP Team determines appropriate services under paragraph (d)(1) of this section.

- n) Manifestation determination.

1. Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the child's IEP Team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine—

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
 - b. If the conduct in question was the direct result of the LEA's failure to implement the IEP.
2. The conduct must be determined to be a manifestation of the child's disability if the LEA, the parent, and relevant members of the child's IEP Team determine that a condition in either paragraph (e)(1)(i) or (1)(ii) of this section was met.
 3. If the LEA, the parent, and relevant members of the child's IEP Team determine the condition described in paragraph (e)(1)(ii) of this section was met, the LEA must take immediate steps to remedy those deficiencies.
- o) Determination that behavior was a manifestation. If the LEA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must—
1. Either—
 - a. Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
 - b. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and
 2. Except as provided in paragraph (g) of this section, return the child to the placement from which the child was removed, unless the parent and the LEA, through the IEP Team process, agree to a change of placement.
- p) Special circumstances. School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child—
5. Carries a weapon to or possesses a weapon at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA;
 6. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA; or
 7. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA.
 8. Upon the end of the removal to the interim alternative educational setting for not more than 45 school days for reasons (1) through (3) above, the child shall be returned to the placement from which he/she was removed, unless the parent and the LEA, through the IEP Team process, agree to a change of placement.
- q) Notification. On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of the code of student conduct, the LEA must notify the parents of that decision, and provide the parents the procedural safeguards notice described in NC 1504-1.5.
- r) Definitions. For purposes of this section, the following definitions apply:
1. Controlled substances means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).
 2. Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care

professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

3. Serious bodily injury is defined as:

Bodily injury which involves –

(i) a substantial risk of death;

(ii) extreme physical pain;

(iii) protracted and obvious disfigurement; or

(iv) protracted loss or impairment of function of a bodily member, organ, or mental faculty. (20 U.S.C. 1415(k)(7)(D) and 18 U.S.C. 1365(h)(3)).

Weapon has the meaning given the term "dangerous weapon" under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code and includes a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such a term does not include a pocket knife with a blade of less than 2 ½ inches in length. (Authority: 20 U.S.C. 1415(k)(1) and (7); 34 CFR 300.530)

Policy for Probation or Termination of Employment

Section 1

TERMINATION OR DISCIPLINE WITHOUT NOTICE FOR GROSS MISCONDUCT

- a) The Director may unilaterally discipline or terminate an employee who, in the judgment of the Director, is engaging in or has engaged in “gross misconduct.” “Gross misconduct” refers generally to any conduct which harms or places at risk of harm (1) any student, faculty member, or other employee or visitor (2) the school’s premises, property or other assets, or (3) the school’s reputation.
- b) The Director may take action under subparagraph (a) with or without prior notice to the employee or the Board.
- c) Disciplinary action under subparagraph (a) may include, but is not limited to, suspension with or without pay.
- d) The Director must notify the employee and the Board within 24 hours of any action taken by the Director pursuant to subparagraph (a).

Section 2

TERMINATION OR DISCIPLINE WITH NOTICE

- a) The Director may terminate or discipline an employee for conduct other than “gross misconduct” based on the procedures set forth below.
- b) Conduct other than “gross misconduct” refers, but is not limited, to:
 - i. Failure to perform duties and responsibilities as described in the employee’s appointment letter and the details of Faculty and Administrative Appointments in the Employee Handbook;
 - ii. Failure to teach required classes and curricula as discussed with the Director;
 - iii. Failure to submit reports and other required data;
 - iv. Failure to work in a fair and responsible way with other teachers, students or administrators.
 - v. Failure to support the philosophy and goals of Bradford Prep School.
- c) Prior to disciplining or terminating an employee pursuant to this section, the following procedures shall be followed:
 - i. The Director shall notify the Employee that the Director believes the Employee has engaged in conduct referenced in subparagraph (b).
 - ii. At the same time, the Director shall offer the Employee an opportunity to meet with the Director and, if appropriate, the Employee’s supervisor or manager, to discuss the Employee’s performance. An Employee’s failure or refusal to meet (generally within ten days) shall be grounds for immediate termination under Section 1.
 - iii. At the meeting, the Director shall provide the Employee with required corrective actions and a deadline or deadlines for compliance. The required corrective actions shall be given to the Employee in writing at or following the meeting.
 - iv. At or following the meeting, the Director shall schedule a follow-up meeting with the Employee to evaluate the Employee’s compliance with the required corrective actions.

- v. Prior to the follow-up meeting, the Director (or the Employee's manager or supervisor) shall provide the Employee with an oral or written assessment of the Employee's compliance with the required corrective actions.
- vi. If in the judgment of the Director at or following the follow-up meeting the Employee has not successfully undertaken the corrective actions, the Director may terminate the Employee's employment. If so, the Director should notify the Board of Directors within 5 working days of the termination.
- vii. If, after the procedures set forth in subparagraphs (c) (i.-iv.) are undertaken, an Employee repeats such conduct within 12 months, the Director may terminate the Employee.

Section 3

DECISION NOT TO OFFER OR RENEW A LETTER OF AGREEMENT

A decision not to offer an employment appointment to a prospective employee, or not to renew or extend a letter of agreement of an employee, is not a disciplinary action, and thus does not implicate the procedures set forth above.

A decision not to offer an employee a letter of agreement for the following year may entail the following steps:

- a) The Director meets with the employee. The purpose of these meetings is to delineate the problem(s) identified by the Director of the School, or Supervisor, and to implement a process and timeline for the employee to have the opportunity to address the problem(s) so identified.
- b) At or following this meeting, the Director or Supervisor shall schedule a follow up meeting.
- c) In the time between these meetings, evaluation procedures are followed, which may include class visitations, mentoring, review of goals, and/or additional meetings with the Director or Supervisor, other staff members, or outside consultants. The intent of this process is to make a determination whether sufficient progress has been made.
- d) Should the employee's performance, in the view of the Director or Supervisor not improve sufficiently, the Director can decide not to offer a letter of agreement for the following year.

Typically, letters of agreement for staff members are issued in March, and decisions not to offer an employee a letter of agreement would be made at or before this time. However, the School retains all of its rights under the at-will employment relationship and nothing in this process shall be interpreted as effecting or diminishing such rights. It does not restrict itself from altering its approach to corrective action as circumstances warrant, at the Director's discretion.

Section 4

APPEALS BY EMPLOYEES

- a) An Employee who disagrees with any decision undertaken pursuant to Sections 1 or 2 may appeal, as set forth below.
- b) An Employee may appeal by submitting to the Director a written statement requesting an appeal and detailing why the decision should be changed. The appeal must be submitted within 10 days of the decision being appealed.

- c) The Director shall promptly transmit the written statement to the Chair of the Board of Directors. The appeal will be heard by the Board of Directors. The Director shall not serve as a member of the board during this time, but may meet with the board to provide information about the decision, which is the subject of the appeal. The Employee shall have the right to meet with the board.
- d) The board shall address whether (i) the process that resulted in the decision was followed correctly and fairly and (ii) the decision is supportable by the facts available to the board.
- e) The board shall attempt to decide the appeal promptly, but in any event within 30 days of the Chair's receipt of the written statement.
- f) If the board upholds the decision of the Director, the decision shall remain in effect.
- g) If the board does not uphold the decision of the Director, the board shall instruct the Director as to appropriate measures to be taken.

Section 5

This policy only applies to employees who are under appointment with Bradford Preparatory School.

Section 6

Any action by the Director that results in suspension, administrative leave or termination and is communicated to the Board of Directors shall remain confidential.

Letters of Recommendation for Current or Former Employees

Only the Director can write letters of recommendation on behalf of the school. Staff cannot write letters of recommendation on behalf of the school unless they have been permitted to do so by a Director. Staff can write personal letters of recommendation on behalf of a current or former colleague, as long as Bradford Prep stationery is **not** used and the letter should state that you are giving your personal opinion not that of the School and that Bradford Prep has not authorized or approved the letter.

Non-discrimination Policy

The Organization does not discriminate on the basis of race, color, religion, sex, national origin, age, status, disability, veteran status, or as otherwise may be prohibited by federal and state law basis of race with respect to admissions, use of facilities or exercise of student privileges, faculty or administrative staff.

Compensation Arrangement Policy

In establishing a level of compensation for any employee of the Corporation in excess of \$50,000, the Organization shall:

- (a) Approve and document the date and terms of all compensation arrangements in advance of paying such compensation;
- (b) Exclude people with conflicts of interest from the decision-making;
- (c) Record in writing the decision made by each Board member; and,
- (d) Use compensation information from similarly situated organizations and salary surveys, and note the source of such information.

Confidentiality Agreement

Respecting the privacy of our clients, donors, members, staff, volunteers and the Bradford Preparatory School itself is a basic value of Bradford Preparatory School. Personal and financial information is confidential and should not be disclosed or discussed with anyone without permission or authorization from the Board of Directors. Care shall also be taken to ensure that unauthorized individuals do not overhear any discussion of confidential information and that documents containing confidential information are not left in the open or inadvertently shared.

Employees, volunteers and board members of Bradford Preparatory School may be exposed to information which is confidential and/or privileged and proprietary in nature. It is the policy of Bradford Preparatory School that such information must be kept confidential both during and after employment or volunteer service. Staff and volunteers, including board members, are expected to return materials containing privileged or confidential information at the time of separation from employment or expiration of service.

Unauthorized disclosure of confidential or privileged information is a serious violation of this policy and will subject the person(s) who made the unauthorized disclosure to appropriate discipline, including removal/dismissal.

Grievance Policy

This policy is in place to respond to a grievance by an employee. It is expected that any employee with an issue should try to resolve the issue by using open communication with their supervisor. If an employee feels that their issue is still a concern after speaking to their supervisor and that the issue has risen to the level of a grievance then the employee may initiate the grievance procedures as described below. The goal of filing a formal grievance would be to use the process to come to an equitable solution.

1. Definition of a grievance: a grievance is defined as a formal written complaint by an employee that states that a specific action has violated a school policy, board policy, or law.
2. Time Limits: A grievance will only be heard if the complaint has been filed within fifteen days of the act that is being reported. The fifteen-day deadline can be extended at the discretion of the Director for specific reasons.
3. A filed complaint will follow the process below:
 - Step 1: To file a grievance, an employee must submit a letter in writing stating the school policy, board policy or law that was violated including details of the actions and the place, date and time of the violation. The employee should make all efforts to include any details about the event that may be helpful in the decision making process. The written letter should be submitted to the Director of the School.
 - Step 2: In the response to the formal grievance the Director of the school will have up to five business days from the time they receive the formal grievance to respond to the grievance in writing. If the employee is satisfied with the decision after they receive the response from the Director, the issue is considered resolved. The employee must submit their satisfaction to the Director in written form.
 - Step 3: If the employee is not satisfied with the response from the Director, the employee may file an appeal by submitting a letter to the Board of Directors stating the details of the grievance. This must be done within 5 business days of the initial response from the Director.
 - Step 4: After receiving the appeal letter the Chair of the Board of Directors will call a special meeting of the board and the board will discuss the details of the grievance. This meeting must be held within fifteen days from when the written appeal is received. Prior to the meeting board may conduct an investigation if needed. The employee filing the grievance will attend the meeting. At that meeting the Board of Directors will make a decision on how to handle the grievance. The decision of the board will be the final decision concerning the grievance.

**BOARD RESOLUTIONS
OF THE ORGANIZATIONAL MEETING
OF THE BOARD OF DIRECTORS OF THE
BRADFORD PREPARATORY SCHOOL, INC.**
(a North Carolina nonprofit corporation)

RESOLVED: That the Articles of Incorporation of the Corporation, having been approved by the North Carolina Corporations Division on August 3, 2012 are hereby approved by the Board and a copy of the Articles, as approved, shall be inserted in the Corporate Minute Book.

RESOLVED: That the form of Bylaws for the regulation and management of the affairs of the Corporation, a copy of which is attached hereto, is approved, adopted and ordered to be made a part of the permanent records of the Corporation.

RESOLVED: That the actions of any person who is now an officer or Director of the Corporation which were taken prior to the organization of the Corporation in an effort to secure and develop opportunities and the business of the Corporation, be, and they hereby are, authorized, ratified and approved.

RESOLVED: That the address, including street and number of the initial registered office of the corporation is 10133 Legolas Lane Charlotte, North Carolina 28269, and the name of its initial registered agents are Karin Drescher and Kelly Painter.

RESOLVED: That the following persons are elected to the Board of Directors to serve until their respective successors are duly elected and qualified:

Kelly Painter	Karin Drescher	Jeff Pyles	Katie Clark
Gray Riley	Monica Smith	Rick Robinson	

RESOLVED: That the following persons are elected to the following offices to serve until their respective successors are duly elected and qualified:

Chair:	Kelly Painter	Secretary:	Karin Drescher
Vice Chair:	Jeff Pyles	Treasurer:	Karin Drescher

RESOLVED: That the officers of the Corporation are authorized and directed to take all appropriate action, including the expenditure of funds, which in the Chairmen's discretion are necessary to facilitate the conduct of the Corporation's business.

RESOLVED: That the Board of Directors hereby authorizes the Officers of the Corporation to execute all documents necessary to obtain tax exempt status for the Corporation under local, state and federal law.

RESOLVED: That meetings of the Board of Directors from time to time be held at such places in North Carolina or elsewhere as the Board of Directors shall from time to time determine.

RESOLVED: That the Chairman or Treasurer, acting jointly with the Director (if any) of this Corporation be, and they hereby are, authorized to open such bank accounts as they deem necessary or appropriate to carry on the operations of this Corporation.

RESOLVED: That for the purpose of authorizing the Corporation to do business in any state, territory or dependency of the United States or any province of Canada or any foreign country in which it is necessary or expedient for the Corporation to transact business, the officers of the Corporation are hereby authorized to appoint and substitute all necessary agents or attorneys for service of process, to designate and change the location of all necessary statutory offices and, under the corporate seal, to make and file all necessary certificates, reports, powers of attorney and other instruments as may be required by the laws of such state, territory, dependency, province or country to authorize the Corporation to transact business therein and withdraw therefrom, to revoke any appointment of agent or attorney for service of process, and to file such certificate, report revocation of appointment, surrender of authority or other instrument as may be necessary to terminate the authority of the Corporation to do business in any such state, territory, dependency, province or country.

RESOLVED: That the officers of the Corporation are hereby authorized and directed to take all such actions and execute any documents on behalf of the Corporation as may be necessary or convenient to affect these resolutions.

RESOLVED: That the fiscal year shall end June 30th.

RESOLVED, that the Conflict of Interest Policy is hereby adopted.

RESOLVED, that the Confidentiality Agreement is hereby adopted.

RESOLVED, that the Non-Discrimination Policy is hereby adopted.

