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BRIGHTEN ACADEMY
SECTION 1 - INTRODUCTION

“Education is not the filling of a pail, but the lighting of a fire.”
W. B. Yeats

1.0 SCHOOL OVERVIEW

The founders of Brighten Academy were a group of educators, parents and community members who shared this one belief – that education should inspire children to seek answers, to continually question, and to love learning for the sake of acquiring knowledge and for the betterment of self and community. The founders aspired to create a learning environment for the students of Douglas County which supports this belief about the true nature of education.

1.1.1 MISSION

The mission of Brighten Academy is to provide a productive learning environment with a highly qualified staff, committed to using an innovative, research-based instructional model that produces measured growth in every student every year.

The mission, focusing on measurable academic growth of every student, supports the legislative intent to “increase academic achievement through academic and organizational innovation.”

After developing this mission, the Founding Board developed a set of core beliefs that, along with the mission, drove the development of the school and drive all decisions about operation of Brighten Academy. The core beliefs are as follows:

- 1. All students will learn.**
- 2. All students have developmental differences, as well as varying levels of experiences, knowledge, and ability.**
- 3. High expectations of every child are necessary to help students reach their full potential.**
- 4. Students learn through active exploration and practical application.**
- 5. Students have different learning styles and should be taught using a variety of instructional strategies.**
- 6. Educating a child is a shared accountability among the school, home, and community.**

- 7. Appropriate behavior is required of all students and members of the learning community to maximize safety and learning.**
- 8. A nurturing and structured learning environment is essential.**
- 9. Teacher planning, collaboration, and professional development are vital for improving student achievement.**
- 10. The school must cultivate a strong sense of responsibility to self, family, and community.**
- 11. Instructional decisions will be made based on the needs of the students.**
- 12. The school will function as a business and practice fiscal responsibility.**

1.1.2 SCHOOL DESCRIPTION

TYPE	The organization, Brighten Academy, Inc., has been approved for the status of a 501(c)(3) non-profit organization (see Appendix C) operating a public charter school.
ATTENDANCE ZONE	All students who are residents of Douglas County are eligible to enroll at Brighten Academy.
AGES AND GRADES	Children five years of age by September 1 will be eligible to enroll at Brighten Academy. The school serves grades K-8.
DEMOGRAPHICS	Brighten Academy will not discriminate on the basis of race, ethnicity, national origin, gender, religion, or disability. It is our goal to have a student population which is representative of the demographics of Douglas County.
ENROLLMENT PROJECTION	The current enrollment of Brighten Academy is ~ 424 students. Brighten reserves the right to increase enrollment of students if the decision furthers the mission of the school, ensures solid fiscal health, and meets community need and demand.
CLASSROOM DESIGN	The school's intent is to serve grades K-8. The school may elect to grow to a K-12 school if the community demonstrates need and interest and the Douglas County Board of Education approves a charter amendment. Class sizes shall stay commensurate with other public schools.
CALENDAR AND HOURS	Students will attend school for an equivalent of 180 days using a modified traditional model or the equivalent of the number of school days prescribed by law or standard for other public schools in Georgia. Brighten Academy may

choose to adopt the Douglas County School System calendar at any time during the charter term.

Instructional staff members will work for the equivalent of 190 days or the equivalent of number of staff days prescribed by law or standard for other public schools in Georgia.

Administrative staff will work for the equivalent of 210 days or the equivalent of the number of administrative days prescribed by law or standard for other public schools in Georgia.

CHARTER DURATION

Brighten Academy's charter is based on a five year plan with the intention to renew after each charter term expires.

1.1.3 ASSURANCES

Brighten Academy assures the Douglas County Board of Education and the State Board of Education that Brighten Academy shall be:

1. Public, nonsectarian, nonreligious, nonprofit, and not home-based;
2. Subject to the control and management of the Douglas County Board of Education as provided in this charter and in a manner consistent with the Georgia Constitution and the Charter Schools Act of 1998, as amended;
3. Organized and operated as a non-profit corporation under the laws of Georgia (see [Appendix C](#));
4. Subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights, insurance, the protection of the physical health and safety of school students, employees, and visitors, conflicting interest transactions, and the prevention of unlawful conduct;
5. Subject to all laws relating to unlawful conduct in or near a public school (see [Appendix E](#));
6. Subject to an annual financial audit in the manner specified in the charter (see [Section 5](#));
7. Subject to the provisions of Part 3 of Article 2 of Chapter 14 of Title 20 of the Official Code of Georgia with respect to Accountability and Assessment (see [Section 3](#));
8. Subject to all reporting requirements of Code Section 20-2-320 with respect to submission of individual student data for statewide educational information network (see [Section 3](#));
9. Subject to the requirement that Brighten Academy shall not charge fees or tuition to its students except as may be authorized for local boards by Code Section 20-2-133;
10. Subject to the provisions of Code Section 20-2-1050 requiring a brief period of quiet reflection;
11. Shall not be contracting for services of a for-profit entity;
12. Maintain at the Board or school level a CFO who is credentialed according to State Board Rule Guidance to ensure financial and fiscal health.

1.1.4 Interagency Disputes

In instances of interagency conflict, differences shall be resolved in accordance with the following procedures:

Mediation or Conflict Resolution Procedures:

- Staff from the grieving agency shall provide written communication that identifies the conflict, proposed action, and a summary of factual, legal, and policy grounds.
- A written response, which includes proposed solutions to the conflict, shall be provided by staff from the receiving agency within forty-five (45) days of receipt of the notice of conflict.
- Upon resolution of the conflict, a joint written statement, indicating the resolution, will be developed and disseminated by a representative from each agency.
- Should further action be required, a report from both agencies will be submitted to the agency heads for resolution.
- Should further action be required to resolve a conflict, State agency heads shall request an administrative hearing consistent with the procedures in Section 120.57(1), F.S of the Administrative Procedures Act. The resolution of all conflicting issues while this agreement is in effect will be resolved at the lowest level possible.

1.2 OVERVIEW OF SCHOOL DESIGN AND EDUCATIONAL LITERATURE AND RESEARCH TO SUPPORT SCHOOL DESIGN

The founding members developed Brighten Academy based on documented research, educational literature, and practical educational experience in the classroom that support the mission and core beliefs. Below is a summary of critical portions of the Brighten Academy school design, research findings, and educational literature that validate the school's design as outlined in this charter petition. **Specific details about the school's design are given in each section of this charter petition (Sections 2-7).**

1.2.1 Holistic Education

Brighten Academy's educational model is designed to educate and develop each child in a variety of ways including increasing academic knowledge and application, fostering character traits which are universally valued, and preparing students to serve in their communities. Brighten Academy has implemented an instructional model called "Connections" (see [Section 2](#) and [Appendix F](#)).

The Connections Instructional Model was developed based on brain-based research conducted by Renate and Geoffrey Caine in *Making Connections: Teaching and the Human Brain* (1991) and from the research of Carolyn Coil in her book *Encouraging Achievement* (p. 21-22). A

variety of other research sources were also utilized to support the development of this model. Research findings concluded that:

- The brain learns in a variety of ways:
 - Detecting patterns
 - Making approximations
 - Through several types of memory
 - By self correcting and learning from past experiences
 - By engaging in self reflection
 - Through analyses of external data
 - Creating in an infinite number of ways
- Learning occurs when the brain seeks connections to what it already knows.
- To enhance learning, educators must orchestrate a multitude of complex experiences in the curriculum.
- To maximize learning, teachers should teach via interdisciplinary, integrated, thematic instructional units using a variety of resources.
- Group interaction and team building also builds learning connections.
- Critical thinkers apply, analyze, evaluate, and synthesize.

1.2.2 Learning Communities

Brighten Academy embraces the belief that the home, school, and community play an integral role in educating a child. The school has been designed to foster a learning community where everyone is involved and accountable. In addition, the culture of the school is accepting, supportive, and collaborative (see [Sections 2](#) and [6](#)).

There is a vast body of research which demonstrates the positive impact of parent and community involvement on student achievement.

The plan for developing a learning community at Brighten Academy incorporates:

1. Cultivation of a learning community by creating a collaborative, reflective, and focused staff which demonstrates leadership, collegiality, and professionalism.
 2. Training for all stakeholders in how to establish and function as a learning community.
 3. Clear communication vehicles, articulated participation expectations and monitoring, and a governance structure where every stakeholder is represented.
 4. Designated time where collaboration and reflection among staff members is expected.
- Some characteristics of effective learning communities include (Tomlinson, p. 21-24):
 - A welcoming environment where everyone contributes
 - Mutual non-negotiable respect
 - A classroom atmosphere in which students feel safe and supported
 - A pervasive expectation of growth and success
 - Teaching for success
 - Equipping students with what they need to grow and succeed
 - Collaboration between teachers and students

- *The Handbook for SMART School Teams* by Anne Conzemius and Jan O'Neill gives critical information on the importance of linking learning and improvement, on developing learning communities, and on creating “SMART” goals (Strategic and Specific, Measurable, Attainable, Results-based, and Time-bound). This book also provides specific information on how to develop a successful learning community which incorporates focus, collaboration, and reflection into a culture of shared responsibility.
- Robert J. Marzano’s book, *What Works in Schools: Translating Research into Action*, defines how to develop the relationship between the school, home, and community. Marzano states that three factors influence effective involvement: communication, participation, and governance. Marzano further emphasizes the need for staff development activities that focus on content knowledge, provide opportunities for active learning and application, and are a part of the larger school mission.

1.2.3 Constructivist Model

Brighten Academy embraces the constructivist philosophy (see [Section 2](#)).

The constructive philosophy is based on the belief that children acquire knowledge and assimilate it by actively engaging in activities or other responses. The main resources utilized to substantiate this philosophy for Brighten Academy and the resources’ main points are listed below:

- *The Learner’s Way* by Anne D. Forester and Margaret Reinhard gives a good basis for using the constructivist model to shift teaching to meet the needs of students. Forester and Reinhard cite brain-based research that has proven that active exploration and stimulation of the senses not only assist in learning, but also build brain cells (p.7). Although Forester and Reinhard focus mainly on the acquisition of language and the development of reading, writing, and spelling, the activities they promote are constructivist in nature, as students are busy in conversation with one another and the teacher about what they are reading and writing, and as they are applying the skills in real contexts.
- Dr. Anthony Coletta, a well respected educational writer and national early childhood expert, presented at a conference sponsored by The Society for Developmental Education in 1995. The conference was entitled “Building a Community of Learners: Solutions for the Multi-age Classroom.” In his presentation, Dr. Coletta explained the importance of creating an environment where students are actively engaged in discovery-based learning projects, supplemented with direct instruction of skills. He emphasized this by showing the pyramid of learning and noted that students’ average retention rate is 75% for practice by doing and 90% through teaching others or using the skill/knowledge in context.
- Richards W. Strong, Harvey F. Silver, and Matthew J. Perini in their book Teaching What Matters Most, which included findings from sources with at least ten years of research, state that schools must provide authentic experiences that have connections and are transferable to real world situations or products (p. 95).
- According to Robert J. Marzano, in *What Works In Schools*:

- “Learning requires engagement in tasks that are structured or are sufficiently similar to allow for effective transfer of knowledge” (p. 109).
 - “Learning requires multiple exposure to and complex interactions with knowledge” (p. 112).
 - Teachers must provide the procedural and declarative knowledge (p. 116).
 - Teachers must present new information using a variety of input modes (p. 118).
- Carolyn Pope Edwards and Kay Wright Springate explain in an article published in *Dimensions of Early Childhood*, “The Lion Comes Out of the Stone: Helping Young Children Achieve Their Creative Potential,” that students form mental images, demonstrate ideas, and communicate in a variety of ways. Students need meaningful activities where they have opportunity to practice higher level thinking skills, compare and contrast, and synthesize information and experiences. This should take place in an environment where the teacher acts as a guide, creating opportunities which integrate subjects, and providing for discussions and long term activities. Further, activities are meaningful and relevant to the child’s life experiences.
- Loraine Dunn and Susan Kontos examined research on Developmentally Appropriate Practice in their article from *Young Children*: “Research in Review: What Have We Learned about Developmentally Appropriate Practice?” Their findings of the research data indicate that children in child-initiated classrooms score higher on measures of language ability, creativity, and divergent thinking. The findings also indicate that students in child-initiated environments generally feel more confident about their own cognitive ability. This is especially true of children of lower-socioeconomic status.

1.2.4 Multi-Age Classrooms

Meeting children’s individual needs is a core value from which many of Brighten Academy’s core beliefs were derived. Recognizing that students are individuals defined by their personal experiences, physiological make up, interests, and capabilities, as well as a great amount of educational literature espousing the success of multi-age classrooms, led the founders to incorporate components of the multi-age classroom model (see [Section 2](#)).

- The multi-age classroom dates back to one room school houses. The current models employed in some schools are used primarily in recognition of variances in student abilities, background knowledge and experiences, learning styles, and maturity. The multi-age classroom provides developmentally appropriate curriculum based on the needs of the children. The model allows for students to advance based on individual needs and competencies rather than based on chronological age defined constructs. Multi-aging is widely accepted as a model that facilitates the learning process and meets the individual needs of each child (Hunter, p. 2-3, 6-8).
- The benefits are numerous, including improvements in social skills through peer modeling and interaction, a classroom climate that inspires positive self concept, confidence, and cooperation, increased learning and evidence of such on standardized tests, better attendance rates, and better discipline (Forester and Reinhart, p. 205-209).

- Cathleen Cotton, in 1993, concluded from 26 research reports that multi-aged classrooms had positive effects in attitudes towards school, self concept, classmates, and the future. Further, behavior in multi-age settings improved in terms of social skill development, leadership skills, pro-social behaviors, and attendance (McClay, p. 6-7).
- The Kentucky Education Association reported positive results from primary programs evaluated in 1990, including increased academic achievement, improved standardized test scores, development of cooperative attitudes, enhanced social skills, improved attitudes, increased student attendance, greater parent satisfaction, fewer discipline referrals, reduced retention rates, elimination of teacher isolation, and increased teacher empowerment (McClay, p. 5-6).
- A number of renowned educators and educational researchers spoke at the 1995 Conference for The Society for Developmental Education in Atlanta on the benefits of and factors necessitating the formation of multi-age classrooms. One of the speakers from Chegwin School referenced the National Association for the Education of Young Children's *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*. This report further supports the rationale that students learn at different rates that cannot be determined by chronological age alone. Thus, multi-age classrooms are necessary.
- Another speaker, Jim Grant, Director of the National Alliance of Multi-age Educators and author of a number of books including *A Common Sense Guide to Multi-age Practices* and co-author of *Multi-age Q & A: 101 Practical Answers to Your Most Pressing Questions*, also spoke of the benefits of multi-age classrooms, including improved attendance and discipline, increased mental health for students, decrease in special needs referrals, fewer retentions, increased parental involvement, more seamless curriculum, and increased student observation time.