Attest: The foregoing Resolutions were adopted by:

 X ***A majority of the Board at a meeting held on September 20, 2012, where a quorum was present,***
or,
 By unanimous written consent.



Board Chair

9-20-12
Date

**RESOLUTIONS
OF THE ORGANIZATIONAL MEETING
OF THE BOARD OF DIRECTORS OF THE
BRADFORD PREPARATORY SCHOOL, INC.**
(a North Carolina nonprofit corporation)

RESOLVED, that the Organization acknowledges the receipt on November 1, 2012 of a no-interest loan from Kelly Painter in the amount of \$1000.00 and Karin Drescher in the amount of \$1000.00 to help cover start-up expenses and to be repaid within three years.

RESOLVED, that Nick Tarasovitch is elected as a member of the Board of Directors as of November 1, 2012.

RESOLVED, that Katie Clark will be the Secretary of the Organization as of November 1, 2012.

Attest: The foregoing Resolutions were adopted by:

 X *A majority of the Board at a meeting held on November 1, 2012, where a quorum was present,*
or,
 By unanimous written consent.



Board Chair

11-1-12
Date

**RESOLUTIONS
OF THE ORGANIZATIONAL MEETING
OF THE BOARD OF DIRECTORS OF THE
BRADFORD PREPARATORY SCHOOL, INC.**
(a North Carolina nonprofit corporation)

RESOLVED, that the following Mission Statement is hereby adopted.

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

RESOLVED, that the following committees have been created:

- Finance Committee
- Marketing Committee
- Facilities Committees
- Fundraising Committee
- Athletics Committee

RESOLVED, that the following roles and responsibilities for the Board of Directors are hereby adopted.

Responsibilities of the Board of Directors

- Create and update the mission and vision statements
- Determine how the performance of the school will be measured
- Set the direction of the school by setting annual goals and benchmarks and by creating the 5 & 10 year strategic plans
- Hire, evaluate and terminate the Director for the school
- Establish compensation for the Director of the school
- Approve all hiring for the staff of the school
- Establish written policies for the Board
- Plan and approve committee structure and responsibilities
- Review roles of the Board and roles of the committees annually
- Recruit and train new Board members
- Sign legal documents
- Plan agenda for meetings
- Approve the Director's annual goals
- Monitor achievement of Director's goals, including a review of the academic results of the school
- Complete annual review of the Board, including reviewing the alignment of all major decisions to the mission statement of Bradford Prep
- Approve major programs for the school
- Finalize and approve the budget
- Approve and authorize expenditures outside of the approved budget

- Approve and monitor financial policies
- Review annual audit
- Handle whistleblower complaints against the Director of the school

Roles of the Board of Directors

- a. Chair
 - i. Chair meetings
 - ii. assure that the Board fulfills its responsibilities to the organization
 - iii. Prepare agenda
 - iv. Call special meetings if necessary
 - v. Serve as ex-officio member of all committees
 - vi. Work with Director to achieve the mission of the organization
 - vii. Communicate with the Board and the Director about any concerns
 - viii. Appoint all committee chairs
 - ix. Conduct new Board member trainings
 - x. Organize professional development trainings for the Board
 - xi. Oversee the searches and interviews for the position of Director
 - xii. Execute the annual self-assessment process of the Board
- b. Vice Chair
 - i. Attend Board meetings
 - ii. Carry out special assignments as assigned by the Chair
 - iii. Stand in for the Chair when he/she is unavailable
 - iv. Understand the role of the Chair of the Board
 - v. Help the Chair conduct the annual self-assessment
 - vi. Plan, organize, and execute the professional development for the board
- c. Treasurer
 - i. Attend board meetings
 - ii. Chair the Finance Committee
 - iii. Serve as the financial officer for the organization
 - iv. Be a member of the Fundraising Committee
 - v. Help develop financial policies and make sure the board is following these policies
 - vi. Help the Leadership Team prepare the annual budget
 - vii. Present the annual budget to the board for approval
 - viii. Answer any questions the board has concerning the budget and the annual audit
 - ix. Present the annual 990 Tax form to the board and provide copies for each member
- d. Secretary
 - i. Attend board meetings
 - ii. Serve on the Executive Committee
 - iii. Maintain all board records
 - iv. Take and review minutes at the board meetings
 - v. Assume responsibilities of the Chair if the Chair and Vice Chair are unavailable
 - vi. Provide notice of meetings to all Board members
- e. Athletics Chair
 - i. Attend board meetings
 - ii. Chair the Athletics Committee
 - iii. Give an update report to the board about the status of the Athletics Committee

- f. Fundraising Chair
 - i. Attend board meetings
 - ii. Chair the Fundraising Committee
 - iii. Give an update report to the board about the status of the Fundraising Committee
- g. Facilities Chair
 - i. Attend board meetings
 - ii. Chair the Facilities Committee
 - iii. Give an update report to the board about the status of the Facilities Committee
- h. Marketing Chair
 - i. Attend board meetings
 - ii. Chair the Marketing Committee
 - iii. Give an update report to the board about the status of the Marketing Committee
- i. Parent Liaison
 - i. Attend board meetings
 - ii. Attend the Parent Advisory Committee meetings
 - iii. Give an update report to the board about the status of the Parent Advisory Committee

RESOLVED, that the Board of Directors Meeting Procedures is hereby adopted.

RESOLVED, that the Board of Directors Training and Professional Development Policy is hereby adopted.

RESOLVED, that the Board of Directors Self-Evaluation Policy is hereby adopted.

RESOLVED, that the every elected Board of Directors member will sign and agree to the following:

As a member of the Bradford Preparatory School Board of Directors I will:

- Act with integrity and honesty
- Attempt to attend all Board meetings by phone or by in person
- Review the agenda for the meetings and come prepared to all meetings
- Serve on at least one committee
- Agree to my role on the Board of Directors
- Contribute to all meetings that I attend
- Take on any special tasks assigned to me by the Board of Directors
- Suggest nominees for the Board of Directors
- Participate in the creation of the annual goals and the strategic plan
- Abide by the State Board of Education approved charter school application for Bradford Prep

As a Board member I understand that I have the duty to do the following:

- Think about the mission of Bradford Prep before making any decision or voting on any policy
- Follow the North Carolina Charter School Law

- Agree to the Bradford Prep Conflict of Interest Policy
- Agree to the Bradford Prep Whistleblower Policy
- Agree to the Bradford Prep Confidentiality Agreement
- Agree to the Bradford Prep Non-discrimination Policy
- Carry out the purpose of the organization while complying with the law
- Support the decisions of the Board of Directors in a positive manner, even if I was in a minority position on certain actions
- Participate in either the annual training session of the Board of Directors or/and the annual Board retreat
- Participate in the annual self-evaluation process of the Board of Directors
- Always represent Bradford Prep in a positive manner

Attest: The foregoing Resolutions were adopted by:

 X *A majority of the Board at a meeting held on December 6, 2012, where a quorum was present,*
or,
 By unanimous written consent.



Secretary

12-6-12
Date

**RESOLUTIONS
OF THE ORGANIZATIONAL MEETING
OF THE BOARD OF DIRECTORS OF THE
BRADFORD PREPARATORY SCHOOL, INC.**
(a North Carolina nonprofit corporation)

RESOLVED, that the Grievance Policy is hereby adopted.

RESOLVED, that the following committees have been created:

- Nominating Committee
- Hiring Committee

Attest: The foregoing Resolutions were adopted by:

 X *A majority of the Board at a meeting held on January 17, 2013, where a quorum was present,*
or,
 By unanimous written consent.



Board Chair

1-17-13
Date

**RESOLUTIONS
OF THE ORGANIZATIONAL MEETING
OF THE BOARD OF DIRECTORS OF THE
BRADFORD PREPARATORY SCHOOL, INC.**
(a North Carolina nonprofit corporation)

RESOLVED, that Angela Petr is elected as a member of the Board of Directors as of February 7, 2013.

RESOLVED, that the Whistleblower Policy is hereby adopted.

RESOLVED, that the Termination Policy is hereby adopted.

RESOLVED, that the Discipline Policy & Procedures is hereby adopted.

RESOLVED, that the Document Retention Policy is hereby adopted

RESOLVED, that the Recruitment Policy is hereby adopted.

Attest: The foregoing Resolutions were adopted by:

 X *a majority of the Board at a meeting held on February 7, 2013
 where a quorum was present,*
or,
 by unanimous written consent.



Chair

February 7, 2013
Date

Approved February 7, 2013

Appendix I

Copies of Board Meeting Minutes

**Bradford Preparatory School
Board of Directors Meeting Minutes
September 20, 2012, 7:00PM**

Members Present: Katie Clark Karin Drescher
 Kelly Painter Jeff Pyles
 Rick Robinson Monica Smith

Members Absent: Gray Riley

Others Present: None

Quorum: Six of Seven board members present (5 required).

Call to Order: Chairperson Kelly Painter called this initial meeting of the Board of Directors to order at 7:05PM at the residence of Karin Drescher, 10133 Legolas Lane, Charlotte, NC.

Proceedings:

1. A binder with all information to date for the charter school was given to each board member in attendance. Binders will be kept by each member and will be held until their commitment ends and then will be passed to the board member replacing them. The official corporation binder will be kept by Karin Drescher and stored at 10133 Legolas Lane, Charlotte, NC.
2. Each member of the Board introduced themselves and shared their personal work history.
3. Kelly Painter identified the role of each Board Member and discussed the terms of BOD members.
 - a. Each Board member will have an initial term of either 2 or 3 years.
 - b. Each Board member will fill a role
 - i. Chairperson- Kelly
 - ii. Vice Chairperson- Jeff
 - iii. Treasurer/Secretary- Karin
 - iv. Facilities- Gray
 - v. Fundraising- Katie
 - vi. Athletics- Rick
 - vii. Parent Liaison- Monica
4. Kelly Painter and Karin Drescher went over general information about charter schools in an effort to ensure all members of the board are clear on the basics of charter schools vs. traditional public schools vs. private schools. All of the BOD members were given a copy of the NC Charter School legislation. The legislation was reviewed, ensuring that all

Board of Directors understood the law, and time was given for discussion and questions. Monica Smith asked about how the liability insurance worked for the BOD. Kelly Painter and Karin Drescher explained that once the school receives charter school status an insurance policy will be purchased. The policy includes Directors and Officers insurance for the Board of Directors. Karin Drescher explained, in detail, how the lottery process works, along with the priority enrollment for the children of staff and the children of the original BOD. The following points were highlighted during the discussion.

- a. A charter school is a public school; any student in the state of NC can attend a NC charter school. Students get into a charter school through a lottery system. The children of teachers receive priority and there is priority for siblings. The children of the initial BOD also get priority in the first year.
 - b. As a charter school we would receive roughly \$6,000 per student. You get more money for special education students.
 - c. The state does not fund facilities and as a charter school you do not get money for facilities.
 - d. Charter schools have the freedom to use whatever curriculum we choose. We also have the freedom to create the school from the bottom up.
 - e. Charter schools are held accountable by the state of NC. All students will have to take the end of year state tests.
 - f. Charter schools must provide special education services for students with disabilities.
 - g. Charter schools provide parents with another choice in education at no cost to the parent.
5. Kelly Painter went through an explanation of the Charter School Application Process
- a. Submit our Letter of Intent with the state. This is due by January 1, 2013. The Letter of intent must include the following:
 - i. Location of school
 - ii. Mission and Vision statements
 - iii. Proposed grades and grade structure
 - iv. Projected enrollment
 - v. Impact on LEA's (Local Education Agency)
 - b. Complete application for the NC Office of Charter Schools. The application for this year is due March 1, 2013. This is a very detailed and lengthy application. The NC Public Charter School Advisory Council is the council that will read and grade the applications. The most up-to-date application has not been released yet, but the application for last year included the following:
 - i. Mission, Purpose, and Educational Focus
 - Governance
 - Private Nonprofit Corporation
 - Tax-Exempt Status
 - Organizational Structure
 - Admissions Policies
 - Education Plan
 - Instructional Program
 - Special Education

Student Conduct and Discipline
Timelines
Private School Conversion Info
Business Plan Projected Staff and Qualifications
Enrollment and Business Plan
Projected Enrollment 2013-14 through 2017-18
Budget: Revenue Projections 2013-14 through 2017-18
Budget: Expenditure Projections 2013-14 through 2017-18
Budget: Narrative for years 2 through 5
Budget: Capital and Assets
Audits: Program and Financial
Civil Liability and Insurance
Transportation Plan
Facility Description
Health and Safety Requirements
LEA Impact Statement

- c. If the Council considers the application complete and worthy of continuing in the process, we will be interviewed by the Council. If we pass that step then the Council will recommend to the state legislator that we receive our charter status. Interviews will take place from January to May. Preliminary approval will be given in June.
 - d. If approved, we would open as K-8 in the fall of 2014 and we would add a grade each year until we were a full K-12 school.
 - e. The BOD discussed that our application will need to be complete before the new year, leaving ample time for reviews and revisions. Monica Smith asked about the requirements for the BOD attending the interview. Karin Drescher explained that the Council likes to see as many BOD members present, but that it is not required. Any BOD that cannot attend can submit a letter to the Council.
6. Kelly Painter discussed the responsibilities of the BOD & Organization structure of BPS
- a. The main job of the BOD is to oversee the major activities of the school (budgeting, hiring, bylaws, financial audit etc.) and to fulfill fiduciary duty.
 - b. The day to day activities will be handled by the Directors of the school and the BOD must be on the same page as the administrators.
 - c. As a BOD member you will be required to submit a one page resume as a part of our charter school application. This resume should cover your last ten years of experience and all of your community involvement.
 - d. If we get to the interview process then it is best to have as many of us there as possible, but of course it is not required. This would be some time in the spring.
 - e. The Board of Directors will meet once a month for about 2 hours. We will also communicate over email. We promise to use our time wisely and not waste any time.
7. The need for Bradford Prep Foundation was addressed
- a. As a Charter school the money that we receive from the state CANNOT be used to buy land, buy a building, pay back a loan etc.

- b. To get around this the school can have a foundation, a separate 501c3 non-profit organization. This foundations sole purpose would be to raise and pay for capital expenses for the school.
- c. A charter school can pay rent, so the school would pay rent to the foundation. The foundation would own any land, buildings, loans etc.
- d. The Bradford Prep Foundation will have 5 Board members, 2-3 of which would be from the school BOD.
- e. Additional discussion about the Bradford Prep Foundation was shelved for a future meeting.

Action/Discussion Items:

1. Kelly Painter walked through each of the Bylaws of the corporation. Jeff Pyles commented on the amount required for quorum, stating that he felt like the 2/3 required for quorum was good so that we would always have to have a large number of Board members present.

MOTION: Katie Clark moved to approve the Bylaws. Jeff Pyles seconded the motion.

Dissenting: None.

Motion Passed.

Monica Smith had to leave the meeting because of personal reasons.

2. Kelly Painter walked through the Resolutions, the Nondiscrimination Policy, the Compensation Arrangements Policy, the Officers elected for the BOD, the Confidentiality Agreement and then Conflict of Interest Policy.

MOTION: Katie Clark moved to approve the aforementioned documents. Jeff Pyles seconded the motion.

Dissenting: None.

Motion Passed.

3. Next steps

- a. Kelly Painter discussed the need to finalize the Mission and Vision statements
- b. Each member has been asked to update their personal resumes for submission with the charter application
- c. Discussion as to when to file for IRS 501c3 status for the school or the foundation. Currently the plan is to wait until we have preliminary charter school approval.
- d. The BOD reviewed the logo designs that have been submitted. The Board of Directors picked their top choice for the logo. Karin Drescher will pursue purchasing that logo from the designer.
- e. Future meeting days and times were discussed. The conversation will continue over email with the hope to find a day and time that works for the whole board.

With no further business, Chairperson, Kelly Painter adjourned the meeting at 8:45PM. The next meeting's date and time are yet to be determined.

Minutes submitted by,

Karin Drescher, Secretary.

VERIFICATION

The forgoing minutes were adopted by the Board.



11-1-12

Board Chairperson

Date

Approved November 1, 2012

**Bradford Preparatory School
Board of Directors Meeting Minutes
October 11, 2012, 7:00PM**

Members Present: Katie Clark Karin Drescher
 Kelly Painter Jeff Pyles
 Gray Riley Monica Smith

Members Absent: Rick Robinson

Others Present: None

Quorum: Six of Seven board members present (5 required).

Call to Order: Chairperson Kelly Painter called this initial meeting of the Board of Directors to order at 7:45PM at the residence of Karin Drescher, 10133 Legolas Lane, Charlotte, NC.

Proceedings:

1. Introduction of Gray Riley – married, 2 kids, Jackson in kindergarten (at Carolina International School – a charter school in Cabarrus County), works for a commercial/contract painting company. He will be focusing on facilities as his primary role on the Board.
2. Review of Meetings with Potential Consultants
 - a. Lisa Humphries and Mary from Community School of Davidson - Kelly and Karin met with them to discuss our current plans and to determine whether there might be a future opportunity to consult with them (perhaps for employee hiring, training and the development of our curriculum). Lisa has helped Corvian start up and is also on the board at Pioneer Springs, a local private school that opened in 2012. They've been really successful at CSD and want to help other schools succeed. One point of major interest for us is that they've created a culture in their school of integrity and trust (ie. not having to put locks on lockers because kids won't steal) that we would like to emulate. It may be worth paying her to review the application, but we probably wouldn't need her assistance to write much of it.
 - b. We need to find a CPA and Attorney for the Board. Jeff knows of an interested CPA and Katie might as well. Gray has a contact that might be able to be the attorney (he specializes in real estate, which would be useful for the facilities). Jeff will contact Nick Tarasovitch and Gray will contact Ryan Hawkins to see if there is interest.
 - c. Shawnee Wakeman - UNCC Professor of Special Education - Lisa recommended having someone on the Board that specializes in Special Education. Rather than inviting her to be on the Board, we asked her to be a consultant to review our materials and she has agreed.

- d. Judy Willis – Brain Based Learning expert and author of *Research Based Strategies to Ignite Student Learning* – agreed to be willing to come train or be involved at some point with professional development for our teachers and administrators.
3. Letter of Intent for Charter School application – Due January 3rd. We have most of this information already.
 - a. Karin is researching information for Mecklenburg and Cabarrus counties.
 - b. The major piece that needs to be completed as soon as possible is our mission and vision statement (which is discussed in depth later in the meeting).
 - c. We also need to determine student projections in order to begin work with a developer. Karin noted that there are probably four developers who would be willing to do it, but it was recommended that bigger (student enrollment) is better because that would make it worth it to them. Gray is working through a connection to look at things broadly to determine options with developers. We need to decide if it is worth purchasing it through a foundation or leasing a facility from a developer. There does need to be a plan for the building in the application. Our hope is to have 140 kids per grade split into 5 to 8 classes per grade. We don't want it to become too large because you can lose continuity and relationships can be hard if the grade size is too large. We also don't want grade sizes to be too small because of sports and other high school activities. Karin will bring 10-year projection numbers to the next meeting.
 4. Finalize Mission Statement and Vision – Mission statement must be 100 words or less and must be measurable.
 - a. Gray suggested taking out “through physical activity” in top statement and emphasizing it later.
 - b. Katie expressed interest in emphasizing allowing kids to learn at their pace – allowing kids who are struggling to stay where they are until mastery and allowing kids who are ahead to stay challenged – perhaps through the flipping concept? Karin explained what flipping the classroom means.
 - c. Katie also expressed that she saw a need to demonstrate the need to balance the social, recreation, physical activity and family time points in the second goal with rigorous curriculum.
 - d. Katie asked the question – do we want to include creating a school culture?
 - e. Monica suggested using the word college focuses primarily on high school students. Rather than the whole school. Some word-smithing was offered to re-work the phrase “advanced college preparatory coursework” – “comprehensive learning program offering rigorous academic coursework, the arts, life skills coursework and a focus on healthy living through physical activity”
 - f. Everyone agreed the statement is in very good shape and should only need minor tweaking.
 - g. Karin and Kelly will re-work the statement based on suggestions given and send it back to everyone for more feedback and we'll keep working on this. This is a high priority.

5. Facilities update - Gray and Jeff (and maybe Karin and Kelly) are going to set up a meeting with two developers - Steve and Robert Wright to see if they can give some direction. He will determine what kind of funding is needed to design, permit land, architecture, etc. It is best to find someone who already does all of that in one company rather than bringing all different people to the table. Karin will set up a meeting with John Shurley, an architect she met at the last two charter school conferences that seems knowledgeable about charter school facilities.
6. Bank Information – Karin Drescher and Kelly Painter set up an account with BB&T with \$1000 each (though some money has already been spent on conferences, incorporation, logo, etc.) – there is now about \$800 in the account.
7. Budget/Loan Resolution - It is possible to write it in as a non-interest loan to be paid back within three years of launch so that personal money doesn't have to be lost. Attaining the 501c3 status will cost \$850 for the application. Kelly will type up a formal resolution to be added and we can vote at the next meeting.
8. Charter School Board Member Information Form
 - a. Each person on the board needs to complete this form for the application.
 - b. Each person on the board needs to submit a one-page resume (covering the past 10 years) for the application.
9. We will discuss the following at the next meeting:
 - a. Student Handbook
 - i. Discipline policy
 - ii. Uniforms
 - b. Facility updates
 - c. Review Mission Statement again
 - d. 10 year projections
 - e. Facilities status

With no further business, Chairperson, Kelly Painter adjourned the meeting at 9:30PM. The next meeting's date and time will be November 1, 2012 at 7:30PM. We'll move all subsequent meetings to the first Thursday of each month.

Minutes submitted by Karin Drescher.

VERIFICATION

The forgoing minutes were adopted by the Board.

Handwritten signature of Kelly Painter in cursive script.

11-1-12

Board Chairperson

Date

Approved November 1, 2012

**Bradford Preparatory School
Board of Directors Meeting Minutes
November 1, 2012, 7:00PM**

Members Present: Katie Clark Karin Drescher
 Kelly Painter Jeff Pyles
 Monica Smith Rick Robinson
 Nick Tarasovitch

Members Absent: Gray Riley

Others Present: None

Quorum: Seven of eight board members present (5 required).

Call to Order: Chairperson Kelly Painter called this initial meeting of the Board of Directors to order at 7:05PM at the residence of Karin Drescher, 10133 Legolas Lane, Charlotte, NC.

Proceedings:

1. Met with John Shurley from Insight Architects to hear what their firm offers in the way of facilities design.
 - a. Started by sharing common mistakes he's seen. Modularity is often seen as a short-term solution, but it is not a good option. Strongly suggests limiting paying any cash in the first year or two. If possible try to find a place we can move into. In five years, we plan to go from 450 to 1200. First year, minimize everything we can to just get moved in. Only do the very basics. Focus on classrooms, common area (that could double as gym space) and small office suite. Wait on a gym and other sports facilities (find a private entity that we can join with for those initial years). It probably won't work to partner with Public Parks and Recreation because they can't help fund it. He expects people will put money in for sports (where they may not do it as much for other aspects of the school). The cash we'll have initially wouldn't be enough to cover the costs of sports facilities.
 - b. They are currently working with a group in Utah that is a developer. He said the biggest question for us to start with is do we want to own the building or lease it? His suggestion is to find a developer that we can lease it from long term or to find a lease-to-own option. He doesn't recommend one of those over the other. The ownership tends to get in the way of our work in education. Socrates has a foundation, CSD has a long-term lease and there is a mix among other local charter schools.
 - c. Kelly asked: what is the benefit to the developer to build it and lease it as compared to selling it? The developer makes money.
 - d. Recommends that 20% be the upper limit of the annual school budget be for facilities (including cleaning, fixing and utilities). If we lease, we will likely be able to get a little more for our money than by owning it. Since we'll be growing

(and thus increasing income), so we want to approach developer with that in mind. Long-term we'd pay more, but we'd have more leverage initially.

- e. Pitfalls to avoid:
 - i. Modularity – you often get stuck in that pattern and it is nearly impossible to get out.
 - ii. Hire an architect and then look into what we want. Make sure the architect is thinking design and paying attention to budget. Karin asked what the average cost per square foot is? John said he's working on a facility right now that is \$120/square foot (which is very cheap and not including the land).
 - iii. Is it realistic to build between the time of the lottery the first fall you are open? John thinks that's probably too aggressive (though it is being done other places – just not clear if they'll finish in time).
 - iv. Another idea: Look at an existing big box facility (parking lot could be turned into fields eventually as well) as an option rather than starting fresh. He recommends at least looking at the options with that. Construction would probably move faster in an existing facility.
 - v. The group in Utah will give some flexibility in design. They're going to want to maximize the classrooms (in terms of students because more money will flow). Working with a local architect would probably be better because they're more likely to allow our ideas for design).
 - vi. Karin asked what our timeline should be. John said it'll be about a year-long process if we're well-prepared going in.
 - 1. Design (4 months).
 - 2. Fundraising b/w design and development.
 - 3. 2 months for bidding (probably select three reputable options and go with the one we feel most comfortable with relationally).
 - 4. Zoning will only be an issue if we are in industrial district – every other option would be fine for zoning (it would not have to be re-zoned for any other option). We need to get permits, etc. completed before start of construction (which will take approximately 2 months). From permitting stand point, it doesn't matter if we pick Mecklenburg or Cabarrus.
 - 5. Facility should be done by early July for move –in. December-June (4-5 months if existing building, 7 months) is aggressive but realistic for the actual construction.
 - vii. In choosing land, we will definitely need to look at traffic and run it by Department of Transportation before moving forward.
 - viii. For application, he recommends demonstrating that there are 3-4 developers we're choosing between (that John could recommend), a growth strategy, a simple projection (that John said he could do quickly).
 - ix. From a facility stand point, he recommends using 2 years to establish brand name and environment in the school, involvement in the community rather than growing student population significantly that second year.
 - x. John's firm has five architects. How do they work with the developer? His firm would contact developers first and gauge their interest. Then

we'd have a discussion with each to determine which one would be best and the architects would then be hiring John's group as the architects. Don't work with a developer that does a lot of work with office buildings or medical buildings. Look for one with non-profit and/or school experience. We want someone who can buy in to our vision.

- xi. Nick asked what John sees as most common when groups like ours have little capital to begin with. John said that typically schools find a developer to build and lease with a buy-out option after 10 or so years or to just lease long-term.
 - xii. Find and utilize used school equipment from local schools to reduce costs significantly.
 - xiii. Odell School is vacant – could developer “take over that land” and re-develop it? Would likely deal with having to pull out lead paint, asbestos, etc. If we could do it even temporarily, that would be a good option. John can find out how it would be financed if they don't own the property.
2. Introduction of Nick Tarasovitch. Two kids (3 and 1). Graduated from Grove City College with an accounting degree. Worked for five years as a licensed CPA in Pennsylvania with non-profits. Works now for Baker and Taylor (sells books to public libraries, schools, Amazon, Barnes and Noble, etc.)
- a. Vote to approve Nick as a board member: Katie motions, Karin seconds. None opposed.
3. Resolutions
- a. Resolve to add Nick as a Board Member. Resolved.
 - b. Review and Approval of Minutes from September and October. Approved
 - c. Resolve to make Katie Clark the secretary. Resolved.
 - d. Resolution in regards to loan from Kelly and Karin. Resolved.
 - e. Review and approve the Organization structure for the school.
 - i. Jeff suggested a Finance Subcommittee
 - ii. Change to “faculty, staff and students” (Faculty is typically certified/salaried)
 - iii. Not necessarily for chart, but noted that a person on fundraising committee should oversee community partners group to ensure there aren't duplicate requests in the community.
 - iv. Monica asked the question about only having one Director of Education because it is a lot to manage academics, business, etc. Kelly and Karin explained that there are a number of faculty positions that would provide some hierarchy (lead teachers, dean of students, counselors, etc.)

- v. Kelly will e-mail documents about what non-profit Boards, staff, etc. are typically responsible for in general terms to help us determine who should be involved with what.
- vi. Board approved modified organization chart.

4. Facilities Update

- a. Update from Gray on conversations with developers. Kelly shared that Gray had met with a developer that is currently building one in York County in SC that will be sold in three years (there is a bond you can get from the state). Gray would like to set up a meeting with them. Their background is typically with offices and medical buildings.
- b. Nick asked the question about probability of getting a developer to buy in to this idea, but Karin said John assures us that a developer would be interested because charter schools generally show good success in this area.

5. Application Update

- a. Review ten-year enrollment projections –
 - i. Jeff asked how many building phases would there have to be with the current expansion plan? Building for first year. Second year, build another building (which would become grades 6-9 middle school)
 - ii. Jeff proposed splitting second year growth in half. Karin suggested for 2015-2016 only growing K and 7-8 (to 3 classes) and adding grade 9 (3 classes) the next year and leaving 1-5th grades alone. (split the growth b/w 2015/2016 and 2016-2017 and then push the rest of the years out by a year). Adjusting kindergarten each year until it caps at 8 classes, it would always be one year ahead of the others.
 - iii. Monica though class sizes were great, but that if we need to add students somewhere, you could have more like 24-25 kids for grades 4-8.
 - iv. Karin will send the spreadsheet with projections out so we can continue this discussion.
- b. Review of application and the various sections involved
 - i. Is anyone interested in taking on any of the parts of the application?
 1. Katie will begin work on school lunch/nutrition aspect
 2. English language learning – see if Lauren Pyles will do that
 3. Transportation for students with students with special needs -
 4. HR policies for hiring –
 5. Parent and community involvement –
 6. Marketing –
 7. Audit – Nick Tarasovitch
 - ii. Kelly will e-mail out the areas that we need to have covered and people can volunteer to do some of those areas.