1.2.5 Interdisciplinary Curriculum and Project Based Instruction

Brighten Academy is committed to integrating the curriculum to the extent that it is appropriate and beneficial. Learning will take place through engaging projects that integrate curriculum and will be supplemented with direct skill based instruction (see [Section 2](#)).

- There is a growing need to integrate the curriculum for several reasons, as Heidi Hayes Jacobs outlines in her book, *Interdisciplinary Curriculum* (p. 3-7, 10, 17):
 1. The number of objectives that students are expected to master and apply are too numerous to be done in isolation in the time available in a school day.
 2. The school day is often fragmented because of necessary scheduling requirements.
 3. Students are becoming less interested in school because they can't see the relevance of what they are learning.
 4. Interdisciplinary curriculum experiences provide opportunity to add relevance, limit fragmentation, and provide stimulation to students, and, thus, increase achievement.
- Jacobs delineates important components of an interdisciplinary curriculum:
 - Students should have a broad range of curriculum experiences that reflect both single discipline and explained to the parents and to the school at large.

- Teachers should actively engage in curriculum design, determining the nature and appropriateness of integration, as well as scope and sequence.
 - Integrated units should be clearly articulated and the connections explicitly pointed out to the students.
 - The integrated day model should be based on the needs of the students and should be a flexible schedule.
 - Students should be, when possible, involved in the development of interdisciplinary units.
- Intelligence has been defined by Howard Gardner into nine distinct constructs: verbal/linguistic, mathematical, musical, spatial, kinesthetic, interpersonal, intrapersonal, naturalistic, and existentialistic. Student projects are considered an effective tool for learning, as projects draw upon a student's individual intelligence construct(s) (Anderson & Pavan, p. 36).
- Anderson & Pavan (p. 112, 115) cite brain-based research that supports the need for an integrated curriculum and lends itself to the project-based approach. Some key points include:
 - Learning engages the entire physiology (this is consistent with Gardner's theory of multiple intelligences).
 - The search for meaning is automatic and acquired through patterning.
 - Emotions and cognition cannot be separated; thus meaningful activities have both an emotional impact and a cognitive one.
 - Isolated facts require more effort to learn since they are unrelated.
 - Integrated thematic studies, particularly those initiated by children, lead to high involvement and high effort.
- John Dewey, a notable educator and founder of The Dewey School, believed that children should be active in their learning, using the holistic approach for natural division of labor, natural leadership, cooperation in task completion, and social interaction (Anderson & Pavan, p. 120).
- The integrated, project-based approach allows for more differentiation of instruction, which is loosely defined by Tomlinson (p. 1, 25) as "shaking up" a classroom so that students have a variety of options for taking in information, making sense of ideas, and expressing what they learn. Effective, differentiated classrooms include the following types of instruction:
 - Whole class activities (for pre and post assessment, introducing concepts, planning, sharing, and wrapping up explorations)
 - Small groups (for making sense, teaching skills, directed reading, planning, and investigation)
 - Individualized activities (for compacting, making sense, practice and application of skills, homework, interest centers, products, independent study, testing)
 - Student-teacher conferences (for assessment, tailoring and planning, guidance, and evaluation).
- According to Forester and Reinhard (p. 230), the integrated curriculum extends to the home, completing the circle for learning communities.

1.2.6 Authentic Assessment and Effective Reporting

Brighten Academy founders believed that student achievement should be measured using a variety of instruments and should be reported frequently, accurately, and consistently (see Section 3).

- Robert J. Marzano, in his book Transforming Classroom Grading, provides rationale for changing the grading structure, as well as practical suggestions for making the change.
 - He believes grading systems must be transformed because the current system is imprecise and meaningless (p.1). He enumerates three main research-supported reasons why the current system is ineffective:
 1. The first factor is that teachers consider factors other than academic achievement. In a study at the Mid-continent Regional Educational Laboratory (McREL), researchers reported a number of non-academic factors often employed, including effort, behavior, cooperation, and attendance (p.3-4).
 2. Second, teachers are not consistent in how they weigh assignments. Marzano references another study by McREL that determined that subjectivity plays a major role in how grades are assigned (p.5).
 3. Finally, Marzano states that teachers often use single scores to represent and report student performance on a wide range of skills and abilities.
 - Measurement experts define five major reasons for the use of grades: administrative purposes (matriculation and retention, placement for transfer students, and college entrance decisions), feedback about student achievement, guidance for counselors to assist students in recommendation of courses, instructional planning, and motivation (Marzano, p. 15).
 - Marzano states that the most important purpose for grades is to provide information or feedback to students (p. 23). He further states that the best referencing system for grading is content-specific learning goals, although he states that reporting on effort, behavior, and attendance are also important.
 - Marzano provides a number of techniques for keeping track of multiple achievement and non-achievement factors, and supports the use of rubrics to provide more precision in assessment and reporting. He substantiates this stance from findings of a number of educational research studies which indicate that the use of rubrics enhances student achievement and more accurately reports achievement when compared to standardized tests (p.47-52, 60-66).
 - Marzano, using evidence from a number of educational studies and resources, explains the importance of using essays for assessing thinking and reasoning skills. Writing across the curriculum as an assessment tool is widely accepted and employed in classroom practice. Performance tasks, portfolio samples, teacher observation, and student assessment are other assessment tools which paint a more accurate and holistic picture of student learning (p.92-96).
- Pat Terry, a presenter at the 1995 Building a Community of Learners: *Solutions for the Multi-age Classroom* conference gave guidelines based on research for appropriate assessment. Some of these guidelines relevant to Brighten Academy include:

- Curriculum and assessment are integrated throughout the instructional program.
 - The assessment relies on demonstrated performance during real, not contrived, activities.
 - The assessment utilizes an array of tools and processes including, but not limited to, collections of work and anecdotal records based on observations, conversations, conferences, and summaries of progress.
 - The assessment recognizes that learners are diverse and allows for differences in styles and rates of learning.
 - The assessment supports children's development and learning. It does not threaten feelings or self esteem.
 - The assessment demonstrates children's overall strengths and progress, and what children can do, and not just wrong answers and what they cannot do or do not know.
 - The assessment is a collaborative process involving children, teachers, parents, the school, and the community.
 - The assessment encourages children to participate in self-evaluation.
 - The assessment data is used not only for reporting, but also for planning instruction.
- Anderson and Pavan concur with Marzano's opinion about the current grading system in that it is neither valid nor reliable. They add that the current grading system can cause dysfunctional behaviors in children who are not successful, while students who are highly successful attain a higher position on the academic totem pole (p. 146). Anderson and Pavan provide a list of information that parents need. Two of the points are relevant to the philosophy of Brighten Academy (p. 149). An assessment system should include:
 - A complete and accurate picture of the child's potential, particularly in the cognitive/academic and the social/personal domains.
 - The extent to which the child's growth and performance measures up to that potential.

With respect to reporting, Anderson and Pavan emphasize the most important and effective means for reporting student progress should be the parent-teacher conference. They believe that schools must try to accommodate parents' schedules as much as possible to make this possible. Tomlinson explains that in order to change the traditional grading system, schools must communicate to parents that, within this new framework, students will be graded against themselves rather than in competition with other students. Portfolio assessment and reporting of progress through a combination of letter grades and other types of reporting should be utilized (p. 93).

1.2.7 Effective Discipline

Brighten Academy will proactively address potential behavioral factors, establish clear rules, and consistently reinforce the consequences (see [Section 6](#) and [Appendix E](#)).

- Esther Wright, dynamic presenter and author of books such as *Good Morning Class – I Love You!* and *Loving Discipline A-Z*, and a presenter at the 1995 “Building a Community of

"Learners: Solutions for the Multi-age Classroom" conference addresses behavioral factors, fostering a supportive environment to reduce negative behaviors, and developing teachers to be responsive rather than reactive.

- Wright gave a comprehensive list of factors influencing classroom behavior:
 1. Natural disposition (as many as 15% of students are born with a difficult temperament)
 2. Learning style (sensory, cultural, perceptual)
 3. Developmental (slower than average social/emotional growth)
 4. Unmet needs (love, attention, power, stability/security)
 5. Prenatal conditions (drug/alcohol exposure in as many as 18% of America's children)
 6. Other conditions (Attention Deficit/Hyperactivity, learning problems, physical/emotional abuse)
- Wright further differentiates between punishment (which fosters anger, resentment, revenge, sadness, and negativity) and teaching (which fosters responsibility, alternative behaviors, actions/consequences, good judgment, and values).
- Responsive teachers deal with all students and all behaviors in a calm and confident manner by doing the following:
 - not taking behavior personally
 - asking themselves what the student or class need at that moment
 - using humor without sarcasm
 - avoiding power struggles with students
 - ignoring minor infractions
 - using eye contact or proximity before calling out a student's name
- Another presenter at the 1995 Society for Developmental Education, Yvette Zgongc, gave a conceptual framework for cooperative discipline.
 - The framework consists of the following important concepts:
 - Students misbehave to achieve one of four immediate goals: attention, power, revenge, or avoidance of failure.
 - The ultimate goal of student behavior is to fulfill a need to belong, so schools need to help students to feel capable, connected, and able to contribute.
 - Students choose their behavior, and this can be guided through cooperative discipline by providing:
 - freedom with limits
 - shared responsibility
 - structured choices
 - encouragement of self discipline
 - mutual respect
 - teacher and student balance (rather than power struggles)
 - Zgongc provided three R's for consequences which are a part of the Brighten Academy discipline plan: Related, Reasonable, and Respectful. She further notes that "It's not the severity of the consequence, it is the certainty."

- Zgnoc encourages using categories for consequences with specific, related, and reasonable consequences for behavior. The categories increase with severity. These categories are interwoven into the discipline code of Brighten Academy. Some of the consequences are categorized under the following headings:
 - loss or delay of activity
 - loss or delay of using objects/equipment
 - loss or delay of access to school areas
 - denied interactions with other students
 - required interaction with school personnel
 - required interaction with parents
 - required interaction with police
 - restitution
- Marzano in What Works in Schools: Translating Research into Action, provides a framework that is similar to the other resources mentioned above.
 - He states that consequences for violation must be fair and consistently administered. A program should be established that teaches self-discipline and responsibility to students (p.56-57).
 - Teachers must be coached in “withitness” (knowing what’s going on at all times) and emotional objectivity. Teachers must be informed about potential behavior factors and resources for dealing with negative behaviors. Teachers must develop a balance of moderate dominance and moderate cooperation with students (p. 95, 99-100).
 - Well established procedures and classroom rules and expectations that are well defined will head off many negative behaviors.
 - Instituting a school wide approach to discipline helps expectations to be communicated with one voice (p. 98).
- Marzano wrote a book providing research based strategies for teachers to use in managing behavior in the classroom entitled Classroom Management that Works. Some of the key points that he makes which are being used in the Brighten Academy design include:
 - Jacob Kounin’s large-scale, systematic study of classroom management is cited and includes several critical dimensions of effective classroom management (p. 4-5):
 - “withitness”
 - smoothness and momentum during lesson presentations
 - behavior expectations present at all times
 - variety and challenge of class work
 - Teachers can be trained to be effective classroom managers (p. 10-11).
 - Research shows that effective design and implementation of rules and procedures can decrease negative behaviors by 28% (p. 14).
 - Marzano notes that one of the most well researched classroom management programs, Classroom Organization and Management Program (COMP), places strong emphasis on rules and procedures and addresses techniques for organizing the classroom, developing student accountability, planning and organizing instruction, conducting instruction and maintaining momentum, and getting off to a good start. COMP has demonstrated a decrease in student disruptive behavior,

- an increase in student engagement, and an increase in achievement on standardized test measures (p. 17).
- Marzano provides a list of effective disciplinary interventions (p. 29-30):
 - Teacher reaction (verbal and physical behaviors that indicate that behavior is inappropriate – appropriateness of the reaction can reduce inappropriate behaviors by 34%)
 - Tangible recognition (symbol or tokens to recognize appropriate behavior, otherwise referred to as a token system – can reduce inappropriate behaviors by 29%)
 - Direct cost (direct and concrete consequence for misbehavior – can reduce inappropriate behaviors by 21%)
 - Group contingency (a set of students must collectively reach a certain criterion level of appropriate behavior – can reduce inappropriate behaviors by 34%)
 - Marzano quotes Jim Larson, author of articles in *Psychology in Education*, who stated: “A code of discipline specified what would be considered appropriate school conduct and alleviates controversies associated with arbitrary rule enforcement...a modern code of discipline should be developed “bottom up” with collaborative input from students, teachers, support staff, and parents, and reviewed frequently for modification” (p. 76).
 - The classroom meeting is a powerful tool for teaching student responsibility and can be incorporated with discussing classroom issues and journal writing (p. 81).
 - Marzano provides research based action steps for establishing an effective school-wide behavior management plan. Some of his recommendations include:
 - Review school wide rules and procedures at the beginning of every year and modify as appropriate
 - Provide parents and students with a written copy of the rules and procedures
 - Allow for parents to ask questions and provide input about rules and procedures
 - Establish and enforce appropriate consequences for specific types of behavior
 - Establish a system that allows for the early detection of students who have high potentials for violence and extreme behaviors

BRIGHTEN ACADEMY
SECTION 2 – EDUCATIONAL FRAMEWORK

*The object of teaching a child is to enable him
to get along without a teacher.
Elbert Hubbard*

The founders believed that educating a child is more than just providing facts and increasing skill competency. It is about developing the whole child. Development of the whole child includes not only cognitive development, but also social/emotional development, character development, and life-long skill and cognitive competencies that are transferable to any situation. Brighten Academy's educational framework is called "Connections" and incorporates each of these critical components (see [Appendix F](#)).

2.1 CONNECTIONS EDUCATIONAL FRAMEWORK

"Connections" meets the criterion for a comprehensive school reform program.

1. Employs proven methods and strategies based on scientific research
2. Integrates a comprehensive design with aligned components
3. Provides ongoing, high-quality professional development
4. Is supported within the school by teachers, administration, and staff
5. Provides meaningful parent and community involvement in planning, implementing, and evaluating school improvement activities
6. Uses high quality external support from an external partner
7. Identifies resources to support and sustain the school's comprehensive reform effort
8. Demonstrates strong evidence that it will improve academic achievement

This model also aligns and supports Brighten Academy's mission and core beliefs. In addition, it is complementary to some of the approaches implemented in the Douglas County School System, including the Learning Focused Schools model and the development of Learning Communities.