6. We will discuss the following at the next meeting:

- a. Review and hopefully finalize Mission Statement and Vision (should be at a 7th grade reading level) We have to be able to deliver everything in it and it should be our guide to all decisions made regarding the school going forward.

- b. Student Handbook – Kelly will e-mail it out for everyone to review before next meeting.
 - i. Discipline policy
 - ii. Uniforms
 - iii. Parent compact

With no further business, Chairperson, Kelly Painter adjourned the meeting at 9:35PM. The next meeting's date and time will be December 6, 2012 at 7PM.

Minutes submitted by Katie Clark, Secretary.

VERIFICATION

The forgoing minutes were adopted by the Board.



12-6-12

Board Chairperson

Date

Approved December 6, 2012

**Bradford Preparatory School
Board of Directors Meeting Minutes
December 6, 2012, 7:30PM**

Members Present: Katie Clark Karin Drescher
 Kelly Painter Jeff Pyles
 Monica Smith Gray Riley
 Nick Tarasovitch

Members Absent: Rick Robinson

Others Present: None

Quorum: Seven of eight board members present (5 required).

Call to Order: Chairperson Kelly Painter called this initial meeting of the Board of Directors to order at 7:40PM at the residence of Karin Drescher, 10133 Legolas Lane, Charlotte, NC.

Proceedings:

1. November minutes – Jeff moved, Karin seconds. Minutes approved.

2. Update on application and details from the application training
Kelly shared that the training was detailed and very helpful. Tom Miller from the Office of Charter Schools made himself available in the application process – not to review, but to answer any questions that we have. Karin said they also helped to explain the intention behind the questions and how we should approach it. They say they would like the whole board at every training (6 or 7 – one a month or so). They are very strict about rules with the application – everything has to be in by the deadlines or it will not be accepted.

3. Up for discussion and consider for approval

a. Mission statement

Four drafts were reviewed in advance. Everyone seemed to agree that part of what sets this school apart though is that it is more holistic in nature, not just rigorous academics and that it is long-term focused rather than just the immediate yearly goals. The fourth statement compromised the advantages of the favorites, it was slightly tweaked to be:

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

b. Letter of Intent – passed around for review and final discussion.

4. Resolutions- Consider for Approval

- a. Resolve to add the Board of Directors Training & Professional Development Policy – everyone agreed
- b. Resolve to add the Board Member Agreement Form – everyone agreed
- c. Resolve to add the Board Recruitment Policy – we need to find some examples for ideas – Lake Norman Charter has one and we will see if there are others to find ideas.
- d. Resolve to add the Board of Directors Self Evaluation Policy – everyone agreed.
- e. Resolve to add the Document Retention Policy & Procedures – discussion about electronic files and how they ought to be stored – always off-site or monthly back ups (everyone agreed on daily back ups either way). Gray will check with his contact for a suggestion. Nick will also do some research about how the paperwork would need to be stored (on site or not).
- f. Resolve to add the Whistleblower Policy & Procedures – Nick suggested having a confidential (or maybe anonymous) option for sharing concerns to go directly to Board as necessary. It's important to have Board completely accessible whether it is through an on-line form or 800 number (or perhaps a google voice or a number that rings to e-mail). Hold off on this resolution.
- g. Resolve to add the Committee Descriptions
- h. Resolve to add the Board of Directors Roles and Responsibilities - assignments are:
 - i. Chair – Kelly
 - ii. Vice-Chair – Jeff
 - iii. Secretary – Katie
 - iv. Treasurer – Karin
 - v. Athletics – Rick
 - vi. Fundraising – Katie
 - vii. Facilities – Gray
 - viii. Marketing/PR – Nick
 - ix. Parent – Monica
 - x. Karin and Gray are talking to some contacts to see if there is an attorney who might be a good candidate for our Board.
- i. Resolve to add the Board of Directors Meetings Procedures – everyone agreed

5. Committee structure up for discussion

Sub-committee assignments:

- Finance Committee – Karin, Nick, Kelly, Katie, Jeff
- Marketing Committee – Nick, Karin, Jeff, Gray, Monica
- Facilities Committee – Gray, Jeff, Karin, Kelly
- Fundraising Committee – Katie, Kelly, Karin
- Athletics Committee – Rick, Karin, Katie, Gray

6. Update from Gray on facilities

GM Hock – operates out of Durham (background in medical facilities). Gray has a contact that helped develop a school in York County, SC (and his son goes to a charter school).

He was able to explain a lot of the process of how it would need to be developed and all of what would need to be concerned like traffic patterns and other odds and ends. He suggested starting to look for a piece of land now so that each of the factors can be considered to see what needs to be ruled out. His contact offered to give a tour of the facility of which he led the development recently. He already has 3 or 4 schools on the books for next year so he has a good handle on working with the state and knowing what is required. He explained the bond process that they would lease it to you for 3-4 years and then they try to put a bond package together to get investors (almost like creating a mutual fund). They do try to create everything such that your mortgage payment is the same when leasing as it is when it is transferred to a bond. He seemed to have a great sense of what your budget would need to be to make sure you don't build something you can't afford (including planning for expansion). Because we will be on a limited budget (as a charter), he did not think there was the flexibility to have the cottage style we hoped for unless we can come up with additional money. He also suggested that we need to find a realtor who would be willing to give a portion of the commission back to the school. We should get started in this process because we need to give a plan of which county we will be in on the application and if it changes, it would have to be approved by the State Board of Education. Gray knows some commercial realtors, Katie might as well. We need somewhere b/w 40-60 acres to ensure we can build all the athletic facilities and allow for a good car pool line (which can make or break you) and any other development necessary down the road. We'll move forward to start finding land (get a realtor engaged) – Gray will start this process.

7. Update from Nick on the audit firm interviews

They met with Elliot Davis, a large regional firm (preferred) and another small firm out of Matthews that has a good charter school office (experience). There were a couple other firms interviewed that were scratched because they didn't have any charter school experience. All of the CPA firms are willing to help us do it in advance to be sure everything is on the books correctly right from the start. The Director of Finance will be required to do a lot in advance and the two firms they interviewed were both willing to help in advising them. There is a third firm Nick still wants to interview, but he is leaning towards Elliot Davis for the purpose of the application (until something is signed in Spring of 2015, we are not legally bound to any firm). Accounting firm is not just for keeping track of numbers it is all internal control (probably only 10% numbers) so we want to utilize them as much as possible.

8. Suggested switching to only one community meeting and incorporate a community survey to establish community desire/need.

9. Update on assigned sections of the application to Board members

Lauren did work on the ESL pieces and was able to answer a lot of the related questions on the application.

10. Areas of the application up for discussion

- a. Projected enrollment – this was changed back to our original plan of having two classes per grade K-8 the first year and then three classes for each and add grade 9, etc.
- b. Community survey questions

- c. Facility plan
- d. Annual Goals -
- e. Strategic Plan
- f. Board of Directors Calendar with topics for each meeting
- g. Job Organizational Chart

11. We will try to have a family social meeting so that we can all meet spouses, etc

With no further business, Chairperson, Kelly Painter adjourned the meeting at 10:10PM. The next meeting's date and time will be January 3, 2012 at 7:30PM.

Minutes submitted by Katie Clark, Secretary.

VERIFICATION

The forgoing minutes were adopted by the Board.



Board Chairperson

1-3-13

Date

Approved January 3, 2013

**Bradford Preparatory School
Board of Directors Meeting Minutes
January 3, 2013, 7:30PM**

Members Present: Katie Clark Karin Drescher
 Kelly Painter Jeff Pyles
 Nick Tarasovitch Rick Robinson

Members Absent: Gray Riley

Others Present: None

Quorum: Six of seven board members present (5 required).

Call to Order: Chairperson Kelly Painter called this initial meeting of the Board of Directors to order at 7:35PM at the residence of Karin Drescher, 10133 Legolas Lane, Charlotte, NC.

Proceedings:

1. Resignation of Monica Smith from the Board – Resigning for personal reasons. Karin and Kelly had an exit interview with her and she said she'd like to still help us as we move forward, but she just can't give the amount of time necessary to be a Board member. There was discussion about adding another Director. We agreed that it was best to add an attorney and a parent liaison at about the same time, but not right away.
2. Approve minutes from December meeting – Nick motioned, Jeff seconds, all approved.
3. Facilities Update
 - a. Realtor – Karin, Kelly and Gray met with Harris Morrison (commercial real estate broker and developer) on January 2nd. They are headquartered in Concord, NC. They want us to sign a buyer's agreement before they can work for us. They understand the general location we're looking at and had some ideas that might work for us. They said there is plenty of land in Cabarrus so we should not to be concerned. They are willing to do a presentation for our Board before we sign. We decided to invite them to come to the Board meeting on the 17th from 7-7:30PM.
 - b. Developer – Would like to have a letter from the developer explaining square footage and cost so that we can reflect building costs accurately. Steve Hubrick (GM Hock) is willing to run these numbers for us before signing so we can get a chance to get the bigger financial picture.
4. Finance Committee update
 - a. Budget– This was discussed and revised in the finance sub-committee meeting on December 29th and presented to the rest of the Board. Karin is seeking approval of the budget so she can begin putting the budget in the correct format for the application. Consensus for approval given by Board.

5. Up for discussion
 - a. Board Agreement Forms were signed
 - b. Process for reviewing the charter application – we will work on the application in pieces, send to everyone for review, feedback, revisions and then Graham Clark will begin editing in pieces as we approve each section.
 - c. Goals for the school – we need to make these realistic recognizing we will be getting kids at varying levels of ability and we have to meet these goals by year two.
 - i. 75% passing EOGs/EOCs
 - ii. 85% attendance rate
 - iii. Less than 20% student attrition rate
 - iv. 95% graduation rate
 - v. 80% graduates attend college program
 - vi. 80% of Board will meet professional development requirements as determined by our professional development policy
 - vii. 80% of Director of Education’s goals will be met
 - viii. 80% satisfaction on teacher working survey
 - ix. 70% family volunteer participation
 - x. Receive a clean opinion on our annual audited financial statements.
 - xi. In addition to these goals, we do want to break out specifics of mission statement to be included in Appendices.
 - d. Transportation – Jeff suggested slight change from saying taxi service to transportation service. Approved with this minor change.
 - e. Marketing and parent involvement – Approved with minor changes.
 - f. Governance and board recruitment – Approved with minor changes.
 - g. Community meetings or survey or both – we’ve already had one – do we need another meeting or would the survey meet the purposes better at this point? It seems the more practical help for marketing is to direct people to the website and to get feedback through the survey. We agreed to do the survey. If the survey doesn’t yield a satisfactory result, then we will reconsider a meeting.
 - h. Community survey – made some modifications and will ask spouses for additional input. We will try to send out the survey in the next week.
 - i. Board member resumes and questions for applications – everyone will complete these prior to the next meeting.
6. The next meeting is scheduled for Thursday, January 17, 2013 at 7:30PM and Thursday February 7, 2013 at 7:30PM.

With no further business, Chairperson, Kelly Painter adjourned the meeting at 9:40PM. The next meeting's date and time will be January 17, 2013 at 7:30PM.

Minutes submitted by Katie Clark, Secretary.

VERIFICATION

The forgoing minutes were adopted by the Board.



1-17-13

Board Chairperson

Date

Approved January 17, 2013

**Bradford Preparatory School
Board of Directors Meeting Minutes
January 17, 2013, 7:30PM**

Members Present: Katie Clark Karin Drescher
 Kelly Painter Jeff Pyles
 Nick Tarasovitch Gray Riley

Members Absent: Rick Robinson

Others Present: None

Quorum: Six of seven board members present (5 required).

Call to Order: Chairperson Kelly Painter called this initial meeting of the Board of Directors to order at 7:25PM at the residence of Karin Drescher, 10133 Legolas Lane, Charlotte, NC.

Proceedings:

1. Rick is out of town visiting his mother who is very ill.
2. Approve minutes from January 3, 2013 meeting
Jeff motioned, Nick seconds. All approved.
3. Board member formatting details for their resumes and application questions
4. Up for Discussion
 - a. Application review- Projected Goals- Everyone was in agreement.
 - b. Nominating and hiring committees – it would be helpful to add the nominating committee for adding new board members as people roll off or new roles are needed. It would also be helpful to have a hiring committee for seeking and hiring the Director of the School to do initial review of resumes and first round of interviews. We will add a resolution to create these additional committees.
 - c. Grievance Policy – reviewed, discussed and agreed on this policy.
 - d. Hiring process and staff requirements – reviewed, discussed and agreed on this section.
 - e. Staff evaluation tools and professional development – reviewed, discussed and made minor changes. Everyone agreed and approved the final.
 - f. Termination policy - Kelly will send it out
5. Discussed potential of adding a board member that would be a good parent/community liaison. Karin suggested Angela Petr would be a good candidate. Karin will contact Angela to see if there is interest in joining the Board. Karin is also beginning contact with Jeff (an attorney we've discussed previously) to gauge interest and compatibility to see if he would be a good Board candidate as well.
6. Gray will begin meeting and preliminary discussions to work with the realtors and developer to begin finding a plot of land and do as much as possible as we wait for the application process to continue (keeping it pending until we get at least preliminary

- approval). Gray will work to have them come with several properties to present to us at February 7 meeting.
7. Karin and Kelly developed a school calendar to meet all requirements and Nick will review it to be sure we have met all requirements.
 8. Considered for approval
 - a. Resolution – Nominating and hiring committees – Jeff motioned and Karin seconded. All agreed. Approved resolution. Jeff Pyles will chair each of these committees.
 - b. Resolution- Grievance Policy – Jeff motioned and Karin seconded.
 - c. Resolution- Revised Document Retention Policy – A section was added to specify student records retention plans.
 - d. Resolution- Discipline Policy – drafted, but will discuss further at next meeting.
 9. At Nick’s request, Karin and Kelly will create an indexed file of Board Policies created to include in each person’s member and categorize each piece of application, Board policies and general school governance files all in one document so we can be sure everyone has everything in one place in an organized fashion.
 10. The remaining pieces of the application will be sent in advance for everyone to fully review prior to February 7th’s meeting. We’ll discuss the discipline policy, student and staff handbooks, technology policies and finalize remaining resolutions for discipline, graduation, and revised document retention policies.
 11. Next Meetings Scheduled for Thursday, February 7, 2013 at 7:30PM

With no further business, Chairperson, Kelly Painter adjourned the meeting at 9:40PM.

Minutes submitted by Katie Clark, Secretary.

VERIFICATION

The forgoing minutes were adopted by the Board.



Board Chairperson

02-07-13 _____

Date

Approved 2-7-13

**Bradford Preparatory School
Board of Directors Meeting Minutes
(DRAFT – to be approved at March 2013 Meeting)
February 7, 2013, 7:30PM**

Members Present: Katie Clark Karin Drescher
 Kelly Painter Jeff Pyles
 Nick Tarasovitch Rick Robinson
 Angela Petr Gray Riley (attended part of meeting by phone)

Members Absent: None

Others Present: None

Quorum: Seven of seven board members present (5 required) with Angela added, there were eight of eight board members present.

Call to Order: Chairperson Kelly Painter called this initial meeting of the Board of Directors to order at 7:45PM at the residence of Karin Drescher, 10133 Legolas Lane, Charlotte, NC.

Proceedings:

1. Approve minutes from January 17, 2013 meeting – Jeff motions, Nick seconds. Approved.
2. Meet Angela Petr- potential Parent Liaison – Angela has worked with a lot of non-profits (YMCA and BBBS) worked with both programming and management (most of this in Wisconsin) and then went on to be Executive Director of the local Big Brothers, Big Sisters. She has three daughters (twin second graders and a fifth grader) in school that would benefit greatly from a school like Bradford Prep.
3. Vote on adding Angela to the board – Karin motioned, Jeff seconds. All in favor, non opposed.
4. Update from Gray on facilities
 - a. Kelly brought our buyer agreement (worked out between the developer and realtor) for our approval and signature so that we can move forward. They will provide property suggestions as soon as we turn the agreement in.
 - b. Several discussions have occurred with the developer to discuss our budget (specifically as it relates to facilities) and first year costs and onward to make sure that we have a realistic view of what it will cost and that we would be able to do it. They made several suggestions and said our budget was on track with the price for square foot. Overall, it sounds like we're on a very good track from the developer's perspective.
5. Update on application status and information from the charter fair.

- a. Kelly attended charter fair and had a chance to meet other potential charter schools.
6. Up for Discussion
- a. Graduation requirements – Karin explained in more detail how we came to the requirements listed, particularly sharing what folks from admissions at several prestigious colleges and universities are looking for and requiring so that we can prepare our students well to be competitive in schools.
 - b. Discipline policy & student handbook – Kelly explained some of the background on the discipline policy. There is a particular focus on an environment of positive reinforcement vs. negative reinforcement and on ensuring kids are learning and practicing problem-solving skills as situations arise. Kelly noted that the handbooks are drafts only as that is all that is required at this point (given that we don't yet have our facility and other details that we'll have to modify closer to opening of the school).
 - c. Staff evaluation tools – We have outlined how we will evaluate staff, but still need to create the tool we will use
 - d. Job descriptions - Kelly will include them in the appendices so we can review them in the full application. The biggest thing to make sure we're all on the same page is that we are using some different terminology in titles. This will also outline the organizational chart and who will make various decisions at each level.
 - e. Application review- Educational plan
 - f. Application review- budget narrative
7. Consider for approval
- a. Resolution- Whistleblower – modified to add some clarification to address covering against retaliation and to protect people from false accusations and a few other things. Jeff motions, Katie seconds – approved.
 - b. Resolution- Document Retention Policy – discussed at last meeting, Nick reviewed in more detail to ensure everything is consistent. Nothing has been changed so we are prepared to vote and approve at this meeting. Nick motions, Jeff seconds. Approved.
 - c. Resolution- Discipline Policy - Katie motions, Nick seconds – all approved.
 - d. Termination policy – reviewed. Jeff motions, Karin seconds. Approved.
 - e. Resolution- Recruitment Policy – Kelly read through the policy and will send it to us for final review. Jeff motions, Karin seconds. Approved.
8. The final application is in final editing stage and will then be sent in the full form to the Board in the next few days to allow everyone to review the full document. Our goal is to have the application submitted several days ahead of the deadline to ensure that there are no formatting errors that could preclude our application from being considered (allowing us time to refine it if necessary).
9. Next Meeting Scheduled for Thursday, March 7, 2013 at 7:30PM

With no further business, Chairperson, Kelly Painter adjourned the meeting at 9:30PM.
Minutes submitted by Katie Clark, Secretary.

VERIFICATION

The forgoing minutes were adopted by the Board.

(Minutes will be signed upon approval at the March, 2013 Board of Directors Meeting)

Board Chairperson

Date

Appendix J

CMO/EMO Contract

(Not Applicable)

Appendix K

Projected Staff

Projected Staff

Please note: All part-time staff are designated with a 0.5 on this chart. For example, in 2018-2019, we expect to have 4 part-time office administrators working at the school, this has been designated by placing a 2.0 in the column as the 4 part-time employees would total up to two full-time equivalent positions.

Staff Positions	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Director	1.0	1.0	1.0	1.0	1.0
Director of Operations	0.5	0.5	1.0	1.0	1.0
Director of Finance	1.0	1.0	1.0	1.0	1.0
Dean of Students Elementary School	0.0	0.0	1.0	1.0	1.0
Dean of Students Middle School	0.0	1.0	1.0	1.0	1.0
Dean of Students High School	0.0	0.0	0.0	1.0	1.0
Nurse	0.0	0.0	0.0	0.5	0.5
Office Administrator	0.0	1.0 ¹	1.5 ³	2.0 ⁶	2.0 ⁹
School Counselor	0.5	1.0	1.5	2.5	3.0
Athletic Director	0.0	0.5	0.5	1.0	1.0
Maintenance/ Janitor Staff	0.5	0.5	1.0	1.0	1.0
Total Admin Staff	3.5	6.5	9.5	13.0	13.5
Teachers	18.0	30.0	43.0	57.0	72.0
Teacher Assistants	6.0	8.0	10.0	12.0	14.0
Lead Teacher	1.0	1.0	1.0	1.0	1.0
EC & ELL Teachers	1.0	1.0	2.0 ⁴	3.0 ⁷	3.0 ¹⁰
Foreign Language Teacher	1.0	1.5	1.5	2.0	3.0
Art/Music/Drama/Speech Teacher	2.0	4.0 ²	5.0 ⁵	6.0 ⁸	7.0 ¹¹
PE Teacher	1.0	1.5	2.0	2.0	2.5
Adjunct Teachers (for electives)	2.0	4.0	5.0	7.0	8.0
I.T. Specialist	1.0	1.0	1.0	2.0	2.0
Total Instructional Staff	33.0	52.0	70.5	91.5	112.5
TOTAL STAFF	36.5	58.5	80.0	104.5	126.0

¹ There will be two part-time office administrators for the 2015-2016 school year.

² BPS intends to hire two full-time teachers, and four part-time teachers to meet our art/music/drama and speech teacher needs for the 2015-2016 school year.

³ BPS will hire three part-time office administrators for the 2016-2017 school year.

⁴ BPS will hire employ one full-time EC teacher, one part-time EC teacher and one part-time ELL teacher for the 2016-2017 school year.

⁵ BPS will employ four full-time and two part-time teachers to teach art, music, drama and speech for the 2016-2017 school year.

⁶ BPS will employ four part-time office administrators for the 2017-2018 school year.

⁷ BPS will employ two full-time and two part-time EC & ELL teachers to meet our student's needs for the 2017-2018 school year.

⁸ BPS will have five full-time and two part-time art, music, drama and speech teachers for 2017-2018.

⁹ BPS will employ four part-time office administrators for the 2018-2019 school year.

¹⁰ BPS will have two full-time EC teachers and one full-time ELL teacher for the 2018-2019 school year.

¹¹ BPS will have five full-time and four part-time art, music, drama and speech teachers for the 2017-2018 school year.

Appendix L

Employment Policies (Draft)

DRAFT

Employee Handbook



2014-2015

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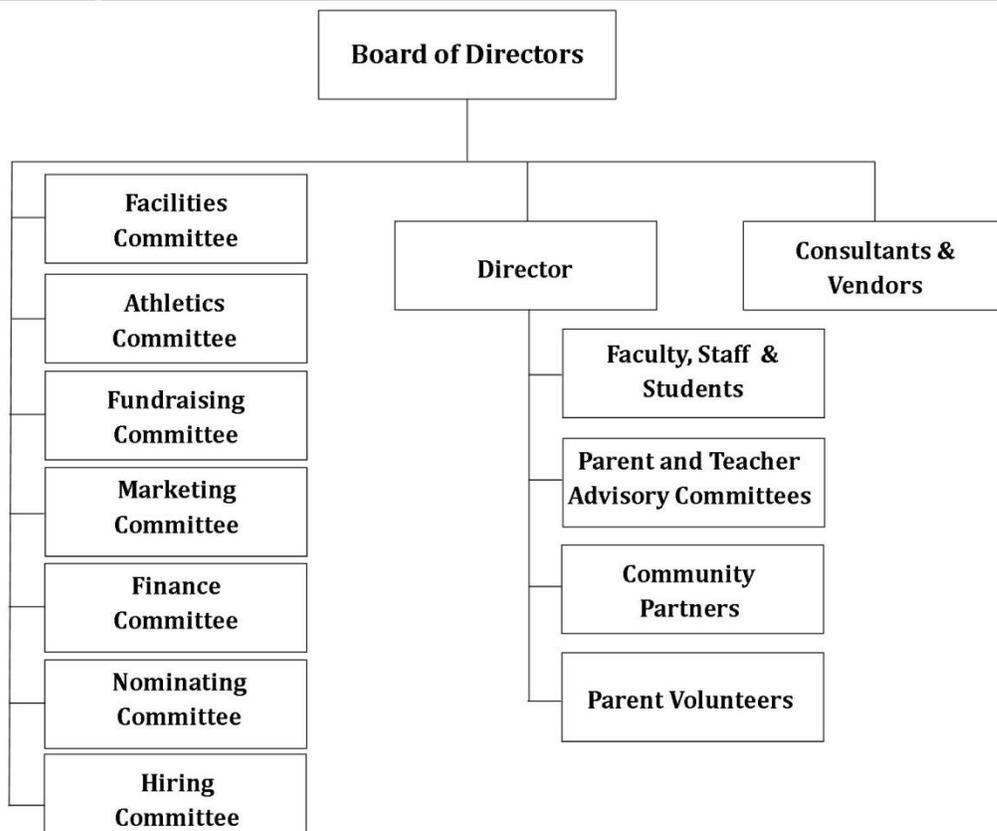
Mission Statement

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

Board of Directors

BPS is a non-profit organization. As a non-profit, BPS is governed by the Board of Directors. The Board of Directors has eight members and the purpose of the board is to create and follow board policies, school policies, and the annual budget. The board is also responsible for the hiring and evaluation of the Director. The board meets every month on the first Thursday of the month. All board meetings are open to the public and the minutes from each meeting are posted on the BPS website.

School Organizational Chart



Non-discrimination Policy

The Organization does not discriminate on the basis of race, color, religion, sex, national origin, age, status, disability, veteran status, or as otherwise may be prohibited by federal and state law basis of race with respect to admissions, use of facilities or exercise of student privileges, faculty or administrative staff.

Confidentiality Agreement

Respecting the privacy of our clients, donors, members, staff, volunteers and of the Bradford Preparatory School itself is a basic value of Bradford Preparatory School. Personal and financial information is confidential and should not be disclosed or discussed with anyone without permission or authorization from the Board of Directors. Care shall also be taken to ensure that unauthorized individuals do not overhear any discussion of confidential information and that documents containing confidential information are not left in the open or inadvertently shared.

Employees, volunteers and board members of Bradford Preparatory School may be exposed to information which is confidential and/or privileged and proprietary in nature. It is the policy of Bradford Preparatory School that such information must be kept confidential both during and after employment or volunteer service. Staff and volunteers, including board members, are expected to return materials containing privileged or confidential information at the time of separation from employment or expiration of service.

Unauthorized disclosure of confidential or privileged information is a serious violation of this policy and will subject the person(s) who made the unauthorized disclosure to appropriate discipline, including removal/dismissal.

Whistleblower Policy

The following policy applies to all Bradford Prep School Board of Director members and employees, including full time staff, part time staff, temporary staff members and contracted employees.

Bradford Prep is committed to operating with the highest expectations and the highest business, legal and ethical standards. Bradford Prep School's Board of Director Agreement and Employee Handbook require the Board of Directors and the employees to maintain high standards of ethical conduct at all times. As representatives of the School, Board members and employees must practice honesty and integrity in fulfilling their responsibilities and complying with all applicable laws and regulations.

As part of the Bradford Prep Board of Director Agreement and the Bradford Prep Employee Handbook, all Board members and employees are required to report any violations or suspected violations in accordance with this whistleblower policy. No Board member or employee who reports a violation in good faith shall receive retaliation, harassment or adverse employment consequences. If another Board member or employee retaliates against someone who has reported in good faith then they are subject to discipline up to and including termination of employment for an employee and removal from the Board of Directors for a Board member. This

Whistleblower Policy is intended to encourage Board members and employees to have open communication and transparency and to enable them to raise serious concerns within the school before seeking resolution outside the school.

If an employee has a concern or is aware of a violation of the Bradford Prep Employee Handbook he/she should speak to their direct supervisor. If he/she is not comfortable speaking with their supervisor they should speak to the Director of Education, Director of Operations or Director of Finance. All supervisors are required to report any concerns or violations to the Leadership Team who must then conduct an investigation of the violations.

Policies for Good Teaching Practices at Bradford Prep

The teachers at Bradford Prep will follow the best practices below which are a part of the educational philosophy at our school.

Our teachers will:

- Show respect to all of the students and staff.
- Set high expectations for themselves and their students and strive for excellence in all that they do.
- Teach their students in a developmentally appropriate way.
- Use a variety of teaching techniques in order to teach to all of the learning styles of their students.
- Use positive reinforcement and encouragement as the main way of managing classroom behavior, addressing issues on a one-on-one basis to get to the root of the issue. Students shall be developed in a way they become intrinsically motivated.
- Use brain-based learning strategies in their classroom daily.
- Encourage creativity in their classroom by using hands-on learning and project-based learning.
- Encourage students to do their best at all times.
- Integrate the competencies in the ENRICH program throughout the instructional day.
- Strive after constant professional growth by keeping up with the latest educational research by participating in all of the professional development opportunities offered through the school.
- Cultivate personal and appropriate relationships with their students and co-workers.
- Collaborate with their co-workers in order to create and develop the best possible educational program for the students at BPS
- Maintain a detailed portfolio for each student so that they can share examples of the student's strengths and weaknesses with the parents and the student.
- Hold each student personally accountable for their education and their actions.
- Include students in their quarterly conferences and take time to explain their academic progress to each student in a developmentally appropriate way.
- Develop the skills of classroom management: organization, timing and setting clear expectations to establish a positive working/learning environment in teacher-directed lessons.
- Model integrity, responsibility, creativity and respect for all persons as well as an appreciation for racial, cultural and gender diversity.