The main components of Connections that support the holistic approach to education are “The Seven C’s”:

1. Character
2. Commitment
3. Critical thinking
4. Creativity
5. Curiosity
6. Community
7. Culture

Information about each of these components can be found in [Appendix F](#).

2.2 CURRICULUM

***“Too often we give children answers to remember
rather than problems to solve.”***

Roger Lewin

Brighten Academy is committed to providing an enriching educational experience for all of its K-8 students, not through what is taught, but through how it is taught. The teachers at Brighten Academy will endeavor to add rigor to what is taught and to integrate it to the extent that it is appropriate and adds meaning to the lesson or theme. More importantly, the teachers will act in a facilitative role, assisting children through challenging and engaging problems and explorations.

Adequately addressing the curriculum plays an important role in ensuring that the school succeeds according to the accountability measures set forth by the state. Brighten Academy has implemented all components of the Georgia Performance Standards (GPS).

The Brighten Academy Board will retain full autonomy over instruction and assessment decisions in accordance with the request for a blanket waiver.

The Governing Board reserves the right to incorporate other curricula into the GPS at a later date if the curriculum meets the needs of the students, adds rigor to the instructional program, and is aligned with statewide accountability expectations. Text books and instructional materials have been and will continue to be selected based on how well they address the standards, rigor, and hands-on, constructivist activities and lesson guides complementary to the school’s philosophical approach to educating students.

Brighten Academy supports the idea of “cultural literacy,” the idea that there exists a body of knowledge that all individuals, regardless of place within a society or background, must access in order to be functionally literate in our society and to be privy to economic and social

opportunities afforded within this society. The knowledge consists of core skills in reading, writing, and mathematics; knowledge of important historical events that shaped society; understanding of scientific processes and theories; and masterpieces of music and art. The Connections Educational Framework, incorporated into the curriculum, will be infused with opportunities to experience and apply this critical knowledge necessary to achieve cultural literacy through projects, field trips, and direct instruction.

2.3 MULTI-AGE CLASSROOMS

As validated in the research and educational literature, the founders used as resources, multi-age classrooms are effective in meeting the individual needs of students. Therefore, students will be placed based on their academic, social, and emotional readiness for a specific grade level rather than based on simply their chronological age. Educators at Brighten will utilize guidelines which will include academic, social and emotional milestones for each grade level. These guidelines help in consistency of placement and for communicating expectations for each grade level. Placement decisions will be made through consensus of a Placement Committee consisting of the parent(s), educator(s), and if needed, an administrator. Placement decisions will follow the Placement Guidelines established by the school.

2.4 LOOPING

The term “looping” refers to a teacher moving to the next level with his or her students. The benefits of looping are many. The most notable include:

1. Teachers do not waste time on assessment of student competencies each year and can immediately begin instruction at the next level.
2. Instructional time is not wasted on teaching classroom procedures and protocols.
3. Students/teachers and students/students have time to develop a relationship.

Looping is a part of education that Brighten supports and may be implemented at the discretion of leadership.

2.5 INSTRUCTIONAL METHODS AND APPROACH

Brighten Academy Founders recognized that there is a need for a balanced approach between direct instruction where individual skills are taught (e.g., math operations like addition and subtraction with regrouping) and the opportunity to apply the skills in meaningful contexts (through discourse, projects, and learning explorations.)

In order to provide for this balance, students need to be placed appropriately, students must have some choice in their learning, teachers need to have the knowledge and expertise in pedagogy to prepare and present meaningful lessons, and teachers must have resources to help them to plan

learning projects that are interesting, relevant, engaging, and effective in enhancing learning of content.

To address these needs and ensure a balanced approach to teaching, the following will be implemented:

- Students appropriately placed in classrooms that are flexibly grouped. Parents and teachers will collaborate on student placement.
- Staff development in specific content areas will ensure that teachers continue to improve their own instructional practices and knowledge.
- The discipline plan will be enforced to ensure maximum learning opportunity.
- The school calendar and number of instructional staff work days have been designed to allow for staff development and teacher collaboration time.
- Instructional staff will play an integral part in choosing the curricular resources to be purchased and used in the classrooms.
- Paraprofessionals, to the extent possible, will be in classrooms to enable teachers to work in small groups, work on individual skills, and to provide support during project times.
- Paraprofessionals will also be utilized in the school in a supervisory role to enable teachers to team-plan, conduct peer observations, and to collaborate in conferences about students.
- The gifted and special education teachers will work collaboratively with the classroom teachers to tailor learning projects and lessons to better meet the needs of gifted and special education students.
- Learning projects will be planned incorporating Gardner's multiple intelligences.
- The Curriculum Director will assist the teachers in finding resources outside of the school (e.g., community artists or musicians) to enhance the learning projects and explorations.
- The Curriculum Director will provide support and feedback to teachers regarding effective teaching strategies.
- Students may work on contracts which allow for some choice in their learning.

Hands-on, authentic learning opportunities will be implemented. Direct instruction will incorporate whole group, small group, and individual conferences using effective teaching strategies (e.g., graphic organizers, activating lessons, etc.)

Sample learning project themes that integrate curriculum, provide hands-on, and inquiry based learning, utilize a variety of school, informational, and community resources, and are engaging can be found in [Appendix F](#). Projects will be tailored to meet the needs and interests of each student.

2.6 INDIVIDUAL LEARNING PLANS

Brighten Academy acknowledges and celebrates the differences in each child and recognize that these differences require an individualized approach to planning, instructing, and assessing to achieve the greatest possible academic growth in each child. Individual Learning Plans (ILPs) will be developed by teachers with input from parents. The ILP format may include the following components:

- Areas of strength to enrich
- Areas of weakness to develop
- Student interests
- Specific learning goals to accomplish during the year
- Indicators of success of learning goals
- Specific social/emotional goals
- Indicators of success of social/emotional goals
- Personal learning goals as communicated by the student

Teachers and parents will meet twice yearly (mid-year and end-of-year) to discuss the student's ILP progress and more frequently, if needed to make adjustments. The end of year plan will be used as evidence for placement the following year. The ILPs will be reviewed against standardized test scores each year to provide critical information about student growth, teaching and content, and the scope and sequence of the curriculum. Anecdotal records and other instructional evidence may also be utilized in order to determine progress against the goals. Student portfolios, consisting of the ILPs, designated work samples, and other pertinent data will be utilized for planning, placement, and making instructional decisions tailored to the needs of each student.

2.7 ENRICHMENT OPPORTUNITIES

Students have a variety of talents and interests that need to be developed. In addition, students must be given opportunities to experience new things to help expand their knowledge of the world and to help them to become culturally literate. Brighten Academy will meet these needs in several ways.

Meaningful projects will be assigned to allow students to utilize community resources to enhance and deepen their understanding of content.

Field trips will be planned that introduce students to additional community resources that cannot be brought into the school and to allow students to experience the beauty in art, music, history, cultural experiences, and drama. The Douglas County School System may provide transportation with the following stipulations:

1. A fieldtrip plan is presented to the school system at the beginning of each school year.
2. The requested departure time is after 8:45 a.m. and the expected arrival time is before 2:00 p.m.
3. Brighten Academy will pay the same fees as any other school in the county.

Finally, a comprehensive after school program which includes clubs and extracurricular activities, is offered. Some examples currently include:

- Band
- Ballroom Dancing
- Blazer Bots
- Performing Stars
- Future Cities Engineering Competition
- Student Council
- Quiz Bowl
- Reading Bowl
- Beta Club
- Road Runners
- Yearbook
- Box Tops
- Optimist Club
- School Store
- Drama Troupe
- Boy Scouts

Over the next 5 years we hope to add:

- Foreign Language Club
- Additional Academic Teams (Odyssey of the Mind, Future Problem Solvers of America, etc.)
- Chess Club
- Tennis
- Cheerleading

Students are motivated to learn when they are interested in what they are doing; therefore, choice will play a large role in this program.

Brighten Academy will work collaboratively with community experts in the various areas to provide rich experiences for students. We have successfully partnered with the following to offer auxiliary educational activities:

- A local musician to provide an Orchestra Program
- A local Tae Kwon Do academy to provide an after school club
- A local band teacher to begin a band for our middle school students
- A local dance/gymnastics gym to provide an after school show choir club

- The neighborhood association within our community to have access to tennis courts and running trails
- A local Eagle Scout who will build a nature trail on our campus
- A local church who lets us use their facility for community events
- The City of Douglasville to use the local park for special events such as Field Day
- A local 4H Extension Agency to provide an enhanced learning environment for our students in an after school program
- A local artist provided one year of “artist in residency”

We also reserve the opportunity to utilize any vacant/unused Douglas County School System facilities so that we can offer after school sporting clubs such as basketball, baseball, cheerleading, and track. The passing of HB 555 will help to make this possible, provided property/space is available within the local school system. Brighten Academy will submit to the provisions of the law related to expenses to be borne by the school.

BRIGHTEN ACADEMY
SECTION 3 – ACCOUNTABILITY AND EVALUATION REQUIREMENTS

*“We are what we repeatedly do.
Excellence, then, is not an act, but a habit.”
Aristotle*

Brighten Academy founders believed that the culmination of our efforts in creating this school will be the development of competent, knowledgeable, and well-rounded students. This will be evident in a variety of ways – in the conversations individuals have with our students, through projects and work productions, as students problem solve and think critically in daily life, and on standardized test measures.

3.1 ACCOUNTABILITY

As a public charter school, Brighten Academy will be accountable for all state and federally mandated accountability provisions. Brighten Academy will administer all standardized tests in accordance with administration by the Douglas County School System and the Georgia Department of Education.

3.2 ASSESSMENT AND REPORTING AND PERFORMANCE OBJECTIVES

Brighten Academy is committed to ensuring that students make measured progress every year. Academic performance objectives have been established below to ensure that we meet this cornerstone of our mission. In addition, as part of Brighten’s core beliefs and as our responsibility as a steward of the public’s trust, we will demonstrate fiscal solvency and sound business practices.

Goal One

Students will make measured growth each year.

Performance Objective

Each year throughout the charter term, Brighten Academy will increase by 2.5% the overall percent of students who exceed standards in grades one through eight in reading, English/Language Arts math, and science subject areas as measured by the CRCT. Our goal at the end of this charter term is to have 60% of our 1-8 students exceed overall in reading, English/Language Arts math, and science.

Rationale

An analysis of 3 years of data shows that our school wide average for percent of students who meet and exceed standards in reading, English/Language Arts, math, and science is 47 percent. Our average growth is 2.7 percent each year. Since we are a small school we are more susceptible to fluctuations in data due to student enrollment and staffing changes (retiring teachers, grade level changes, pregnancy, etc.). We based our goal at 2.5 percent growth each year to accommodate for data variance due to lack of longitudinal data. In addition, science was added in the averaging to accommodate this subject area becoming the second indicator for AYP.

Evidence

The school will calculate the overall percentage of students who exceeded expectations **in each subject area** for reading, English/Language Arts, math, and science, by calculating the % exceeds **by grade level**. All data will be combined to determine the overall school average.

Performance Objective

Each year throughout the charter term, a statistically representative group of students grades 3-8 that mirrors Brighten Academy's demographics (racial, % gifted, % special ed, etc.) will show that 95% of the students demonstrate measured growth by maintaining or exceeding scores from the prior year as measured by the CRCT in all subject areas. Scores for students who are continuously enrolled from the first FTE count through the state testing window will be used in the data collection.

Note: Brighten Academy will follow the school system's testing schedule and calendar. Brighten will report against the grades and tests utilized by the Douglas County School System.

Rationale

Brighten Academy is committed to showing student growth each year. As a mission driven school, this objective has been established to ensure that we meet our mission in attaining student growth. We also believe it is critical that we carefully track all student populations to ensure no subgroup is lagging in achievement.

Evidence

The school will utilize demographic information obtained from the Georgia Department of Education to determine the percent of students by race, gender, economic, and educational programs. The data set will contain no less than 50 randomized students. The school will randomly select a portion of the school population that mirrors the demographics to analyze so that the cohort group mirrors our student population with regards to percent at risk, gifted, etc. Growth is defined as maintaining (meets or exceeds) levels of achievement. Maintaining the level of achievement is considered growth because the test increases in difficulty by one grade level.

Performance Objective

Each year throughout the charter term, Brighten Academy will meet and exceed state and district averages in grades 1-8 by at least 7% for all subject areas as measured using the CRCT.

Note: Brighten Academy will follow the school system's testing schedule and calendar. Brighten will report against the grades and tests utilized by the Douglas County School System.

It is noted that Brighten Academy is committed to having 100% of its students in grades 1-8 meet standards in reading and math by 2013, per mandates of NCLB. As the state, system, and Brighten approach the 100% AMO, the ability to exceed by 7% will lessen.

Rationale

As a charter school and consistent with the legislative intent to raise student achievement, we are committed to exceeding local and state averages. Utilizing trend data over 3 years and averaging each subject area's scores of meets and exceeds rates, a comparison showed that Brighten exceeded district averages by no less than 9%. Further analysis shows that our overall percent of students meeting and exceeding standards in all subject areas has shown negative growth since our initial testing in 2006. In 2006, we had 95 percent of our students meet or exceed standards, and as our school has grown to a K-8 program, we are at 90%. The decline in scores usually occurs the year after a grade level had 100% of its students meet and exceed.

Evidence

CRCT meets and exceeds rates will be compared to state and local averages.

Goal Two

Brighten will develop students' ethical character and self monitoring actions.

Performance Objective

Each year throughout the charter term Brighten Academy will develop and monitor an Individual Learning Plan (ILP) for each student. The percent of students who meet the content area specific goals on the ILP will maintain or increase each year.

Rationale

Brighten Academy believes that all students need a specialized learning plan that focuses on academic, personal, and social goals.

Evidence

Teachers will submit the percent of students who met their goals at the end of each year.

Goal Three

Brighten Academy will increase student engagement in the community and parental engagement in the school.

Performance Objective

Each year of the charter term, students at Brighten Academy will participate in at least 2 service learning projects.

Rationale

Parent engagement and extracurricular activities are quality indicators of a healthy school culture.

Evidence

Classroom and school level documentation will be used to measure this goal.

Performance Objective

Each year of the charter term, the percentage of families meeting or exceeding required parental involvement hours will be 98% or greater as measured by parent involvement logs collected monthly.

Rationale

Brighten believes that shared accountability amongst the school, home, and student are paramount in ensuring academic achievement of all students.

Evidence

Parents will submit monthly logs reporting and tracking their volunteer hours. Administration will track all hours for all families and provide a total each year.

Goal Four

Brighten Academy will cultivate an operationally effective and efficient learning community that promotes growth of students and staff.