- Communicate in a meaningful way with each parent on a consistent basis.
- Always speak highly of Bradford Prep when speaking to any student, parent, co-worker or member of the community.

Daily Operations

School Calendar

The school calendar designates professional development days and teacher work days that will all be required work days for our teachers. Teacher's assistants and non-instructional staff will not be required to work on those days. It is the expectation that planning days and parent teacher conference days will be fully utilized so that our instructional time can be efficient and effective when the students are in the classroom.

2014-2015 School Calendar

August 4-8- New teacher orientation & professional development
August 14-15 all staff - professional development
August 18-19 – Teacher work days
August 20- First day of school
August 29- Teacher workday- professional development
September 1- No school- holiday
September 26- ½ day for students, ½ day teacher professional development
October 22- End of 1st quarter
October 23-24- teacher workdays- conferences and planning
November 11- No school- holiday
November 26- no school for students, ½ day professional development for teachers
November 27-28- No school- holiday
December 22- January 2- No school holiday
January 2- Teacher professional development
January 8-14- Midterm testing
January 15- End of 2nd quarter
January 16- ½ day for students, ½ day for teacher professional development
January 19- teacher workday- conferences
February 19- ½ day for students, ½ day teacher planning
February 20- No school
March 18- End of 3rd quarter
March 19- /2 day for students, ½ day for teacher professional development
March 20- teacher workday- conferences
April 6-10- No school- spring break
May 18-21- End of Year state testing
May 22- ½ day for students, ½ day teacher planning
May 25- No school- holiday
May 27-June 2- End of course finals
June 5- End of the 4th quarter
June 8-11- teacher workdays
June 12- ½ teacher workday

This schedule provides for 181 Instructional Days, @ 5.75 instructional hours per day and 3 hours per half day for a total of 1,027 Instructional Hours per year. BPS has scheduled 22.5 Teacher Workdays and 20 School Holidays throughout the school year for the 2014-2015 calendar year. There is allows for an eight week summer break for teaching staff and seven week summer break for administrative staff.

School Hours

All teachers are expected to arrive at the school one hour prior to the start of the school day and stay for one hour afterwards. Teachers will be expected to spend the first and last hours of the day planning out all instruction and gathering all necessary supplies for the day during those hours so that all classroom time can be efficiently used.

Duties of Teachers

1. To plan, prepare and implement ENRICH groups and curriculum as requested by the Director.
2. To plan, prepare and implement daily lesson plans as directed by the Lead Teacher.
3. To chaperone, and be actively involved in, special events for the students and the community.
4. Taking and entering attendance and handling necessary paperwork.
5. To share the responsibilities of keeping rooms and halls tidy, supervising activities such as recess carpool, lunch, and supporting the community service program.
6. To document parent emails, phone calls and parent conferences or meetings. To provide written copies of conference notes, parent meetings, phone conversations and copies of emails to the Director as requested.
7. To attend open houses, screening days and professional programs as requested by the Director.
8. To help in developing an agenda for unit meetings and recording decisions made.
9. To write letters of recommendation when requested and give them to the appropriate administrator.
10. All teachers will be assigned one additional extracurricular activity by the Director to be involved in throughout the year as part of their teaching position.

Staff Meetings

All staff meetings are mandatory and will be held during the regularly scheduled work hours as necessary.

Student Files

Teachers are expected to keep detailed student files for each student. These files will be used to show the progress of the student when needed. Examples of work should be kept so that the teacher can share these examples with the parents. Each individual student cumulative file will be kept in the front office. Other student files will be kept with the teacher. Any EC files will be kept in the EC office and the ELL files will be kept in the front office.

Communication

Teachers are expected to communicate with parents on a regular basis. Teachers will also be expected to meet with parents once a quarter. At the parent conferences teachers should review the academic progress of the student. Students will be included in each parent conference. BPS believes it is important for the student to take personal responsibility for his or her own education. Students should be encouraged to tell their parents about their own educational progress. At the conferences, teachers should take the time to explain all academic data to the parents and answer any questions the parents might have about their child.

Attendance Procedures

Teachers must take attendance daily. The attendance will be entered into the computer and must be completed within the first 30 minutes of the school day. Teachers must mark any absences as either excused or unexcused. Excused absences include being absent for sickness, death in the family, doctor appointments or educational opportunities as approved by the Director.

Field Trips

All field trips should be planned as a grade level and must be approved by the Director.

Maintenance and Cleaning Responsibilities

We believe that children learn best in an orderly environment.

TEACHER RESPONSIBILITIES

1. Ensure that students have orderly places to work.
2. Supervise students in taking care of their classrooms, cubby areas and outdoor spaces.
3. Supervise children in cleaning of all items that cannot be vacuumed in all areas that you use.
4. Remove toys from playground at the end of recess.
5. Lock doors and windows each night.
6. Turn off lights.
7. Request repair and cleaning requests through the front office.

JOBS FOR CHILDREN

1. Stack chairs.
2. Clean-up project and art areas.
3. Wipe tabletops.
4. Pick up trash on floor.
5. Clean whiteboard.
6. Put away books supplies.
7. Attend to plants and animals in the classroom.
8. Pick up litter when eating or playing outside.

MAINTENANCE SERVICE RESPONSIBILITIES INCLUDE:

Daily: Mopping, vacuuming, emptying trash, washing bathroom floors, sinks and toilets, restocking soap, paper towels and toilet paper.

Periodically: Major scrubbing, stripping and re-waxing of floors.

In addition, the Maintenance staff will be responsible for :

- General Maintenance of the school
- Any tasks assigned by the Director of Operations.

Academic Policies

Homework

It is the school's philosophy that we will not assign homework in grades K-5. Reading at night may be encouraged, but students should do all classwork in class as well as read a minimum of 20 minutes per day individually during classroom time.

In grades 6-12, homework can be assigned as the teacher's see the need. Part of the educational philosophy at Bradford Prep includes respecting the family time for all of our families. Therefore, teachers should keep in mind this philosophy when assigning homework to their students.

All homework plans shall be submitted to the Director in advance and should be given at the beginning of the week for the entire week.

Discipline

Bradford Preparatory School fosters independence in students and promotes positive connections between students and with adults. Our staff helps students work cooperatively by asking them to take active roles in resolving conflicts. Each child is held responsible for her/his actions both within classroom settings and during relaxed social settings such as lunch, recess, and break. We encourage students to accept and support others as they mature and to learn to balance individual needs with those of a group.

Along this path to maturity, mistakes are a natural part of growth. We help students reflect on errors in judgment and behavior and plan alternate ways of responding to situations. We teach and model positive behavior: listening, observation, cooperation, mutual respect, independent decision-making, standing up for what is right, and acting responsibly towards others and property. Students are expected both to advocate for themselves and others and to pursue self-improvement through reflection on both positive and negative experiences. As part of this ongoing process with children, we have outlined the following process to guide students, parents, and staff in supporting children to make positive change where indicated.

The School's approach to behavior and discipline is not founded on a system of rewards and punishments, though we acknowledge positive behavior. When poor behavior occurs, students may face consequences for choices they have made and/or they may be asked to repair trust that has been damaged or broken.

Behaviors that Injure Individuals or the Community

In addition to other specific behaviors listed in the Student Handbook, behaviors that are always of concern include the following:

1. Noncompliance with adult requests
2. Put-downs/insults/teasing
3. Stalling/delaying/disrupting the business of class
4. Damaging or taking others' property
5. Blaming others or refusing to take responsibility for actions
6. Poor sportsmanship

7. Profanity or vulgarity (especially directed at a person or in the presence of younger students)
8. Physical aggression
9. Outbursts of anger
10. Exclusion/relational aggression
11. Emotional coercion or threats
12. Behaviors in which individuals are targeted

Reflection and Consequences

It does not support children's development, and it is simply not possible in a school setting, to create an effective rigid system of actions and consequences. Using the experience and judgment of staff, specific consequences may depend on the intent, severity, or pattern of any given behavior and its impact on others. The following guidelines indicate a progression by which staff members address behaviors and patterns of concern:

- Reflection with/redirection by/warning from staff member and consideration of repair of a situation
- Conversation between staff member or Director and family – depending on a student's age, staff may expect that a student will discuss the situation with his/her family first
- Individual plan for student behavior involving School staff and family
- Suspension (a break from the community, as well as a consequence to help others feel protected); reflection before and upon return

Personnel Policies

Salaries

Paychecks will be deposited on the 15th of each month, starting in September and ending in June. There will be no paychecks for the months of July and August, except for 12 month employees.

Staff Benefits

All full time employees will receive health insurance through the school. A full time employee is any employee who works 30 hours or more a week. Full time employees will have the option to purchase additional health insurance for their spouse, children, or family.

Starting 60 days after the start of employment, full time employees will be eligible for the retirement match program. The match program states that for every 1% of an employee's salary that they contribute to their retirement, Bradford Prep will match ½% up to a total of a 4% match.

Teachers will be given 5 sick/personal work days that can be used at any time throughout the school year. Those days should be scheduled in advance with the administration if the absence is known in advance. Unused sick/personal days can be rolled for one year. At the end of the second year, all unused sick/personal days will be paid out to the employee in the amount of \$100 per remaining day for days remaining from the previous year. If the employee uses more

than their accrued sick/personal days, they will be charged at the rate of \$100/day (to cover the cost of the sub required to manage the classroom). This money will be deducted from the subsequent paycheck.

Staff Evaluations

All staff will be evaluated throughout the year. The evaluation process includes clear expectations, immediate feedback, and uses multiple measures to assess effectiveness. At the beginning of each school year every staff member will meet with the Director or their supervisor to develop their annual goals. These goals will be the basis of each teacher's mid and end of year evaluation. Each instructional staff member will develop a goal related to the academic success of their students, a professional development goal and a personal goal. Each teacher will be observed three times a year by different administrators or the lead teacher. They will be observed teaching a whole lesson, teaching a small group lesson and leading an advisory group meeting. After each observation the observer will sit down with the teacher and go over their thoughts on the observations. This will allow for immediate feedback for the teacher and it allows for the observer to ask any questions about what they observed.

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

Professional Development

All teachers will participate in professional development throughout the school year. Professional development days are built into the school calendar.

Child Abuse

All school personnel are required to report any suspected abuse of any child. These reports should be made directly to the Department of Social Services at 704-920-1400. All school personnel will receive training on how to report child abuse. If any staff member has a question or concern they should see the School Counselor and Director.

Crisis Management Plan

IN THE EVENT OF AN EMERGENCY, THE FOLLOWING PRIORITY PROCEDURES ARE TO BE FOLLOWED:

1. Police or fire department will be called by the Director or by whoever discovers the emergency. Dial **911**.
2. Employees should secure all children within their classrooms. If the emergency requires evacuating the building or buildings, follow fire drill procedures. Students and staff may reenter building only when authorized by the Crisis Management Team.

In case of an emergency outside of the building, classes may be asked to stay in their spaces, prohibiting the usual traffic to and from classes.

3. There must be **ONE SPOKESPERSON FOR THE SCHOOL AT ALL TIMES**. All questions should be referred to the Director or his designee.
4. Administrative personnel will help to answer the telephone. Other employees will be recruited if needed.
5. Director or Director's designee will supply a written statement for inquiries
6. If necessary for parents to pick up students early, a list will be kept by those answering the telephone.

A more specific crisis management plan for the following specific situations will be developed once the facility has been designed.

Other School Policies

IT Policy

BPS makes no warranties of any kind for the service it is providing or for the accuracy of the information you discover on the web or on servers, computers and other equipment which from time to time may be made available to you by the school. BPS is not and will not be responsible for any damages or injuries or any reliance on the systems, and hardware provided to you or materials you may access using any equipment and facilities provided by BPS.

Employees must not agree to:

- Allow others to use my user ID and password to gain access to or usage of the school's computing resources.
- Attempt to discover passwords or other measures the school uses to control security.
- Alter any system settings in the computer.
- Use this resource for any commercial activity.
- Introduce or knowingly allow the introduction of any computer virus and, if I discover that I have inadvertently done so, to report it immediately.

Employees must agree to:

- Use only my own password to access these resources.
- Make every effort to keep my password secure, and not knowingly allow anyone else to use my password.
- Respect all work done by others, and to honor the copyright laws of the United States.

The computers, technology, and communications systems – hardware, software, and all message contents – are the property of the school. The email system and Internet access are educational and business tools provided by the school for use in the conduct of work related to the school.

You may use the information system for your personal use provided this does not interfere with your work or the work of others, and provided the school does not incur added expense as a result.

Employees using a computer or other electronic devices on campus should have no expectation of privacy (even if they are owned by the employee). Review of email, network activity, and files is a routine part of network security and does not have to be based upon reason to believe that school policy is being violated. The school routinely inspects incoming email for viruses, malware, spam, and other harmful categories of mail. All network access may be logged. Administrators are capable of monitoring use in real-time including viewing employees' actions on screen.

School employees are asked to use common sense and good judgment when sending messages to others and when using the Internet. Email messages and the Internet sites you visit can be traced back by others as originating from the school. Your on-line behavior inevitably reflects upon the entire school community. School policy expressly prohibits the following:

1. Transmission of messages that contain derogatory, inflammatory, offensive or harassing remarks about another person's or group's race, religion, national origin, disability or sexual orientation.
2. Transmission (and downloading, if applicable) of sexually explicit materials, including messages, images and cartoons.
3. Use of Internet access to visit Web sites that contain sexually explicit, racist, or other material that the employer, in its sole judgment, considers offensive, or to post messages on such sites. The school Internet system routinely keeps a log file which contains a list of the web sites accessed from school computers.
4. Downloading and/or transmission of software programs or any other computer files which violate copyright or trademark.
5. Solicitation of political, religious or other personal causes or personal business ventures.
6. Attempting to disguise the employee's name as the originator of email or other Internet transmission.
7. Use of the computer system to engage in any criminal activity.
8. Allowing others to use your user ID and password to gain access to, or usage of computing resources.

Violations of this policy may result in disciplinary action up to and including termination of employment. Staff may not air personal or professional disagreements or disputes in a public forum, such as all-staff e-mail.

Cell Phone Policy

Cell phone use will not be permitted during the day for staff during classroom hours. It is our intention to provide multiple times during the day when calls can be placed to allow teachers to handle personal matters outside of classroom time. In the same way that we are asking our students not to use cell phones during the school day so that they are completely present, we are asking the staff to do the same.

Smoking and Alcohol Policy

Smoking: There will be no smoking in the Bradford Preparatory School buildings or on the grounds.

Alcohol: Alcoholic beverages are never to be consumed on school grounds or during field trips. Alcoholic beverages are never to be consumed on vehicles of transportation owned or operated on behalf of the school, or by their drivers while they are responsible for the operation of such vehicles.

Records Retention Policy

All teachers should follow the approved Records Retention Policy. For any questions please speak directly to the Director of Finance.

Rules for Duplicating Copyrighted Materials

The following information was taken from the government website:

<http://www.loc.gov/copyright/circs/circ1.html>

What is Copyright?

Copyright is a form of protection provided by the laws of the United States (title 17, U.S. Code) to the authors of “original works of authorship,” including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and unpublished works. Section 106 of the 1976 Copyright Act generally gives the owner of copyright the exclusive right to do and to authorize others to do the following:

- To reproduce the work in copies;
- To prepare derivative works based upon the work;
- To distribute copies or phonorecords of the work to the public by sale or other transfer of ownership, or by rental, lease, or lending;
- To perform the work publicly, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and motion pictures and other audiovisual works;
- To display the copyrighted work publicly, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and pictorial, graphic, or sculptural works, including the individual images of a motion picture or other audiovisual work; and in the case of sound recordings, to perform the work publicly by means of digital audio transmission.

In addition, certain authors of works of visual art have the rights of attribution and integrity as described in section 106A of the 1976 Copyright Act. For further information, request Circular 40, "Copyright Registration for Works of the Visual Arts."

It is illegal for anyone to violate any of the rights provided by the copyright law to the owner of copyright. These rights, however, are not unlimited in scope. Sections 107 through 121 of the 1976 Copyright Act establish limitations on these rights. In some cases, these limitations are specified exemptions from copyright liability. One major limitation is the doctrine of "fair use," which is given a statutory basis in section 107 of the 1976 Copyright Act. In other instances, the limitation takes the form of a "compulsory license" under which certain limited uses of copyrighted works are permitted upon payment of specified royalties and compliance with statutory conditions. For further information about the limitations of any of these rights, consult the copyright law or write to the Copyright Office.

What works are protected?

Copyright protects "original works of authorship" that are fixed in a tangible form of expression. The fixation need not be directly perceptible so long as it may be communicated with the aid of a machine or device. Copyrightable works include the following categories:

1. Literary works
2. Musical works, including any accompanying words
3. Dramatic works, including any accompanying music
4. Pantomimes and choreographic works
5. Pictorial, graphic, and sculptural works
6. Motion pictures and other audiovisual works
7. Sound recordings
8. Architectural works

These categories should be viewed broadly. For example, computer programs and most "compilations" may be registered as "literary works"; maps and architectural plans may be registered as "pictorial, graphic, and sculptural works."

What is not protected by Copyright?

Several categories of material are generally not eligible for federal copyright protection. These include among others:

- Works that have *not* been fixed in a tangible form of expression (for example, choreographic works that have not been notated or recorded, or improvisational speeches or performances that have not been written or recorded)
- Titles, names, short phrases, and slogans; familiar symbols or designs; mere variations of typographic ornamentation, lettering, or coloring; mere listings of ingredients or contents
- Ideas, procedures, methods, systems, processes, concepts, principles, discoveries, or devices, as distinguished from a description, explanation, or illustration
- Works consisting *entirely* of information that is common property and containing no original authorship (for example: standard calendars, height and weight charts, tape measures and rulers, and lists or tables taken from public documents or other common sources)

Videotape Guidelines – Broadcast/Cable

1. Guidelines apply to non-profit educational institutions only.
2. Guidelines apply to taping of off-air broadcasts and simultaneous cable retransmissions. They do not apply to pay/premium broadcast or cable channels (Home Box Office, ShowTime, Disney Channel, Home Team Sports, etc.).
3. Recordings must be used for instruction, not entertainment.
4. Recordings may be used by teachers for "face-to-face" instruction once for each class and repeated once if reinforcement is necessary. All such use must take place within ten school days after the original taping. Then the tape must be erased. The above may apply to formal home instruction.
5. Recordings may be kept for forty-five calendar days after the original taping for evaluation purposes only. Then, the tape must be erased.
6. Playback of the recording can be via a VCR in the classroom or an in-house school or campus closed-circuit distribution system.
7. Recordings can be made by a person other than the teacher only at the request of the teacher, not in anticipation of such a request.
8. No program can be recorded more than once at the request of the same teacher regardless of the number of times it is broadcast.
9. Any additional copies of the original recording are subject to the same provisions stated above for original recordings. Requests for such copies must be made before the original taping.
10. Copies of the recording must include all copyright information from the original recording.
11. Recordings need not be used in their entirety, but they cannot be edited so as to alter their content.

Rented Video Programs

It is illegal to use rental video programs in schools for entertainment purposes. It is possible that such tapes may be used for "face-to-face" instructional reasons. Such use should be able to stand up in a court of law as being curricular viable. In any event, such tapes should be previewed as to content as appropriate to the curriculum and intended audience.

Appendix M

Insurance Quotes

INSURANCE PEOPLE

Below are the estimated annual premiums Bradford Preparatory School

Property Premium Estimate **\$950**

Contents	\$289,370
Deductible	\$1,000
Form	Special

General Liability Premium Estimate **\$4,933**

Rating Basis:	Students	404
	Faculty	29

Limits:

Per Occurrence Limit	\$1,000,000
Annual Aggregate	\$3,000,000
Sexual Abuse & Molestation	\$1,000,000 per occurrence \$3,000,000 aggregate
Employee Benefits	\$1,000,000 per occurrence \$3,000,000 aggregate
School District & Educators Legal Liability	\$1,000,000 per occurrence \$2,000,000 aggregate
Additional Defense	\$100,000/\$50,000/\$100,000

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

INSURANCE PEOPLE

Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$181
Hired & Non Owned Autos Only		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$7,442
Statutory State- NC		
Employers Liability	\$500/\$500/\$500	
Payroll Estimate	\$1,360,800	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$16,307

Student Accident Coverage \$7.00 per student

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outline of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

01/03/13

Appendix N

Facility Form

(Not Applicable)

Appendix O

Copies of Completed Facility Inspections

(Not Applicable)

Appendix P

Revenue Assurances and/or Working Capital Report

(Not Applicable)

Appendix Q

IRS Form 990

(Not Applicable)

Appendix R

Additional Appendices

ENRICH Program

The ENRICH Program has been developed by the Bradford Prep School board to specifically address our responsibility to equip young people with the necessary qualities and competencies to live well, interact well, present well, and work well. It is our objective to support each student's development to be prepared to deal effectively with the demands and challenges of everyday life. We plan to provide the skills and instill the character qualities necessary to thrive in school, at home, and in the workplace. Various aspects of our ENRICH Program will be integrated into our curriculum at every level, using a variety of methods. In the lower grades, students will be taught about the concepts and principles included in the program. In middle school, they will have increasing opportunities to demonstrate that they have developed some of the essential competencies, and that they have internalized some of the character qualities. In high school, there will be classes devoted to further development of the various facets in the program, so that by the time the students graduate, they will have had ample exposure to, as well as many opportunities to demonstrate that they are well prepared to enjoy healthy relationships, care for their community, find satisfaction in their work, and, in short, impact the world in a positive way.

There are four main areas of our ENRICH Program. Students will be taught, encouraged and challenged to:

Live Well

Emotional Health

- Stress management
- Self-discipline
- Self-discovery/Purposeful living
- Emotional intelligence

Physical Health

- Exercise and Nutrition
- Personal safety
- Health and Hygiene
- Avoiding substance abuse

Relational Health

- Family relationships
- Friendship
- Appropriate boundaries
- Compassion/Empathy

Financial Health

- Personal finance
- Financial planning
- Entrepreneurial skills

Interact Well

- Social skills/ Etiquette
- Conflict Resolution
- Assertiveness training
- Negotiation skills
- Care for the community
- Problem solving skills

Present Well

- Communication skills
- Writing
- Presentation skills/ Public speaking
- Confidence/ Poise

Work Well

- Time management
- Organizational/Study skills
- Critical thinking
- Leadership
- Strategic planning
- Creativity
- Teamwork
- Employability (interview skills, resume writing)

ENRICH will be taught and practiced through a variety of methods and experiences for our K-12 students including:

- Morning Meetings held in grades K-5.
- The reading of biographies aloud in classrooms on a daily basis of historical figures representing the school's core values in grades K-5.
- Group projects completed throughout the curriculum.
- Community Service Projects as adopted by the school.
- Advisory Groups in grades 6-12.
- Operational and functional student government (manage budget, student requests, petitions, working with Board of Directors of school on changes).
- Public speaking and debate woven throughout curriculum.
- Science fair projects.
- Planning, preparing and serving Thanksgiving dinner at school.
- Field Trips including hiking a mountain, camping trips, overnight camp experiences, habitat trip, farm to table experiences, Washington DC trip, Colonial times experience.
- Class theater productions beginning in kindergarten.
- Popcorn sale to learn and practice entrepreneurship and business skills in 5th grade.

High School ENRICH courses

- 9th grade – All students will take an intensive writing and rhetoric course to further develop their communication skills and take them to a new level. Writing will include research papers, persuasive essays, college essay practice, fiction, nonfiction and an intense grammar/punctuation/spelling recap. The rhetoric portion of the course will include presentation skills and methods, debate, improvisation, and persuasive speeches.
- 10th grade – All BPS students will spend the full year participating in mini month long electives including but not limited to cooking, sewing/fabric care, auto mechanics (learning to change a tire, changing oil in a vehicle, car maintenance), photography, law, accounting, marketing/entrepreneurship, teaching/instruction and gardening.
- 11th grade – Students will have the year split into thirds where they will be taken through three distinct different training courses to better assist them in their development of skills needed for college and their future life beyond. These courses include Dave Ramsey's Foundations in Personal Finance to assist the kids as they plan financially for college and a career, Dale Carnegie's Leadership and Communications training and an extensive SAT/ACT prep course.
- 12th grade – All students will complete a senior thesis project in the field of their choice. This project may include a scientific research paper, a school wide presentation on a personal topic of interest, the development of a new public policy or program, the development of a new product/business offering, the development of a new service program for the community or an internship at a local company in their field of interest. All projects will include both a writing and presentation element.

Brain-based Learning Strategies Employed at BPS

The teachers at BPS will be trained in using what is commonly referred to as “brain-based strategies,” or methods of instruction that are rooted in physiological evidence for how the brain most effectively learns. Among other aspects, this includes using all of the senses, finding creative ways to teach with emotion and passion and creating environments that are stress-free. Research shows, for example, that the brain cannot learn if it is under stress, which can come through a variety of methods, such as poor nutrition, lack of sleep, lack of physical activity and emotional trouble. Thus, meeting all of the students’ basic needs is vital if we want them to learn. We will work with parents, students and teachers to help them understand the importance of relaxation, and we will teach them to understand how their brain works so as to improve the educational process. The following strategies are specific brain-based strategies that will be implemented at BPS:

- Teaching executive function skills including problem-solving skills. These skills will be taught starting in kindergarten. When a student gets frustrated or cannot complete a process, effective problem-solving skills will be an invaluable help. Although this can take a lot of time in the beginning, it is a worthwhile effort because students who learn these skills early in life will be able to apply it throughout their education.
- Research shows that children do not misbehave just to misbehave; there is always a reason. So if we have a student who is struggling with behavior, we will make a point to work with the student and their parents to figure out what is going on and take steps aiming at better outcomes.
- Our teachers will understand that students cannot learn if their basic needs are not met. Therefore, the staff at BPS will put every effort forth to ensure each student’s basic needs are met by working with the families and the students to help them achieve this goal.
- We will promote daily physical exercise, allowing oxygen to flow to brain so it can work at it greatest potential.
- The schedule at BPS will be designed to best allow students to learn. Research studies show that the average student can only take in and process new information for 90 minutes at a time. Therefore, we will provide “brain breaks” for our students throughout the day to give students a chance to break away from the classroom environment to allow their brains to have a break.
- We will help students stay focused in the classroom by using brain-compatible décor, including calming colors on the walls (blues and purples), natural light and plants in our classrooms.
- We will limit clutter on classroom walls to prevent students from being distracted during instruction time. We will only put simple things on the walls that are directly related to the curriculum that is being taught. Art work and writing samples will be displayed in the hallways.
- Agendas will be posted in each classroom so there is a clear schedule for every class and expectations are set every morning. This allows each student to know what is happening next and helps the students to anticipate what they need to do for each part of their day.
- Teachers and staff members will speak to students in a respectful, adult manner. By showing respect to the students, the teachers and staff will show the students that they are here to help guide them through their day. Research has shown that this way of engagement has been proven to be very effective when working with students. Students will in turn be expected to show respect to all staff members at all times.