Performance Objective

At the end of its 6th year in operation, Brighten Academy will achieve a level of 3 (Operational) for 6/7 of the GAPSS categories as measured by the Georgia Assessment of Performance of School Standards (GAPSS) analysis tools through self and external evaluation. After year 6, Brighten Academy will work to maintain operational status and becoming fully operational in each area so that we are at 50% fully operational at the end of our 11th year as measured through self and external evaluation.

Rationale

Brighten is committed to continuous reflection and school improvement in all areas. Goals were established using our current ratings from a self assessment, substantiated by the results of an external operational assessment and anonymous staff survey.

Evidence

GAPSS Analysis rubrics will be utilized to measure compliance with these performance standards.

Surveys from all stakeholders will also be utilized.

The Governing Board will participate and document governance training each year.

External evaluators will be trained in charter school operations and GAPPSS analysis.

Goal Five

Brighten Academy will operate using sound business and instructional practices that will ensure sustainability

Performance Objective

Each year of the charter term, Brighten Academy will maintain a positive cash flow as measured using financial statements and the annual audit report.

Rationale

Brighten is focused on ensuring it has a sustainable program.

Evidence

Financial report and annual certified audit report.

Performance Objective

Each year of the charter term, Brighten Academy will maintain a 95% of capacity or greater enrollment rate as measured using the average of the March and October FTE count.

Rationale

Targets were established using 2008-2009 baseline of 95.8%.

Evidence

Average of March and October FTE counts versus capacity

Performance Objective

Each year of the charter term, 85% of Brighten's staff offered a contract or position continuation will choose to renew their contracts and continue employment with the school (not notwithstanding unavoidable circumstances such as spouse relocation, medical condition, retirement, birth/adoption, death.).

Rationale

Targets were established using 2006-2009 baseline median of 85%.

Evidence

Contracts and internal tracking

Brighten Academy will be evaluated on the students enrolled between the fall FTE count date and the testing date. This data, along with data for these charter-specific objectives, will be maintained by Brighten Academy and reported to the Douglas County School and the Georgia Department of Education in the mandated yearly charter schools report. The analyses of the data and the required comparisons will be conducted by Brighten Academy and reported to the charter school in the same manner as other schools within the county.

For each year of operation:

- Brighten Academy's overall student assessment results will be compared to similar non-charter schools in the Douglas County School System.
- Individual student results will compare each student's progress from year to year, assist in planning instruction, develop and monitor progress on Individual Learning Plans, evaluate teaching practices, curriculum, and educational framework, and ensure that charter goals and responsibilities are met.

Brighten Academy will work collaboratively with the Douglas County School System to ensure that all state and federal academic mandates are met (e.g., No Child Left Behind mandates).

Assessment data will be the cornerstone for planning instruction and for determining success of the instructional programs and methods provided by Brighten Academy. A variety of assessment tools will be utilized:

- Rubrics
- Portfolios
- Yearly Criterion Reference Competency Test (CRCT)
- Other assessment measures
- Writing Assessment

Reporting of individual progress will take place via a variety of communication vehicles:

- Report Cards – Report cards will:
 - Determine a student's mastery of the standards. Mastery is defined as the ability to know, understand, and be able to consistently do or use a required skill or concept in a meaningful way.
 - Provide a grade (also rubric based) for the 7 Cs characteristics
 - Be issued each 9 weeks to report academic progress
- ILP- Individual Learning Plans will:
 - Determine a student's strengths and weaknesses
 - Design a plan to address academic, social, emotional weaknesses
 - Measure progress annually

- Student Data Sheet will:
 - Track standardized test scores for each child
 - Measure academic loss/gains annually, when able
 - Be utilized in teacher assessment
 - Be utilized for flexible grouping decisions
- Running Records will:
 - Track baseline data in reading fluency (Grades K-6) and computation (Grades 1-8)
 - Progress will be measured at a minimum of three times a year
 - Students who are below benchmark will be monitored more often and referred to SST

The Douglas County School System has agreed to provide testing materials for all standardized tests.

BRIGHTEN ACADEMY
SECTION 4- OFFICIAL MATTERS

“Inspired teachers...cannot be ordered by the gross from the factory.

They must be discovered one by one,

brought home from the woods and swamps like orchids.

They must be placed in a conservatory, not in a carpenter shop;

and they must be honored and trusted.”

John Jay Chapman

4.1 WAIVERS

In order to improve performance by using instructional strategies and the innovative school design described in this charter, Brighten Academy shall be exempt in whole from all local board of education and State Board of Education rules, policies, regulations, and procedures and from provisions of Title 20 of the Official Code of Georgia Annotated other than the Charter Schools Act of 1998, as amended, that are in conflict with the provisions of this charter. The requested waiver is consistent with, and does not undermine, the intent of the law and regulation.

Our mission is to provide a productive learning environment with a highly qualified staff committed to using an innovative, research-based instructional model that produces measured growth in every student every year. The performance to be improved, how the improvement will be measured, and over what period of time is designated in [Section 3.2](#) of this charter, as well as in the mission statement.

The Accountability provisions of O.C.G.A. 20-14-30 through 20-14-41 will not be waived. Other provisions specifically prohibited to be waived by the Charter Schools Act of 1998 or other federal or state legislation will also not be waived.

The Board requests consideration to extend the privilege of the broad flexibility waiver it has been operating under since inception. The school has exercised this waiver on many occasions in order to meet our mission. Some examples include, but are not limited to: addition of supplementary curriculum, creating standards-based report cards, school calendar allowing for more teacher collaboration days, scheduling for vertical and horizontal teaming, discipline code, parent involvement compact, textbooks and instructional materials, certification requirements for non-core subject areas, salary schedules, and budgeting.

We have an excellent relationship with our authorizer and frequently request guidance and support related to implementing district policy and practical matters when appropriate or mandated by law (i.e., health and safety). It is not our intent to circumvent statutes, state board rules, policies, or regulations which do not directly impact our mission.

4.2 PERSONNEL

4.2.1 Staffing Approach

Brighten Academy recognizes the uniquely gifted individuals required in implementing this charter, and it is committed to finding and retaining these individuals. Brighten Academy will procure the most highly qualified faculty and instructional staff. The faculty and staff will be hired based on the merits of their academic credentials, relevant experience, validated evidence of student achievement, recommendations from previous employers, and shared educational philosophy with Brighten Academy.

The Brighten Academy Board will retain full autonomy over staffing decisions, policies, and processes in accordance with the request for a blanket waiver. Brighten Academy will adhere to the regulations provided in the No Child Left Behind Act (NCLB) as they apply to charter schools and all other laws and regulations pertaining to charter school staffing and credentialing.

Brighten Academy reserves the right to hire teachers who are both non-certified as well as certified who have met the requirements of the Georgia Professional Standards Commission. Staff members responsible for instruction of core academic areas will be certified (excluding emergency hiring situations). All staff members will be expected to embrace to the letter the mission, core values, and provisions of this charter petition. Certified staff shall be contracted through Brighten Academy and non-certified staff shall be at-will employees.

4.2.2 Staffing Matrix

Below is the staffing plan for Brighten Academy. This plan is subject to change based on enrollment, budget, or needs of the school. Specific job descriptions are provided in [Appendix G](#). The job descriptions are also subject to change to meet the needs of the school.

Position	Yrs. Exp. Pref.	Educ. Pref.	Comments
Business Director	2+	Bachelors Degree in Accounting, Finance, and/or Business and/or related managerial experience. Master's Degree preferred	Successful business experience. Practical knowledge of human resources, school or government accounting, marketing, grant writing, fundraising, legal compliance, human resources, risk management and charter school and Title XX law
Curriculum Director	2+	Bachelor's Degree or higher in Education or	Successful teaching and leadership experience.

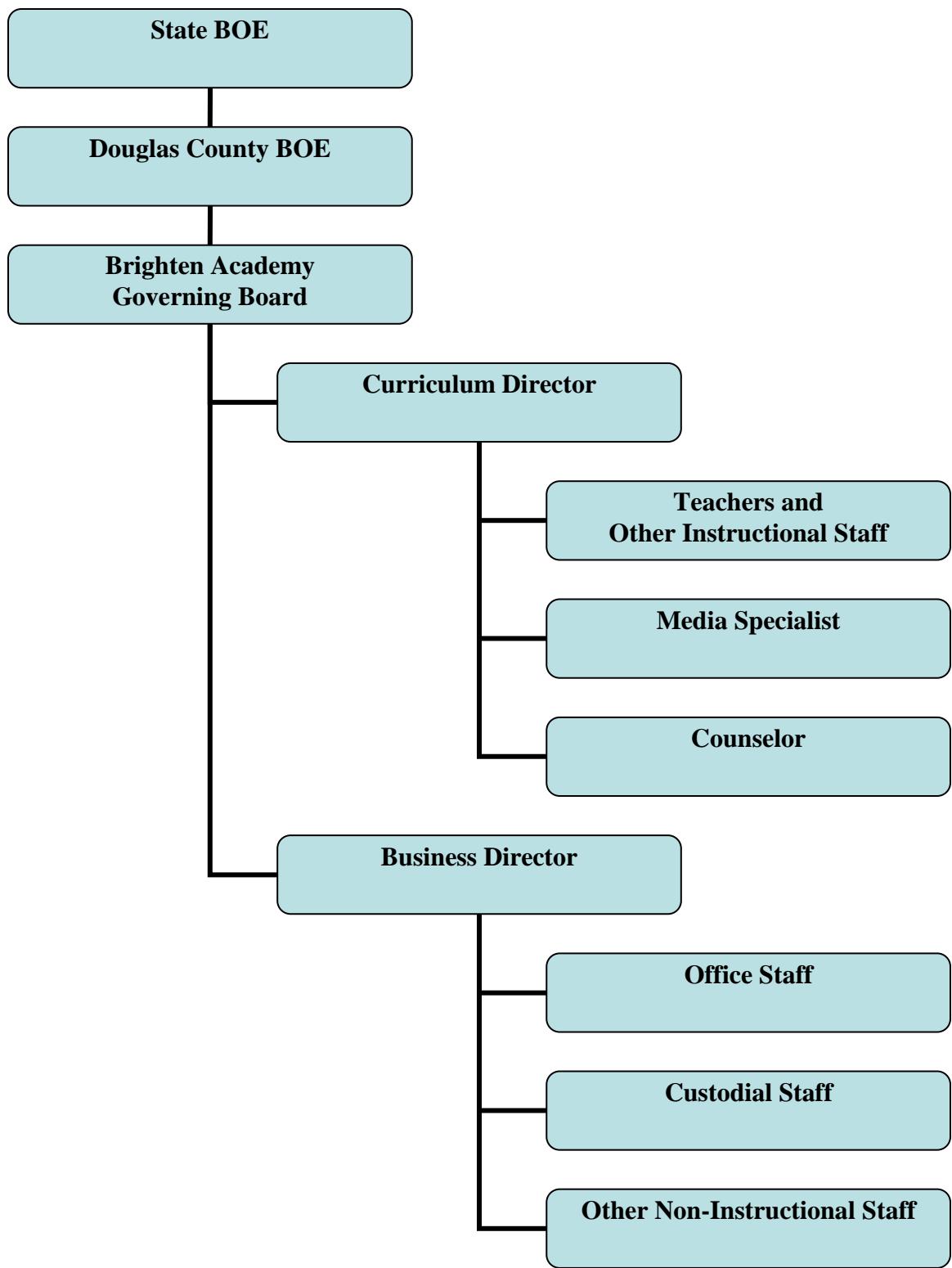
		Related Field Master's Degree preferred	Practical knowledge of effective practices in curriculum, instructional management, assessment, and planning, grant writing experience, SPED, charter school and Title XX law
Administrative Staff	3+	Related degree or record keeping/administrative experience	Skilled at interpersonal relationships, organization, multi-tasking, computer literate, attentive to detail, accounts payable/receivable
Teachers	1+	In field Certification Commitment to obtain gifted endorsement within 4 years of date hired	Successful teaching and leadership experience; ability to organize, plan, and direct the implementation of a comprehensive classroom instructional program; proficiency in written and oral communication, interpersonal relations, and evaluative/diagnostic skill; commitment to personal development and the total school program
Special Education Teacher	1+	In Field Certification	Excellent interpersonal skills, knowledgeable in field, willingness to work collaboratively with instructional staff
Speech Language Pathologist	1+	In Field Certification	Excellent interpersonal skills, knowledgeable in field, willingness to work collaboratively with instructional staff
Teacher Assistants/Parapro	1+	High School Diploma or Paraprofessional Certification Bachelors Degree preferred Paras will be asked to pass the para exam within 2 years of being hired.	Excellent verbal and written communication skills, cooperative, demonstrates initiative

Counselor	1+	In Field Certificate	Demonstrates knowledge of effective counseling strategies and programs, demonstrates initiative in expanding the school programs and mission.
Media Specialist	1+	In Field Certification	Certification is not limited to Georgia and may include other states. Demonstrates willingness to expand the instructional program

4.2.3 Organizational Chart

The organizational chart demonstrates the chain of command for the school. The structure may change based on the needs of the school. The structure supports these beliefs:

1. The school can be more responsive to the needs of students, parents, and the community if processes and the chain of command are streamlined.
2. Teachers should be supervised by an individual who is actively involved in the classrooms on a daily basis and who is familiar with the curriculum, individual student needs, teacher strengths and needs, and effective instructional practices.
3. School operations should be conducted by an individual experienced with school funding, monitoring human resources responsibilities, and plant operations.
4. The Business Director's role is to oversee the business and fiscal operations. The Curriculum Director's role is to oversee the curriculum and instructional program. The Curriculum Director will also supervise and manage Brighten's Discipline Code.



4.2.4 Recruitment and Hiring Practice

Brighten Academy will use the following procedures for hiring faculty and instructional staff:

1. The Governing Board will be responsible for hiring the Business Director and Curriculum Director through a formal interview process.
2. All other staff will be hired by a Staffing Committee comprised of the following:
 - a. Business Director
 - b. Curriculum Director
 - c. Lead Teacher or Teacher Panel
3. Hiring decisions will require a majority vote by the Staffing Committee.
4. Interviews will be conducted on applicants passing a pre-screening to ensure that they have not received an unsatisfactory evaluation, not had a contract renewed, been terminated or asked to resign. Prescreening ensures that there are no outstanding code of ethics violations or sanctions filed by the Professional Standards Commission. In addition, prescreening requires that building level supervisors are listed as references.
5. The interviews will be conducted using “targeted” interview questions designed to elicit specific types of responses related to experience, philosophy, practice, and education, which in turn meet the job description requirements (*see Appendix G*).
6. Applicants will be required to submit the following:
 - a. Application
 - b. Resume
 - c. At least one letter of recommendation from a previous employer
 - d. Writing sample
 - e. Copies of proof of education, training, and certification
7. A background check provided for by Brighten Academy through the Douglas County School System will be conducted on final candidates. The check will include verification of education and employment and a criminal background check. The Douglas County School System, on behalf of Brighten Academy, will also keep fingerprint records of all employees and subcontractors working directly with students. Candidates must also submit to a drug screening. Employment at Brighten Academy will be provisional until the results of all background and drug tests have been verified.
8. Brighten Academy acknowledges its obligation to comply with all applicable Federal and State laws regarding hiring and discrimination policies and will not discriminate based on age, gender, race, religion, national origin, color, or disability.