Brain-based Learning Resources:

Research-Based Strategies to Ignite Student Learning: Insights from a Neurologist and Classroom Teacher by Judy Willis

Exceeding Expectations: A User’s Guide to Implementing Brain Research in the Classroom by Susan Kovalik and Karen Olsen

How Children Succeed by Paul Tough

Lost at School by Ross Greene

Technology and Furniture and Fixtures Worksheet

Technology Costs															
Technology	2014/2015			2015/2016			2016/2017			2017/2018			2018/2019		
	Cost Per	#	Total Cost												
Routers	\$2,000	4	\$8,000	\$2,000	2	\$4,000	\$2,000	2	\$4,000	\$2,000	2	\$4,000	\$2,000	2	\$4,000
Wireless Access Points	\$2,000	4	\$8,000	\$2,000	2	\$4,000	\$2,000	2	\$4,000	\$2,000	2	\$4,000	\$2,000	2	\$4,000
Servers/Back Up Redundancy	\$4,000	1	\$4,000	\$4,000	1	\$4,000	\$4,000	0	\$0	\$4,000	1	\$4,000	\$4,000	0	\$0
Projectors	\$650	18	\$11,700	\$650	9	\$5,850	\$650	13	\$8,450	\$650	14	\$9,100	\$650	15	\$9,750
Document Readers	\$250	18	\$4,500	\$250	9	\$2,250	\$250	13	\$3,250	\$250	14	\$3,500	\$250	15	\$3,750
Staff Laptops	\$400	25	\$10,000	\$400	12	\$4,800	\$400	16	\$6,400	\$400	17	\$6,800	\$400	18	\$7,200
1:1 Student Laptops (6-12)	\$400	144	\$57,600	\$400	144	\$57,600	\$400	168	\$67,200	\$400	192	\$76,800	\$400	216	\$86,400
Shared Laptops (K-2)	\$400	24	\$9,600	\$400	0	\$0	\$400	24	\$9,600	\$400	24	\$9,600	\$400	0	\$0
Shared Tablets (3rd-4 th)	\$200	48	\$9,600	\$200	24	\$4,800	\$200	24	\$4,800	\$200	24	\$4,800	\$200	24	\$4,800
Shared Laptops (5th grade)	\$400	24	\$9,600	\$400	0	\$0	\$400	24	\$9,600	\$400	24	\$9,600	\$400	0	\$0
Mobile Media Lab Cart	\$800	2	\$1,600	\$800	0	\$0	\$800	1	\$800	\$800	2	\$1,600	\$800	0	\$0
Software for each Laptop	\$50	217	\$10,850	\$50	156	\$7,800	\$50	323	\$16,150	\$50	257	\$12,850	\$50	234	\$11,700
Printers/Copiers	\$1,200	2	\$2,400	\$1,200	1	\$1,200	\$1,200	1	\$1,200	\$1,200	1	\$1,200	\$1,200	1	\$1,200
Laptop Refurbishment	\$30	0	\$0	\$30	217	\$6,510	\$30	373	\$11,190	\$30	696	\$20,880	\$30	930	\$27,900
Laptop Replacement	\$400	0	\$0	\$400	5	\$2,000	\$400	15	\$6,000	\$400	45	\$18,000	\$400	125	\$50,000
Total Technology Costs			\$147,450			\$104,810			\$152,640			\$186,730			\$210,700

Furniture and Fixtures Costs															
Furniture and Fixtures	2014/2015			2015/2016			2016/2017			2017/2018			2018/2019		
	Cost Per	#	Total Cost												
Tables (4 person) for K-2	\$120	24	\$2,880	\$120	12	\$1,440	\$120	12	\$1,440	\$120	12	\$1,440	\$120	12	\$1,440
Chairs (K-5)	\$30	260	\$7,800	\$30	130	\$3,900	\$30	130	\$3,900	\$30	130	\$3,900	\$30	130	\$3,900
Desks (3-5)	\$50	140	\$7,000	\$60	72	\$4,320	\$60	70	\$4,200	\$60	70	\$4,200	\$60	70	\$4,200
Desks (6-12)	\$85	144	\$12,240	\$85	144	\$12,240	\$85	168	\$14,280	\$85	192	\$16,320	\$85	216	\$18,360
Whiteboards - 1 per class	\$250	18	\$4,500	\$250	9	\$2,250	\$250	13	\$3,250	\$250	14	\$3,500	\$250	15	\$3,750
Bulletin Boards - 2 per class	\$80	36	\$2,880	\$80	18	\$1,440	\$80	26	\$2,080	\$80	28	\$2,240	\$80	30	\$2,400
Rugs - 1 per K-2 class	\$120	6	\$720	\$120	1	\$120	\$120	3	\$360	\$120	3	\$360	\$120	3	\$360
Bookcases - 2 per class	\$200	36	\$7,200	\$200	18	\$3,600	\$200	26	\$5,200	\$200	28	\$5,600	\$200	30	\$6,000
Teacher Desks	\$200	18	\$3,600	\$200	9	\$1,800	\$200	13	\$2,600	\$200	14	\$2,800	\$200	15	\$3,000
Staff Desks	\$250	4	\$1,000	\$250	2	\$500	\$250	3	\$750	\$250	3	\$750	\$250	2	\$500
File Cabinets	\$150	4	\$600	\$150	2	\$300	\$150	3	\$450	\$150	3	\$450	\$150	2	\$300
Cabinets - 1 per class	\$300	18	\$5,400	\$300	9	\$2,700	\$300	13	\$3,900	\$300	14	\$4,200	\$300	15	\$4,500
Wall Hangings/Maps	\$150	18	\$2,700	\$150	9	\$1,350	\$150	13	\$1,950	\$150	14	\$2,100	\$150	15	\$2,250
Science Lab Setup	\$15,000	1	\$15,000	\$15,000	1	\$15,000	\$15,000	1	\$15,000	\$15,000	0	\$0	\$15,000	1	\$15,000
Total Furniture & Fixtures			\$73,520			\$50,960			\$59,360			\$47,860			\$65,960

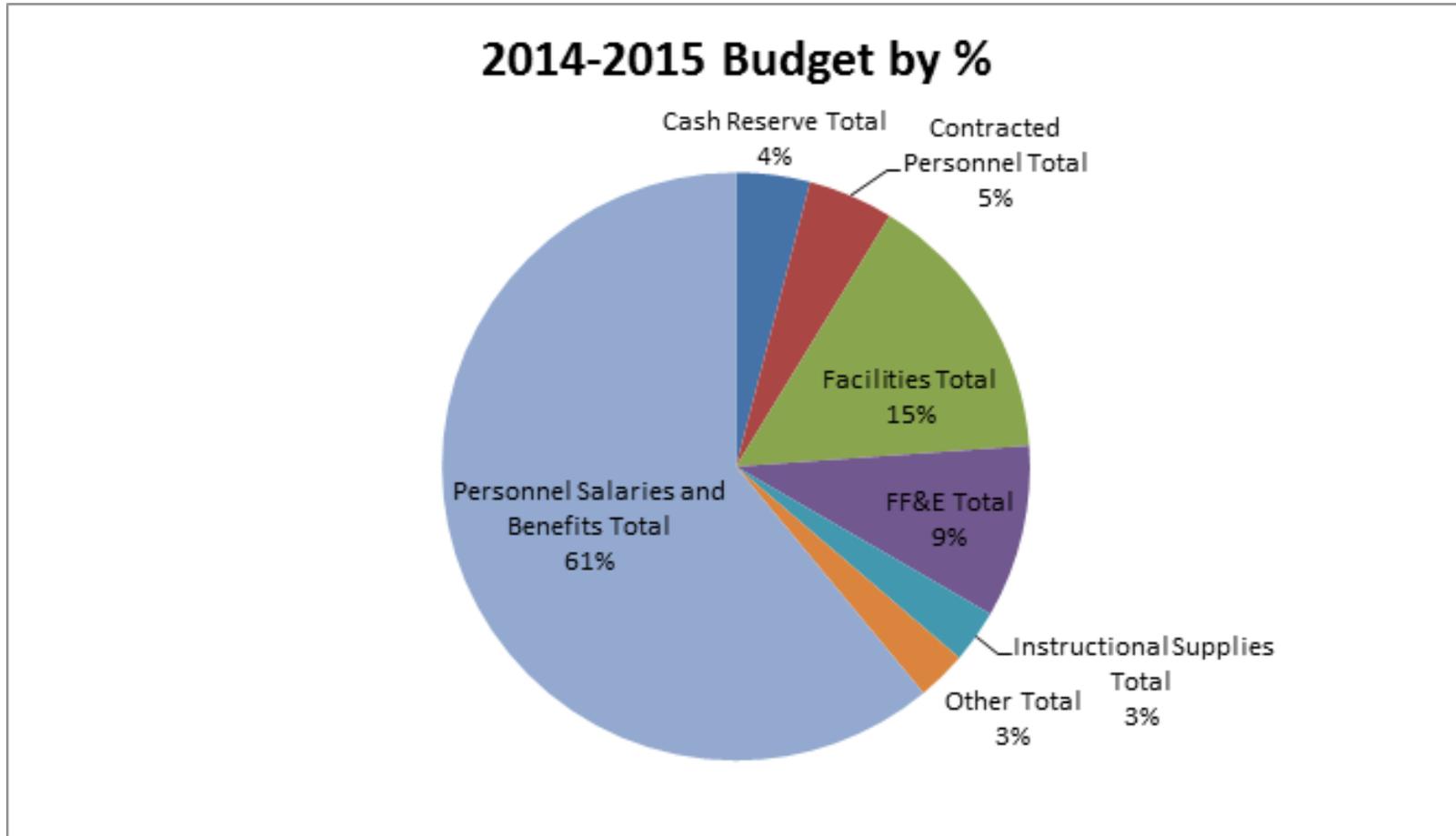
Contingency Budget

CONTINGENCY BUDGET AT 50% OF CAPACITY: 202 STUDENTS	2014-2015
State Funds	\$884,288
Local Funds	\$390,018
Federal EC Funds	\$74,870
TOTAL REVENUE	\$1,349,175
TOTAL EXPENDITURES	\$1,344,817
REMAINING FUNDS	\$4,359

The Budget below is based on just half of the proposed population. We have reduced our staff down to 9 teachers (one per grade), the Director, a lead teacher, ½ time Director of Finance, two teaching assistants, and part-time music and PE teachers.

CONTINGENCY OPERATIONS BUDGET PROJECTIONS (Based on 202 Students attending)		2014-2015
Books and Supplies	Instructional Materials & Classroom Supplies	\$22,420
	Furniture, Fixtures and Equipment	\$32,610
	ENRICH program	\$6,060
	P.E. Equipment, Art Supplies and Music Dept	\$15,000
	Testing Materials	\$5,858
	Office Supplies	\$5,000
Technology	Hardware (laptops, tablets, routers, etc.)	\$58,600
	Software	\$5,400
Human Resources Costs	Personnel Salaries & Benefits	\$828,100
	Legal and Accounting Services and Software	\$18,000
	FICA & SUTA, Workman's Comp	\$68,631
	Substitute Teachers	\$6,000
	Staff Prof Dev & New Teacher Orientation	\$11,400
	Background Checks	\$2,508
	EC & ELL Contracted Services	\$100,559
	Board of Directors Training and Development	\$2,500
	Staff Recruitment	\$5,000
Rents and Debt Services	Facility Lease	\$305,539
	Maintenance and Repairs	\$13,492
Utilities	Electric/Gas/Water/Trash	\$41,824
	Security/Alarm/Termite/Pest	\$12,143
	Contracted Cleaning Service	\$15,000
	Communications (Phone/Internet)	\$20,000
Other	Liability Insurance	\$12,898
	CECAS User Training	\$2,000
	Marketing	\$6,000
	Transportation and Food Services	\$12,900
	Website Development and Maintenance	\$3,000
TOTAL OPERATIONS (Personnel Expenses Included)		\$1,344,817

Spending Priorities



Bradford Prep Job Descriptions

Director

- Management of all instructional staff
- Manage teacher licenses and professional development and license renewal
- Lead on the employee hiring team
- Responsible for the planning of the curriculum
- Manage monthly curriculum meetings for all grade level teams
- Responsible for staff professional development
- Lead monthly staff meetings
- Accountable for overall discipline guidelines
- Responsible for meeting with parents as issues arise with a student or at the parent's request
- Manager of student records, the process for maintaining them and sharing them with parents as requested, and the transfer and withdrawal process
- Lead of the Intervention Team
- Manage the identification and follow-up for Exceptional Children and English Language Learners
- Works with Lead Teachers to determine the types of assessments that will be used and the process for administering assessments
- Creates the school improvement plan
- Meets with instructional staff to develop individual goals
- Handles staff evaluations
- Co-leads teacher advisory committee meetings along with nominated teacher

Director of Operations

- Member of employee hiring team
- Management of student enrollment process and potential lottery and waitlist
- Responsible for document of immunizations and emergency information for all students
- Management of website content and updates
- Handles all scheduling of teachers, teacher assistants and extracurricular activities
- Scheduling and logistics for all field trips
- Hiring and management of substitute teachers
- Ordering of any necessary supplies for school
- Manages marketing and advertising of the school
- Works with the Director of Finance to manage vendor, consultant and adjunct teacher contracts
- Management of contract with leaseholder for facility
- Manage all non-instruction staff (administrative staff, cleaning staff, coaches, etc.)
- Manage parent and community volunteers
- Manage the administration of parent compact agreements
- Scheduling of technology and rooms within the building

- Oversees the management and development of the athletics department
- Co-leads parent advisory committee meetings along with nominated parent
- Assist with the development of annual budget
- Oversees school lunch program
- Carpool/transportation

Director of Finance

- Manager of all staff contracts
- Administrator of payroll
- Manage bookkeeping for the school
- Manage movement of state funds as needed
- Manage and administrate benefits for all employees
- Creation of the annual 990 tax form
- Facilitate annual audit
- Assist with the development of the annual budget
- Monthly financial reporting for the Board of Directors
- Ex officio member of Board of Directors

Dean of Students for Elementary School

- Handle discipline for Lower School
- Handles day-to-day management of school and staff
- Direct Lower School technology specialist in needs of the classrooms and teachers
- Member of the Intervention Team for Lower School
- Leader of Lower School advisory groups

Dean of Students for Middle School

- Handle discipline for Middle School
- Handles day-to-day management of school and staff
- Overall manager of Middle School curriculum
- Direct Middle School technology specialist in needs of the classrooms and teachers
- Member of the Intervention Team for Middle School
- Leader of Middle School advisory groups
- Manage Middle School tutoring

Dean of Students for High School

- Handle discipline for Upper School
- Handles day-to-day management of school and staff
- Overall manager of Upper School course sequencing and electives offered
- Direct Upper School technology specialist in the needs of the classrooms and teachers
- Member of the Intervention Team for Upper School
- Leader of Upper School advisory groups
- Manage Upper School tutoring process

Lead Teacher

- Staff development training
- Assist with staff meetings
- Lead collaborative teacher planning sessions
- Teach small groups within the classroom during workshop time
- Provide one-on-one academic interventions
- Create/manage small groups for academics (ex. reading groups)
- Assist with testing for grades K-5
- Responsible for overall mapping of curriculum for grades K-5
- Schedule and manage benchmark assessments and the follow up data analysis sessions
- Co-lead Intervention Team
- Leader of a couple of advisory groups

School Counselor

- Provide individual counseling for students
- Provide specific small group counseling when needed
- Coordinate the advisory groups school wide
- Coordinate the ENRICH curriculum
- Teach classes on life skills as part of the ENRICH program
- A member of the Intervention Team
- Attend portfolio conferences when needed

Teacher

- Assist in the design and integration of the curriculum within grade level
- Meet with grade level teachers monthly to discuss progress and new groupings of children
- Create a classroom that encourages respect, integrity and creativity
- Involvement or leadership in a minimum of one extracurricular activity
- Creation of daily curriculum plans
- Writing up of quarterly assessments and development of portfolio for each child
- Follow research based strategies for teaching
- Participate in ongoing professional development
- Weekly communication with parents
- Leader of an advisory group

Resources

Bradford Prep School has worked with the following vendors and consultants. Several of these people have reviewed pieces of our application and have helped in the development of the educational plan for Bradford Prep.

1. Peter Wolk, Esquire, Attorney for Nonprofit Organizations
2. Judy Willis, M.D., M.Ed., Neurologist, Educator and Brain-Based Learning Expert
3. Linn Oszakiewski, 2nd grade teacher
4. Kayla Locklin, Kindergarten and Special Education teacher
5. Anne Marie Stepling, High School teacher

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