The Equal Opportunity Commission
Sam Nunn Atlanta Federal Center
1000 Alabama Street SW Ste 4R30
Atlanta, GA 30303
(404) 562-6800

and/or

The U.S. Department of Education
Atlanta Office for Civil Rights
61 Forsyth Street, SW Ste 19T70
Atlanta, GA 31204
(404) 562-6350

4.2.5 Certified Qualifications and Levels

Level	Description
E	Entry level
T-1	Trade and Industry teachers with 1 year of college
T-2	Trade and Industry teachers with 2 years of college
BT-4	Teachers with a provisional certificate, and with a Bachelor's Degree
T-4	Teachers or Leadership with a professional certificate and with a Bachelor's Degree
BT-5	Teachers or Leadership with a provisional certificate, and with a Master's Degree
T-5	Teachers or Leadership with a certificate and a Master's Degree
BT-6	Teachers or Leadership with a provisional certificate, and with a Specialist's Degree
T-6	Teachers or Leadership with a certificate and a Specialist's Degree
BT-7	Teachers or Leadership with a provisional certificate and finished with the Doctoral Dissertation
T-7	Teachers or Leadership with a certificate and a Doctoral Degree

Equivalent service will be considered on a case-by-case basis. Candidates will provide the Staffing Committee appropriate documentation verifying experience. All staff experience and education will be reported to the Douglas County School System and the State Department of Education in a manner consistent with requirements of all public schools.

4.2.6 Compensation

Compensation will be commensurate with experience and education related to the position held by the employee. The school may employ the state salary schedule for base salaries of certified personnel but retains the right to add local supplements or other compensation associated with training, experience, or additional duties. Classified positions will be paid based on prevailing market rates and the school's budget relative to training, experience, and job responsibilities. The school also may employ salary caps related to step increases for additional degrees or years of service or when QBE funding for a position is less than the base salary under the state's schedule.

4.2.7 Benefits

Brighten Academy will offer its full time employees health and welfare benefits similar to those offered by the Douglas County School System. Brighten Academy has entered into an agreement with the Teacher Retirement System. In addition, the school will participate in the State Health Benefit Plan. Full time is defined as certified staff that work 50% and classified staff who work 60%.

4.2.8 Evaluations

Brighten Academy is committed to providing feedback to all employees to assist them in growing professionally. The Business Director and Curriculum Director will be formally evaluated once per year by the Governing Board. Informal evaluations will be conducted throughout the year based on information gathered from a variety of sources including, but not limited to: observation, information provided to the Governing Board via regular reports, and parent, staff, and community surveys. The Governing Board will utilize the evaluation tool used by the Douglas County School System or a comparable measure. The Governing Board will provide such measure to the Business Director and Curriculum Director at the beginning of each school year. Teachers and instructional staff will be formally evaluated twice yearly by the Curriculum Director. Informal observations will be conducted throughout the year based on information collected from a variety of sources including, but not limited to: observation, parent input, and student learning as evidenced by portfolio work samples, classroom and school-wide assessments, and standardized tests. The Curriculum Director will utilize the evaluation tool used by the Douglas County School System or a comparable measure. In addition, teachers will be evaluated based on best practices and principles derived from the National Board for Professional Teaching Standards (<http://www.nbpts.org>) and on anecdotal data collected which support the 7 C's. Five Core Propositions that accomplished teachers should know and be able to do. The "Propositions" are as follows:

- 1) Teachers are committed to their students and their learning.
- 2) Teachers know the subjects they teach and how to teach those subjects to students.
- 3) Teachers are responsible for managing and monitoring student learning.
- 4) Teachers think systematically about their practice and learn from experience.
- 5) Teachers are members of learning communities.

Non-instructional staff will be evaluated by the Business Director on a bi-yearly basis using a tool developed by the Business Director or utilized by the Douglas County School System.

All staff will perform a yearly self assessment. Feedback from formal and informal assessments will be provided in a timely manner and professional development will be based on information collected in formal and informal evaluation instruments.

All Governing Board members will complete a yearly self assessment and will participate in on-going, planned capacity development including, but not limited to: formal training yearly, qualified speakers, book studies, articles, Webinars, conferences, etc.

Staff members who do not perform according to expectations will be placed on a Performance Plan for a designated amount of time, except in the case of violation of the Code of Conduct for educators, law, or egregious offenses against school policy. Every effort will be made by the administrative supervisor to provide mentoring opportunities and other support mechanisms to assist the employee in meeting the expectations set forth by the Performance Plan, job

description, and other expressed requirements. After re-evaluation, dismissal may occur if goals are not adequately met. The Business Director or Curriculum Director, as appropriate, will make final decisions related to termination. Terminated staff retains the right to appeal to the Governing Board. The Governing Board's decision is considered final.

The Governing Board will make the final decision regarding dismissal of the Business Director or Curriculum Director. The Business Director or Curriculum Director reserve the right to one appeal to the Governing Board.

The Governing Board and School Administration reserve the right to non-renewal of contracts each year for any reason.

4.2.9 Staff Development

Brighten Academy is committed to providing continuing professional development opportunities for staff in order to further the mission of the school and for the professional growth of the individual. Brighten Academy will cultivate a culture where sharing of ideas and practices is an important component of developing the staff as well.

The tentative school calendar provides opportunity for training, development, and collaboration. Paraprofessionals will be utilized in a lead instructional capacity to facilitate teacher interaction.

The Douglas County School System has agreed to provide staff development opportunities to staff members of Brighten Academy. In addition, Brighten Academy may select other staff development opportunities which further the educational model or needs of the students, teachers, or school. Professional development opportunities sponsored by Brighten will be extended to school district educators as well.

4.3 EXCEPTIONAL CHILD PROGRAM

Special Education

4.3.1 Special Education

Brighten Academy is designed to support and enhance the social and emotional development of all its students, as well as their academic growth. Students with special needs will be taught by teachers trained to differentiate instruction for a range of diverse students. The IEP committee, including at least one representative from the Douglas County School System will determine the least restrictive environment when deciding on placement of a student.

Compliance and Procedural Safeguards

Brighten Academy will comply with all regulatory requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act. To ensure compliance, Brighten Academy will:

- Work collaboratively with the Douglas County School System to develop a system that meets the needs of the students and provides them with services from licensed/certified staff or consultants in a manner consistent with state and federal law.
- Maintain a list of the names and positions of school employees who can access student records. Brighten Academy understands that student records are private and all school personnel must obtain parental consent before showing the records to anyone not involved in their student's education. All employees will be required to sign confidentiality agreements and each student's folder will contain a checkout record showing who reviewed the files and the date of each review.
- Follow the required state and federal procedures related to documentation and communication.

Early Identification, Evaluation, and Placement

To determine the appropriate educational program to be provided to children with learning, physical, or behavioral/emotional impairments several steps will be taken.

Existing IEPs: Prior to enrollment, Brighten personnel will review all existing IEP records of newly enrolling students.

The aim of Brighten Academy is to properly identify and intervene as early as possible and to support and include children with disabilities in the regular education program to the maximum extent appropriate. Brighten Academy supports responsible inclusion when appropriate for the child, and all efforts will be made to serve students with exceptionalities in regular, self-contained classrooms to the maximum extent appropriate in accordance with the Least Restrictive Environment (LRE) guidelines mandated by federal law. The Special Education teacher may also provide resource time and provide consultative assistance to the regular education teacher as provided for in the student's IEP.

Pre-referral: The faculty will focus on adapting/modifying instructional/management techniques to meet a child's needs before he/she is evaluated for specialized services. When classroom teachers notice a student displaying difficulties in learning, a variety of different approaches (pre-referral interventions) will be tried and documented to accommodate the needs of the student. After these interventions, a teacher may decide to bring the child to the attention of the Student Support Team.

Student Support Team (SST)/Referral: In compliance with IDEA guidelines, including employment of the Response to Intervention model, Brighten Academy will identify a Student Support Team (SST) to review an individual student's strengths and areas of concerns. This multidisciplinary-team, comprised of general education teachers, the school counselor (if position is filled), and the SST Chairperson will plan strategies and organize resources for addressing problems and concerns about a student. Parents will also be invited to attend any SST meeting regarding their child. The educational evaluator will be invited to attend all SST meetings. When a comprehensive educational evaluation is being considered, the SST meeting will be scheduled at a time the educational evaluator and/or school psychologist may attend. It is not necessary for all members of the team to be present at every SST meeting; however it is mandatory for the committee to have a minimum of 3 participants with one participant being the general education teacher.

The SST referral will indicate area(s) of concern, provide school history, and document the interventions that have been tried and proven unsuccessful prior to making a referral. An educational plan will be developed and the parents/guardians will be asked to participate in the development of the plan. If the parents are not in attendance, all necessary paperwork will be sent home for the parents/guardians to review and return to school. Student referrals for comprehensive educational evaluation to determine eligibility and the need for special education shall be preceded by following the Pyramid of Intervention/Response to Intervention model, unless an obvious disability is noted.

Assessment/Evaluation: Once a student is referred to special education from the Student Support Team (SST) or other appropriate source, the evaluation and placement process shall be completed without undue delay and in accordance with state rules and federal regulations. Prior to conducting an initial evaluation, a school representative will contact the parent/guardian and schedule a conference regarding the following:

- The reasons for assessment
- To describe the materials and procedures that will be used to obtain information about the student
- To explain the rights of the parents/guardian and school district related to assessment
- To determine the student's primary language and proficiency
- To describe alternate means as appropriate
- To obtain written consent for release of confidential information from a third party when appropriate
- To obtain written consent to perform the assessment/evaluation

Parents are strongly encouraged to participate and contribute pertinent information during this period. Their perspectives and experiences with the student are of great value and will be considered throughout the evaluation process. Licensed staff and/or consultants will perform the evaluation and share the results with parents and other faculty members.

The conference can be held in conjunction with the SST meeting when the assessment is recommended if the parent is in attendance.

In accordance with state rule 160-4-7-.05, Brighten Academy parents will receive a copy of their Procedural Safeguards/Parent Rights in the following circumstances:

1. Every time PEC-04 is sent to parent/guardian;
2. Upon initial referral or parent request for evaluation;
3. Upon the receipt of the first state complaint in a school year;
4. Upon receipt of the first request for a due process hearing in a school year;
5. Upon notification by the LEA to the parent of the decision to remove the child from his or her current placement and the removal constitutes a change of placement under the discipline provisions of IDEA and state rules because of a violation of a code of student conduct; and
6. Upon request by the parent.

Parent rights must be explained orally, in the parent/guardian's native language, or in their natural mode of communication.

Parents are encouraged to join in the identification and referral process. Parents of a Brighten Academy student who are questioning their child's progress, either developmentally or academically should first request a conference with their child's teacher. At any time, parents may request an evaluation by submitting a written request for evaluation to the school.

Brighten Academy shall ensure that all evaluation procedures and eligibility determinations are established and implemented in accordance with state rule 160-4-7-.07.

Individual Education Plan: If the eligibility team determines that the student meets eligibility criteria established under the IDEA Categories of Eligibility section (O.C.G.A. § 20-2-150; 20-2-152; 20-2-160; 20-2-161; 20-2-168; 20-2-1160) and is in need of special education services, the student, parent(s) and staff will develop an Individualized Education Program (IEP) to address the area(s) of deficit in accordance with the required procedures.

The student's parents are an equal member of the child's IEP Committee which also includes: the regular education teacher, the special education teacher and/or coordinator, the school administrator, the assessment team members, and possibly a representative from Douglas County School System. Other members as required will be present such as the test administrator when the student is limited English Proficient, the student when appropriate, and other related service personnel or individuals that the parent or school deems appropriate to be present.

The IEP will state what special education and related services Brighten Academy will provide, and when and where those services will be provided. The IEP will be reviewed and revised at least every year.

An IEP form will be completed describing the special educational services. Implementation will begin as described in the IEP.

Review/Re-evaluation: The IEP will be reviewed at least annually and re-evaluation will be considered at least every three years.

Assurances

Brighten Academy hereby provides the following assurances:

1. Brighten Academy or the Douglas County School System (as provided by law) will provide appropriately licensed/certified personnel for all students with disabilities.
2. Brighten Academy will implement the same identification, evaluation, placement, reporting, and due process procedures and use the same or equivalent special education forms as other schools in the System and provide copies of all IEPs to the School System.
3. Brighten Academy will submit to program review by state and local officials to the same extent required of other schools in the System.
4. All Brighten Academy teachers will be required to participate in workshops, in-service programs, and/or training offered by the Special Education Department to the same extent required of other teachers in the System.
5. Students identified with disabilities who require more intensive services other than interrelated will be served at the appropriate school according to the IEP within the Douglas County School System.
6. Discipline issues regarding special education students will be handled in accordance with state rules and federal regulations.
7. Brighten Academy will indemnify the School System in the event the School System is held liable for the charter school's failure to provide eligible disabled students with the special education, related services, program accommodations, and due process to which they are entitled under state and federal law.

4.3.2 Intermittent Home Services and Homebound Services

Brighten Academy recognizes its responsibility to provide a public education program for students who have a medically diagnosed condition that may result in frequent, intermittent absences that may significantly impact their academic performance. Once a medical diagnosis is determined, the parent, teachers, and administration will work collaboratively to develop an educational plan which meets the needs of the student.

Eligibility

Services are available for students eligible under Section 504 of the Rehabilitation Act or the Individuals With Disabilities Education Act (IDEA). To be eligible for intermittent home services, a medical form with a specific diagnosis must be completed and signed by a licensed physician and submitted to the school.

Requirements

The need for these services must be documented in the student's 504 Plan or IEP. Instruction will be provided as determined by the SST or IEP committee and may be offered in a variety of settings.

4.3.3 Gifted Education

Brighten Academy was founded on the belief that education is a means by which each individual has the opportunity to reach his or her fullest potential. All students have a right to educational experiences that challenge their individual development whether it is below, at, or beyond the level of their age peers. In accordance with this philosophy, Brighten Academy plans to make provisions for the special needs of gifted and talented learners.

Brighten Academy is committed to ensuring a quality program. Reciprocity will be granted, upon proper identification, to all county and in-state transfers. An outline of the referral, eligibility, and methods of delivery is provided below.

Referral Process:

- Referrals can be initiated by parents, teachers, or students (self). Automatic referrals occur when a student scores at the 90th percentile or higher in total mathematics, total reading, or composite scores on a norm-referenced test.
- Supporting documentation is collected on student (work samples, anecdotes, test scores, report cards)
- An eligibility team composed of the gifted educator, an administrator, and an additional staff member meet to decide if child should be referred for testing.
- Parents are notified, by writing, if testing is to be pursued.

Testing/ Eligibility Process

- Written permission must be received to test the child and proceed with referral.
- Students will be evaluated by a certified gifted teacher or psychometrist using the SBOE Rule 160-4-2-.38 for eligibility (mental ability, achievement, motivation, and creativity). Brighten Academy will use the same tests and measures as the Douglas County School System to ensure quality and continuity within the county.
- Tests and measures will be scored by gifted certified teachers or psychometrists.
- Students will be retested, using an alternate measure of assessment, in mental ability and achievement if they are within 7% points of qualifying.
- The gifted teacher will determine eligibility based on SBOE Rule 160-4-2-.38 or the psychometric rule.
- The gifted teacher will notify parent(s) in writing of eligibility status.

Delivery Models

- Collaboration and resources class will be primarily used for students K-1. The certified gifted teacher will work with the student, parent(s), and classroom teacher to develop challenging assignments which enhance and expand the core curriculum areas the gifted student has already mastered. A detailed plan will be included in the student's Individualized Learning Plan and a communication log will be maintained to document the collaborative process between the gifted specialist and classroom teacher.

- Resource classes will be utilized primarily in grades 2-6. Instruction will have an academic content foundation, but it will focus on interdisciplinary enrichment activities.
- Cluster Grouping and/or accelerated content classes may be utilized in grades 6-8, as Brighten Academy seeks to have its educators receive the gifted endorsement. Under this model, small groups of students will be served within the regular classroom by using a documented, differentiated curriculum. This model will be used in addition to resource and collaborative models.
- Mentorship and internships will be used to help the academically and creatively talented students flourish. The certified gifted teacher will work closely with the mentor and student to ensure that acceptable progress toward the student's individual learning goals is met.
- Brighten Academy reserves the right to design and implement an approved innovative model if the need arises.
- All students will be served by a certified gifted teacher for a minimum of 5 segments per week.

4.4 English as a Second Language Program (ESOL/ELL)

Brighten Academy is committed to meeting each child's individual educational needs; therefore, the school will implement an English Speakers of Other Languages (ESOL) program to provide additional assistance for new English speakers. Through the ESOL/ELL program, students with limited English proficiency will acquire skills in verbal and written English language through "structured immersion" in the classroom, with additional support provided as needed to assist students in becoming proficient. Brighten Academy will create its curriculum around the WIDA ELP Standards which are aligned to Georgia's Performance Standards for language arts, mathematics, social studies, and science. These ELP standards will serve as the anchor for the assessment, curriculum, and instruction. The WIDA standards are:

The five overarching ELP standards are:

English Language Proficiency Standard 1:

English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

English Language Proficiency Standard 2:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

English Language Proficiency Standard 3:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

English Language Proficiency Standard 4:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

English Language Proficiency Standard 5:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

Brighten Academy will provide in-service for teachers to support the needs of these students. Brighten Academy will contract out ESOL services if needed.

Brighten Academy, in compliance with Federal, State and Douglas County laws and regulations, will utilize the WIDA *Access for ELLs* Test to determine eligibility for the ESOL program. In addition to the full assessment, we will utilize the W-APT (WIDA-ACCESS Proficiency Test) as our official screening tool. Brighten Academy will follow all state and federal policies, rules, and regulations throughout the charter term related to the identification, placement, service delivery, and exiting of students in the ESOL program.

4.5 Remedial Educational Services (SBOE Rule 160-4-5-.01)

In accordance with SBOE Rule 160-4-5-.01 Brighten Academy will offer remedial services to all eligible students in grades 6-8. Brighten Academy will offer a variety of direct and indirect remedial services to better meet the needs of our individual services. A remedial plan will be documented through the students ILP (Individualized Learning Plan, Tier 2 Educational Plans, SST (Student Support Team) educational plans, or the child's IEP (Individualized Education Plan.

Direct remedial services may include:

- Computerized Learning Paths that self adjust to meet child's instructional level
- Small group teaching that includes research based curriculum such as *SRA Corrective Reading*, *TouchMath*, and *Reading Express*.
- Additional remedial classes in reading, math, and written expression offered as an elective
- Increased progress monitoring (in area of deficit) to insure intervention and educational plan is working
- Attend guided instruction in a different grade level to address specific skill gap (Ex: a second grader may attend a phonics mini-lesson in a first grade class

Indirect remedial services may include:

- Collaboration from a variety of educational providers to support regular ed classroom
- Peer and adult tutoring

- Collaboration with community mentors and outside tutoring agencies
- Student contracts and self monitoring of instruction (graphing progress)

Brighten Academy also plans to provide remedial services to all students who need additional support through peer tutoring, online interventions, flexible grouping, teacher collaboration, and differentiated instruction. Brighten Academy will follow all provided state guidelines for eligibility. Furthermore, Brighten Academy will comply with SBOE Rule 160-4-5-.03 related to Supplemental Educational Services.

BRIGHTEN ACADEMY SECTION 5- FINANCE

“Watch the costs and the profits will take care of themselves.”
Andrew Carnegie

For Brighten Academy, “profits” equal increased learning opportunities for students. Brighten Academy is committed to operating the school as a business, practicing fiscal responsibility and making sensible decisions regarding operations to ensure ongoing success of the school and expansion of its programs.

The Governing Board is and shall always be well balanced in its representation of business members with experience in a variety of fields such as marketing, human resources, finance, law, and education. Furthermore, the school’s CFO will be appropriately credentialed according to State Board Rule Guidance. Presently, the Board Treasurer serves as the CFO; however, if an appropriately credentialed Business Director is hired in the future, the individual may serve as CFO.

The Brighten Academy Board will retain full autonomy over financial decisions, policies, and budgeting in accordance with the request for a blanket waiver.

5.1 BUDGET

The Douglas County School System will provide Brighten Academy with its allotment of Quality Basic Education earnings, applicable QBE grants, applicable non-QBE state grants, and applicable federal grants. In addition, it is assumed that the Douglas County School Board will treat Brighten Academy no less favorably than other public schools within Douglas County with respect to the provision of local funds for instruction and school administration, and, when

deemed by law, transportation, food services, proportionate share of eligible grants and building programs. Brighten Academy will request inclusion in all SPLOST referendums and proportionate funding.

Brighten Academy will be provided its allotment of QBE funds and other local funds monthly. The school will receive funding for teaching and experience based on what the school earns but not less than provided for by the Charter Schools Act or State Board Rule. Brighten Academy will be responsible for ensuring timely payment to the Douglas County School System for agreed upon contracted services provided by the county on a monthly or quarterly basis as agreed upon by both parties.

5.1.1 Additional Sources of Revenue: Grants and Fundraising

Brighten Academy plans to supplement revenue by aggressively pursuing a variety of public and private grants and charitable donations, and by implementing an on-going fundraising campaign. The Governing Board, Business Director, and Curriculum Director will be primarily responsible for applying for grants and soliciting charitable donations; however, instructional staff, as well as other school personnel, may also seek grant opportunities to benefit the school's instructional programs. The Governing Board and established parent/teacher organization will work collaboratively to generate funds through various fundraising programs. A preschool, Brighten Preparatory Academy leases space on Brighten's campus. Profits from the preschool are donated to Brighten Academy and generate on-going revenue, as well as ensure a predictable flow of students entering the school if space allows or they are selected in the lottery. Funds generated will be utilized to supplement the contingency allotment, purchase instructional materials, to make capital improvements, and to begin a capital campaign to offset operational costs and/or purchase or build a facility in the future. This preschool program is a separate entity maintaining a separate board and staff. The program is properly licensed from Bright from the Start. Evidence that this program is a separate entity and co-mingling of funds does not occur is included in the appendices.

5.1.2 Contingency Plans

To prepare for unexpected expenses, the following contingency plan has been developed and may be altered from time to time as appropriate to the circumstance:

Unexpected Financial Risk	Contingency Action
Enrollment is less than projected enrollment	<ul style="list-style-type: none">• Reduce or restructure staff• Reduce contracted services• Lessen build-out of facility for classroom space• Rely on parent volunteers to assist in non-instructional roles• Increase fundraising efforts• Utilize contingency funds allocated

Special needs population is above the 12% budgeted or special needs instructional services/materials/equipment is more than budgeted	<ul style="list-style-type: none"> • Reduce stipend amounts • Reduce or restructure staff • Reduce contracted services • Lessen build-out of facility for classroom space • Rely on parent volunteers to assist in non-instructional roles • Increase fundraising efforts • Contract with Douglas County to share services, materials, and equipment • Utilize contingency funds allocated • Reduce stipend amounts
Facility build-out costs exceed projections	<ul style="list-style-type: none"> • Reduce or consolidate contracted services • Increase fundraising for capital fund • Non-instructional staff reduction • Rely on parent volunteers to assist in non-instructional roles • Utilize contingency funds allocated • Reduce stipend amounts

5.2 FINANCIAL POLICIES AND PROCEDURES

Brighten Academy will follow all Generally Accepted Accounting Principles. The Governing Board, in collaboration with the Business Director, will develop, modify, and monitor compliance of all financial policies.

5.2.1 Audits

The budget includes the procurement of an independent Certified Public Accountant to oversee financial processes and to provide yearly audits of Brighten Academy's financial practices. At least one audit per annum, as standard for all public school systems in Georgia, will be conducted by a Certified Public Accountant on the fiscal processes and finances of Brighten Academy.

The audit report, along with other financial data, will be provided to the Douglas County School System within 180 calendar days of the end of the charter school's fiscal year. The cost of the independent audit will be borne by Brighten Academy unless the Douglas County School System will allow Brighten to be a part of their annual audit. The Douglas County School System's Internal Audit Department will be permitted to audit Brighten Academy annually or at such other intervals as the School System deems appropriate.

In addition, the school will provide the School System with a monthly financial report in a format acceptable to the School System by the 20th day of each month unless otherwise agreed upon by both parties. Any surplus funds remaining at the end of one fiscal year will be used to enhance Brighten Academy's academic program the following year. Brighten Academy will use its Contingency Plans (5.1.2) should a deficit occur during or at the end of the fiscal year. In case of a budget shortfall, no School System funds will be allocated to Brighten Academy for the next fiscal year until the Superintendent or designee approves such a plan. Brighten Academy will be solely responsible for all debts it incurs and contracts it makes.

The Governing Board of Brighten Academy will notify the Douglas County School System immediately if the charter school is contemplating cessation of operations, and will cooperate with the School System to the extent necessary to provide an orderly return of the students to their local schools. If Brighten Academy ceases operations for any reason, the school and the Governing Board will be responsible for appropriately safeguarding and distributing the school's assets and winding up the school's business and affairs. All assets and unencumbered funds remaining when the charter school ceases operations will revert to the Douglas County School Board for local funds and to the Office of the Treasury for federal funds as soon as the school has attended to all outstanding business. If Brighten Academy does not have sufficient funds to pay all outstanding obligations at the time it ceases operation, the Douglas County School system will not be responsible for the charter school's unpaid bills.

Brighten Academy has purchased Quick Books which enables Brighten Academy, Inc. to stay abreast of all tax law changes and to ensure consistency of financial processes. Brighten Academy's fiscal year will be from July 1 – June 30 of each year, which is consistent with the Douglas County School System's fiscal year.

5.2.2 Procurement

With respect to procurement, Brighten Academy, Inc.'s by-laws and policies contain detailed information about procurement practices. Brighten Academy will follow Generally Accepted Accounting Principles with respect to procurement. The Governing Board, in collaboration with the Business Director will develop, modify, and monitor all procurement policies and procedures.

Brighten Academy reserves the right as a public school to obtain state bid pricing and access to surplus equipment and materials.

BRIGHTEN ACADEMY **SECTION 6- OPERATIONS**

*“Train up a child in the way he should go,
and when he is old, he will not depart from it.”*
Proverbs 22:6

6.1 ADMISSIONS

All students who are residents of Douglas are eligible to apply at Brighten Academy. The school will not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, disability, proficiency in English, or any other basis prohibited by law. Students will not be required to complete any test or measure in order to be enrolled in Brighten Academy. After enrollment, formal and informal assessments will be administered to determine the most appropriate instructional plan and grade placement for each student will be made following Brighten's Placement Policy.

REGISTRATION and ENROLLMENT

Brighten Academy's open enrollment period is from February 1 until February 15 of each calendar year for the following school year. Any registrations received outside of this time frame will not be entered into the lottery drawing (if needed). No registrations will be received before February 1. A copy of our registration and enrollment forms are included as part of the appendices. Proofs of residency are required documentation which must be included as part of registration.

Regardless of when mailed, all registration and required residency documentation for Brighten Academy must be physically present in the administrative office of Brighten Academy located at 3264 Brookmont Parkway, Douglasville, Georgia 30135, or current location, on or before 4:00 p.m. February 15. In the event Brighten Academy is closed on February 15th, all registrations must be received by 4:00 p.m. the following business day that we are open. All registrations must be complete. Regardless of reason, failure to have a completed registration in the office of Brighten Academy by this deadline will constitute a waiver of inclusion in the upcoming lottery. Brighten Academy STRONGLY encourages all applicants to HAND deliver their application to the administrative offices of Brighten Academy. Registrations which are received in a timely manner but are incomplete due to circumstances beyond the control of the applicant will be included in the lottery at the discretion of the Business Director or designee with a right of appeal within 3 days to the Governing Board.

In order to complete the enrollment process and formally enroll, the following must be received by Brighten Academy: completed enrollment application (including all required supporting documentation such as birth certificate, social security card, proof of residency, immunizations, academic and discipline records).

Brighten Academy will publish information about enrollment on the Brighten Academy website and at the school in a prominent location where public information is posted . In addition, information may be published in the legal organ of Douglas County and other public locations.

A register of all complete and timely received applications will be kept in the office of Brighten Academy for review by applicants following all FERPA regulations. Applicants are required to assure their application is registered prior to the deadline.

PRIORITY ENROLLMENT

Priority for enrollment for each academic year will be given in the following order:

1. Children of full-time staff and Governing Board members
2. Siblings of students already enrolled.

Once a student has been enrolled the siblings will be immediately placed on the sibling waiting list. Board members who join the board after the enrollment period will be eligible for priority status in the next enrollment period. Children of full-time staff members who are hired after the enrollment period will be eligible for priority status in the next enrollment period.

Students who reside outside of Douglas County will not be enrolled at Brighten Academy, except those students whose parents are employed by Brighten Academy.

LOTTERY

Brighten Academy will hold one public lottery per annual admissions cycle. Brighten Academy will conduct a public prioritized lottery (if needed) and a public general lottery on the same night.

Currently enrolled students will fill all openings first. In the event there are more returning students than openings, a lottery will be conducted for currently enrolled students. Once all currently enrolled students have been placed, students of currently hired full time faculty and staff will fill any open allotments. Students of current Governing Board members will next take any open allotments. If there are more priority applicants than available slots, a lottery will take place to determine placement on the waitlists.

If students of teachers, staff, board members, and siblings of students do not fill the open allotments, then other open allotments will be filled by conducting a lottery of all non priority registrations received by the enrollment deadline. All registrants not placed in a class will be put on a general, non priority wait list in the order they were selected in the lottery.

Siblings in the same grade (e.g., twins, triplets, etc.) will be given 1 lottery ticket and all same grade siblings will be placed in the next slots available or on the waitlist in the order pulled if

there are no slots available. If the last slot pulled is a multiple siblings' ticket, all siblings on the ticket will be enrolled.

Lottery positions and waiting list positions will not be secured from year to year. Those offered the opportunity to enroll from the waiting list will have three days to complete the registration process before the opening will be offered to the next student on the wait list.

The school reserves the right to temporarily hold a maximum of two slots in each grade level in the event retention or acceleration of a student is determined to be in the best academic and social interests of the child. Placement decisions will follow the school's Placement Policy which provides for a collaborative committee of the child's parents, teachers, and administrators to make placement decisions. Temporarily held slots not filled by students retained or accelerated by the Placement Committee will be filled in a timely manner by students on the waiting list in the order in which they were pulled in the lottery.

The school also reserves the right to increase class size to accommodate mid-year placement decisions for enrolled students if the increase in size does not compromise the school's ability to meet its mission and is practical given the size of the facility and available staff.

Recruitment of students is the responsibility of Brighten Academy. Public notices will be made regarding the pre-enrollment period. During the recruitment process, Brighten Academy will provide parents of potential students with accurate information about the programs, services, and amenities available.

Brighten Academy will provide the names and addresses of all enrolled students to the Douglas County School System no later than April 1. Brighten Academy will also provide any necessary data for state funding reports and enrollment monitoring. It is assumed that the Douglas County School System will provide Brighten Academy access and support on the student information system being utilized.

6.2 TRIBUNAL COMMITTEE EXPULSIONS OR WITHDRAWALS

Brighten Academy has instituted a Student Code of Conduct, enacted a behavior policy, and publishes behavior expectations and consequences in student handbooks. Every effort to resolve or remediate inappropriate behaviors will be made at the lowest level of intervention possible. Students will at all times be afforded due process, and Brighten Academy will follow all IDEA guidelines and provisions related to discipline of special needs students.

Students will be referred to the Brighten Academy Tribunal committee upon request of the Curriculum Director, when a student has exhausted all administrative remedies (including administrative conferences (level II) and Pre-Tribunal Conferences). In the case of serious misconduct, such as criminal activity or zero tolerance behaviors, the Curriculum Director shall refer a student directly to the Tribunal committee regardless of enrollment status at the time of the referral.

No student shall be allowed to avoid consequences of violations of discipline policy or state law by withdrawal pending investigation or referral to the Tribunal committee. Brighten Academy shall refer disciplinary matters to the Tribunal committee for all conduct alleged to have occurred while a student was enrolled in Brighten Academy. Students who attempt to transfer to the Douglas County School District after impositions of consequences by Brighten Academy may be denied enrollment in the Douglas County School System, if under the disciplinary policy and procedures of the local school system, such student would be subject to suspension or expulsion for the conduct which gave rise to the suspension or expulsion. In such instances, the local school system shall not be required to independently verify the nature or occurrence of the applicable conduct or any evidence relating thereto. The Douglas County School System reserves the right to impose consequences in accordance with its policy and procedures. Likewise, students enrolling at Brighten Academy will not be admitted unless and until all disciplinary decisions have been made and consequences met through the Douglas County School System or other school.

6.3 OVERVIEW OF SCHOOL CULTURE, CHARACTER, AND CODE OF CONDUCT

Brighten Academy will foster a school culture that unifies the school and community, empowers educators and students, and affirms shared values in a safe and orderly environment.

The school will welcome all members of the community, and particularly the student population. Visitors will be invited regularly to take part in and contribute to school-wide and classroom activities. The open Governing Board meetings and established Parent/Teacher Organization meetings will allow for parents and community members to give input and commentary about the operation of Brighten Academy. Student, parent, staff and community surveys will be given at least once yearly, and the input will be utilized in planning and decision making. Parents and community members will play a vital role in the function of the school by providing support and involvement through classroom activities, field trips, fundraising, school-wide events, committees and subcommittees, and mentoring. The relationship between students, parents, and the community is the cornerstone of success for Brighten Academy.

The school culture will ensure that the faculty, instructional staff, and administration support the needs of the students in order to maximize student learning and character development. Shared school-wide meetings, class meetings, small groups, individual student conferences, and mentoring are vital to developing personal relationships with each child and in modeling and teaching appropriate behavior. Showcasing of art and work products will reflect the values of Brighten Academy and the child-centered atmosphere. Teachers will act as facilitators and guides through the instructional journey, providing encouragement and support to each child. The creation of traditions will promote school pride and a sense of belonging.

Brighten Academy will encourage the development of shared values such as honesty, integrity, trustworthiness, responsibility, good citizenship, and self-discipline. The instructional

framework, “Connections,” which was developed by the school’s Founders, lists character development as a key component.

In addition, the Code of Conduct provides guidelines to promote these values and appropriate behavior in the school setting and in society at large, and provides for a safe and orderly environment. The behavior management plan will be balanced between positive and negative consequences of student behavior. Reinforcement of appropriate behavior and core values will be evident within classrooms, throughout the school facility, and in all school-related activities. Teachers and other staff members will act as models and demonstrate the highest level of integrity and appropriate behavior at all times. The Code of Conduct is located in the appendix.

6.4 DRESS CODE

Brighten Academy believes that dressing for success is important to learn at an early age; therefore, a dress code will be required of all students. Style and color requirements may be modified from time to time to better meet the goals of the school or needs of the student population. An updated dress code will be published in the handbook and copies made available in the school’s office and on the website.

The Governing Board recognizes that all families are unable to provide specific uniforms; therefore the following provisions have been made:

1. Any brand is acceptable if it meets the style requirements
2. A “swap closet” will be provided to trade in outgrown clothing
3. The school will solicit support from Partners in Education to provide scholarships for uniforms for families with a specific need

6.5 GOVERNANCE

The Governing Board will be accountable for governing Brighten Academy, based on the provisions of the Charter Schools Act of 1998, as amended, and the by-laws established by Brighten Academy, Inc. (see [Appendix B](#)) Brighten Academy will be subject to the control and management of this Governing Board in a manner consistent with the Charter Schools Act of 1998, as amended, and the Georgia Constitution (including Open and Public Meetings and Inspection of Public Records). The Governing Board will endeavor to continue development of its own capacity through on-going Governance training, book studies, articles, conferences, and expert speakers. In addition, the Governing Board will monitor its effectiveness via a formal self monitoring tool yearly to ensure it is meeting the mission and vision of Brighten Academy. Information obtained from this tool will be used for strategic planning purposes. The Governing Board will represent a broad population of parents and experienced professionals to run the school including, but not limited to: educators, financial, marketing, legal, fundraising, real-estate, or other business professionals. Members of the Governing Board shall agree to submit to a background check, criminal record check, credit check, and reference check prior to serving.

6.6 FACILITY

Brighten Academy has procured land and constructed buildings at 3264 Brookmont Parkway, Douglasville, Douglas County, Georgia. The school maintains Certificates of Occupancy on the two main buildings and the 5 cottages. The structure is in full compliance with all building code standards and regulations for fire, safety, environmental, and accessibility requirements. Professional architects and engineers that were registered, licensed, and insured in the state of Georgia and experienced in their respective disciplines. These professional architects and engineers provided services including:

- Preparing schematic designs and complete construction documents in compliance with all applicable building codes and the requirements of all applicable code-enforcing agencies having jurisdiction over the project
- Obtaining full permits for land disturbance, erosion, and sediment control, traffic control measures, civil, structural, architectural, mechanical, plumbing, electrical, mechanical, and fire protection, etc., as required by the scope of work necessary to obtain from the appropriate jurisdiction a valid Certificate of Occupancy for the intended educational use
- Providing full “contract administration services” (e.g., oversight of the construction project from conceptual design through issuance of the final Certificate of Occupancy)

All renovations will be conducted by experienced and appropriately licensed and instructed construction professionals in accordance with the construction specifications, drawings, and other documents provided by the Governing Board and the architect. Prior to the school's occupation of the facility, certification that the facility is in full compliance with all building code standards and regulations and fire, safety, environmental and accessibility requirements will be submitted to the Douglas County School System.

It is anticipated that other buildings will be built or procured in the future and these structures will be built according to the same standards as described above or as mandated by law.

Copies of all deeds, leases, construction contracts, drawings, and other documents related to the facility will be submitted to the Douglas County School System prior to final execution.

To assure the safety of the students, staff, and school assets, Brighten Academy will maintain the services of a security company.

Maintenance of the current school facility will be the obligation of Brighten Academy or the leasing agent of the facility, unless otherwise arranged with the Douglas County School System or prescribed by law. The Douglas County School System has the right to inspect the facility during regular school hours upon reasonable notice of no less than 24 hours.

Brighten Academy reserves the right, as prescribed by HB 555, to utilize any Douglas County School System unused facility at no charge. The costs associated with renovation will be borne by Brighten Academy.

6.7 TRANSPORTATION

Transportation will be provided by parents. Because the proposed site of the school is centrally located, issues with transportation should not impact enrollment or the overall success of the school. Brighten Academy will endeavor to provide transportation opportunities in the future as funding and logistics allow. If and when the school is able to provide transportation for students, any vehicles or drivers used for transporting students will meet the same safety standards applicable to public schools in this State. The Douglas County School System may choose to assist in providing transportation to regular education students. The Douglas County School System will provide transportation for special education students with transportation services provided for as part of their IEP. These services shall be provided at Brighten Academy's expense, which is not to exceed the per pupil cost for transporting a special education student in the Douglas County School System. The Douglas County School System will continue Brighten Academy's use of Douglas County School System buses for fieldtrips following system procedures and policies and related expenses.

6.8 FOOD SERVICE

The staff and administration recognize the importance of fulfilling basic needs before learning is able to take place; therefore, the following plan regarding food service has been implemented.

Students will bring a sack lunch or may have the opportunity to purchase lunch from the Douglas County School System (providing it is economically feasible for all parties). The costs for each meal will be commensurate with the cost of lunch at a traditional public school and shall be paid for by those who utilize the lunch program. The school will comply with all federal, state, and local policies, procedures, and requirements. According to the terms of the current agreement with the Douglas County School System, Brighten Academy will comply with the DCSS in accurately counting meals and providing documentation for submission of financial reimbursement claims required by the State Department of Education for meals meeting specified nutrient standards.

6.9 INSURANCE

Brighten Academy will comply with all federal, state, and local rules, regulations, court orders, and statutes regarding insurance and protection of the physical health and safety of school students, employees, and visitors. As a charter school under the jurisdiction of the Douglas County School System, Brighten Academy will be insured under the doctrine of sovereign immunity. Governing Board members and key individuals in the organization with access to financial information, records, or monies will be covered by a fiduciary bond. The following additional insurance coverage will be maintained throughout the term of the charter:

❖ General Liability	Not less than \$1,000,000
❖ Directors and Officers	Approx. \$1,000,000
❖ Property	Not less than \$1,000,000
❖ Auto	Rider under General Liability Policy as applicable
❖ Umbrella Coverage	Not less than \$3,000,000
❖ Unemployment	Based on payroll
❖ Worker's Compensation	Based on payroll

The terms and conditions of insurance currently covering the school may be found in Appendix W. Proof of insurance will be provided to the Douglas County School System upon request.

6.10 ANNUAL REPORT

As required by the state Board of Education, Brighten Academy will provide or make available an annual report to all stakeholders including:

1. The State Board of Education
2. The Douglas County Board of Education
3. Parents or guardians of students attending Brighten Academy
4. The Douglas County Community

The annual report will indicate the previous year's progress in meeting the performance-based goals identified in this charter petition. The report will also include all state mandated test scores and other accountability indicators.

6.11 GRIEVANCES

The school has an established grievance policy developed by the Governing Board for addressing grievances from students, parents, and staff. Grievances will be handled at the most immediate level of authority. In cases where the school Director(s) is unable to satisfactorily resolve complaints, the Governing Board will act as an appeals board. The policy includes such matters as definitions, grievance procedures, and an appeals process that ensures due process.

BRIGHTEN ACADEMY
SECTION 7- START UP CHARTER PARTICULARS

“It takes a whole village to raise a child.”

Ashanti Proverb

7.1 PARENT AND COMMUNITY INVOLVEMENT

Brighten Academy is committed to providing a quality education for its students and working collaboratively with the community to reach this end. Community members and parents will be asked to serve on the Governing Board in making important decisions about the operation and future of Brighten Academy, to be active members of the parent/teacher organization, to mentor students, and to frequent the classrooms and school to share in the learning experience. As mentioned earlier in the charter, helping students develop a social consciousness and teaching them to become leaders within the community is one of our objectives. To do so, we must endeavor to have the students and members of the community interact frequently and to share life experiences and resources. The Parent Involvement Model and Parent Contract, developed to facilitate the collaboration of school, home, and community, can be found in [Appendix I](#) & [Appendix J](#).

7.2 ACCREDITATION

Brighten Academy may seek accreditation through a reputable accrediting agency or through the Douglas County School System's accreditation.

7.3 LEGAL

Brighten Academy acknowledges responsibility for procuring legal representation and cannot use the Douglas County School System's attorney unless agreed upon by the Douglas County School Board and the Brighten Academy Governing Board. The school will budget for legal counsel on retainer for the duration of the charter period.

7.4 INSTRUCTIONAL TECHNOLOGY AND BASIC TECHNOLOGY INFRASTRUCTURE

The Founding Board recognizes the value of technology as part of the educational program, to enhance the instruction, as a tool, and to prepare students for the future. This charter petition includes the following instructional technology plan:

Brighten Academy will ensure that the school maintains the basic infrastructure to support the Student Information System.

The school hopes to procure at least three computers for every classroom, as well as provide technology for administration and the instructional staff, as well as all related networking, software, and other hardware requirements. The school has procured an internet service provider that allows students to access the internet for research purposes and allows teachers to locate appropriate and effective materials, strategies, and information to develop their lessons. Funds have been allocated for this purpose.

A variety of software applications will be made available to students. The school will request that the Douglas County School System offer purchasing opportunities and support to procure this software.

Brighten Academy has earned and plans to apply for technology grants in order to establish a mobile lab or enhanced technology program and to increase the software applications available to students.

The current contact person for Brighten Academy's technology plan is the Media Specialist.

**BRIGHTEN ACADEMY -ARTICLES OF INCORPORATION
AMMENDED 8-18-05
APPENDICES**

APPENDIX A

Amended 8-18-05

Secretary of State
Corporations Division
315 West Tower
#2 Martin Luther King, Jr. Dr.
Atlanta, Georgia 30334-1530

DOCKET NUMBER : 052420623
CONTROL NUMBER: 0504466
EFFECTIVE DATE: 08/24/2005
REFERENCE : 0045
PRINT DATE : 08/30/2005
FORM NUMBER : 115

BRIGHTEN ACADEMY, INC.
1024 OVERLOOK DRIVE
VILLA RICA, GA 30180

CERTIFICATE OF RESTATED ARTICLES OF INCORPORATION

I, Cathy Cox, the Secretary of State and the Corporations Commissioner of the State of Georgia, do hereby certify under the seal of my office that the articles of incorporation of

**BRIGHTEN ACADEMY, INC.
A DOMESTIC NONPROFIT CORPORATION**

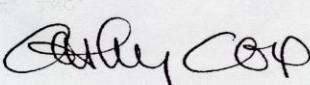
have been duly restated and amended by the filing of articles of restatement in the Office of the Secretary of State and by the paying of fees as provided by Title 14 of the Official Code of Georgia Annotated. Attached hereto is a true and correct copy of said articles of restatement.

WITNESS my hand and official seal in the City of Atlanta and the State of Georgia on the date set forth above.

[Barcode]

[Barcode]


CONSTITUTION
1776


Cathy Cox
Secretary of State

AMENDED ARTICLES OF INCORPORATION
Of
BRIGHTEN ACADEMY

Article I.
Adopted December 15, 2004

The name of the corporation is "Brighten Academy, Inc." (The "Corporation") which shall operate a Charter School under the name of "Brighten Academy" in the State of Georgia.

Article II.
Adopted December 15, 2004

The Corporation will be organized according to the provisions of the Georgia Nonprofit Corporation Code and is organized exclusively for charitable and educational purposes, including the formation and operation of a Charter School pursuant to the Charter School Act of 1998, effective July 1, 1998, being designated as Article 31 of Title 20-2-2060 through 20-2-2071 of the Official Code of Georgia Annotated (the "Act"). Brighten Academy will be operated in accordance with a Charter to be approved by the Douglas County Board of Education and the Georgia State Board of Education. The Corporation will qualify as a tax exempt organization under the provisions of Section 501(c)(3) of the United States Internal Revenue Code of 1986 or any corresponding section of a future federal tax code.

Article III.
Adopted December 15, 2004

The name and address of the incorporator is Kelly D. Cadman, 1024 Overlook Drive, Villa Rica, Georgia 30180.

Article IV.
Adopted December 15, 2004

The initial registered office is 1024 Overlook Drive, Villa Rica, Georgia 30180. The registered agent at such address is Kelly D. Cadman.

Article V.
Adopted December 15, 2004

The name and address of the incorporator is Kelly D. Cadman, 1024 Overlook Drive, Villa Rica, Georgia 30180.

Article VI.
Adopted December 15, 2004

The Corporation will not have members.

SECRETARY OF STATE
CORPORATIONS DIVISION

2005 AUG 24 P 3: 51

Article VII.
Adopted December 15, 2004

The Corporation shall have perpetual duration.

Article VIII.
Adopted December 15, 2004

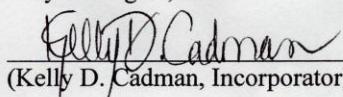
The principal mailing address of the corporation is 1024 Overlook Drive, Villa Rica, Georgia 30180.

Article IX.
Adopted August 18, 2005

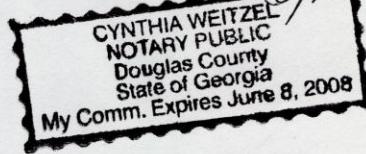
In case of dissolution of the corporation, all corporate debts incurred or contracts shall be the sole responsibility of the corporation. In the case of cessation of operations or dissolution of the corporation, the Governing Board will ensure appropriate disbursement of assets and unencumbered funds to the Douglas County School Board for local funds or Office of the Treasury for state or federal funds.

The amendment made in Article IX has been approved by a sufficient vote of the Founding Board members of Brighten Academy.

IN WITNESS WHEREOF, the undersigned has executed these Articles of Incorporation this 18th day of August, 2005.


(Kelly D. Cadman, Incorporator)

SECRETARY OF STATE
2005 AUG 24 P 3:51
NOTARIES DIVISION



8-18-i

Articles of Incorporation of Brighten Academy
Page 2 of 2

NOTICE OF INCORPORATION

Dear Publisher:

Please publish once a week for two consecutive weeks a notice in the following form:

Notice is given that articles of incorporation that will incorporate Brighten Academy have been delivered to the Secretary of State for filing in accordance with the Georgia Nonprofit Corporation Code. The initial registered office of the corporation is located at 1024 Overlook Drive, Villa Rica, GA 30180 and its initial registered agent at such address is Kelly D. Cadman.

Enclosed is a check in the amount of \$40.00 in payment of the cost of publishing this notice.

Sincerely,

Kelly D. Cadman

BRIGHTEN ACADEMY APPENDICES

APPENDIX B

Brighten Academy By-Laws

Section 1. The Corporation shall be governed by a Governing Board consisting of the following officers:

1. President
2. Vice President
3. Secretary
4. Treasurer

The Governing Board shall also contain no more than seven additional members. The Governing Board shall consist of parents of students attending Brighten Academy, educators, business leaders, and members of the community. A majority of parents of students attending Brighten Academy and instructional staff is preferable, however board members will be selected based on the best qualified applicants who can most effectively govern Brighten Academy. Brighten Academy's administration shall be present at all Governing Board meetings.

Throughout the tenure of the organization, these positions may be amended or added to carry forth the mission of the Corporation.

Section 2. The roles of each of the officers are as follows:

President shall (a) supervise and direct the business affairs of the corporation, (b) when present, preside at all meetings of the Governing Board, (c) may sign with the secretary or other officer of the corporation deeds, mortgages, bonds, contracts, or other instruments which the Governing Board authorizes to be executed, unless execution is delegated by the Governing Board to another officer or agent of the corporation, or is required by law to be otherwise signed or executed, (d) have authority to institute or defend legal proceedings, (e) have the authority to call a meeting of the Governing Board to carry forth business of the corporation, (f) assign temporary powers to other members of the Governing Board in furtherance of the school's purpose, (g) shall act in an ex-officio capacity for a minimum of 6 months after the term expires or the position is vacated to ensure transition of duties to the incumbent President.

Vice President shall (a) assume all duties of the president in his/her absence, whether temporary or permanent, (b) assist the president in planning meetings, (c) shall have the authority to call a meeting of the

Governing Board to carry forth business of the corporation, (e) shall perform other duties deemed necessary by the Governing Board or the president, (f) may assume the role of president after the president's term has expired.

Secretary shall (a) keep and publish minutes of the proceedings of the Governing Board according to law, (b) authenticate records of the corporation, (c) see that all notices are duly given in accordance with these by-laws, (d) act as custodian of the corporate records and corporate seal, (e) keep a mailing address of all Board members, which shall be furnished by the members yearly or as needed to remain current, (f) maintain a record of the school's policies, (g) perform all other duties as secretary as defined by the Governing Board.

Treasurer shall (a) have oversight of financial records and accounts for the corporation, (b) have charge and custody of all funds and securities of the corporation, (c) receive and give receipts and deposit of monies in the name of Brighten Academy in banks, trust companies, or other depositories as shall be selected by the Governing Board by resolution, (d) shall act as Chief Financial Officer, (e) perform all of the duties incidental to the office of Treasurer as defined by the Governing Board, (f) shall have the education and experience required by the Georgia State Board of Education Rule.

Section 3. The affairs of the Corporation shall be governed by the aforementioned Governing Board.

Section 4. The responsibilities of the Governing Board shall be as follows:

- (a) Support Brighten Academy's mission and core beliefs and ensure that the school stays true to its original purpose throughout its growth and development. The mission and core beliefs articulated in the charter document and in these by-laws will guide all decisions made by the Governing Board. To this end, officers of the Governing Board will retain entry access to the school at all times and to school related records, including but not limited to standardized test results. Governing Board members will not have access to individual student records without the expressed consent of the student's guardian(s).
- (b) Formally interview and hire school Administration, support, monitor and assess the performance with respect to the school's educational and financial goals. Receive recommendations from the Administration related to personnel matters.

- (c) Ensure effective organizational planning and responsible and ethical fiscal management of the corporation's assets. Oversee the budget process and the school's investments.
- (d) Influence and/or create and approve policy which impacts the operation of the school including, but not limited to:
 - i. Calendar
 - ii. Personnel policies and job roles
 - iii. By-laws
 - iv. Audit procedures
 - v. Annual budget
 - vi. Student related policies
 - vii. Charter related changes or interpretations
 - viii. Instructional models
 - ix. Other decisions which may set precedent or be mission related
- (e) Approve personnel contracts and shall, following the terms of said contract, make determinations regarding the release of employees from contracts according to the recommendations of the Administration.
- (f) Serve as a link between the school's staff and its constituents and also act as ambassadors and advocates of the school.
- (g) Approve expenditures for single items or services of greater than or equal to \$5,000.00 in accordance with the school's bids and quotations policy and approved vendor's list.
- (h) Delegate authority to Administration to manage the daily affairs of the School.
- (i) Delegate authority to Administration to make emergency decisions, including expenditures exceeding \$5,000.00 with the approval of an Executive Officer if available, or if not available, another member of the Governing Board. Emergency decisions shall be defined as any "act of God", natural disaster, or other unexpected event or crisis interrupting the School's operation or the health and safety of the staff or students.

Section 5. Each April, a Governing Board election will take place. One or more Founders, if available, will be nominated and elected by the Governing Board to fill the first available open positions to ensure continuity of the corporation's mission. The remaining positions will be filled with parents of students attending Brighten Academy, educators, business leaders, and members of the community. Members shall serve three

year terms beginning with the spring of 2009 election. Elections will be held in April of every year and beyond to fill any open vacancies. An open seat special election may be held when the governing board deems necessary due to a vacancy of a number of governing board positions. The Governing Board must always contain at least two members of the preceding Governing Board for continuity. If for some reason all 11 board positions will be eligible for vacancy, any preceding Governing Board members must go through the election process. The election process will be as follows:

- a) The Governing Board will determine the qualifications needed of candidates.
- b) Once the qualifications have been determined, the openings will be posted to begin accepting nominees' letters of interest with qualifications.
- c) Nominees may be self nominated or nominated by others.
- d) The Governing Board and (2) PTO Representatives will form a nominee review committee in order to verify the qualifications of the nominees and to narrow down to no more than three qualified nominees for each open position.
- e) The Governing Board and (2) PTO Representatives will form a selection committee in order to formally interview the nominees as recommended by the nominee review committee. Nominees will be selected from this panel to proceed to the election process. The selection committee shall have the discretion to determine the structure of the ballot. The selection committee shall have the option to request additional qualified candidates from the nominee review committee.
- f) At the designated board meeting, the selected nominees will be introduced and may speak on their behalf as well as answer any questions from the board and audience participants.
- g) At the appointed board meeting, the election process will begin after introductions and questions. The current Governing Board members and any current members of the Brighten Academy PTO may vote by ballot.
- h) Nominated candidates will not receive ballots.
- i) Members of the PTO and Governing Board members may only vote once.
- j) One Governing Board Member, One PTO Representative, and the administration will tally the votes.
- k) In case of a tie, the two PTO Representatives from the selection committee and the Governing Board President will decide the outcome.
- l) Any open officer positions will be nominated and elected by the newly elected Governing Board no later than 30 days after the election.
- m) Interim officer positions may be appointed by a majority vote of the current Governing Board in the case of any officer position being vacated.

In addition, the school administration and the immediate past governing board president will serve in ex-officio members in an advisory capacity. Within 30 days, or according to availability of training opportunities, new members of The Governing Board shall be formally oriented and shall be trained on fiduciary and other duties to effectively govern. The Governing Board shall be formally trained at least once yearly on its responsibilities and on legal and regulatory matters pertaining to public school governance. Information related to this training shall be documented and included in the school's annual report to the school district. The Governing Board shall participate in on-going development including, but not limited to: conferences, speakers, professional articles. These development opportunities shall be documented and provided in the school's annual report to the school district. The operating budget shall include development funds for The Governing Board.

Section 6. The Governing Board shall be subject to the provisions of the Open Meetings Law, O.C.G.A 50-14-1 and Inspection of Public Records Law, O.C.G.A 50-18-70. Meeting dates and times will be publicly announced to all stakeholders according to law. In executive sessions, as called and defined by law, only Governing Board members will be present. All other parties, including the school administration and board president emeritus, shall be present at the pleasure of the Governing Board. At all public meetings, a simple majority of the sitting members shall constitute a quorum for the transaction of business. Members who cannot be in attendance may vote by proxy by submission of their proxy to the secretary or his/her designee. The exception to the quorum is in the case of an emergency meeting as defined in these by-laws, in which case a majority of members present authorizes the transaction of business. In the event of a tie vote, the administration shall cast the tie breaking vote. Meetings shall be held at least once monthly or more frequently as determined by the Governing Board. The Governing Board shall institute Roberts' Rules of Order to conduct business.

The Governing Board shall be subject to all provisions of law and regulation related to being a non-profit organization. Governing Board members shall execute an annual confidentiality and disclosure statement, as well as a statement of commitment to fulfill the duties of The Governing Board. To avoid potential conflicts of interest, employees of Bright Academy or spouses of employees may not participate on the Human Resources Committee or in discussion or voting related to personnel matters of fiscal matters where direct financial benefit may exist. Governing Board members shall excuse themselves or be excused from discussion or vote in the event of an actual or potential conflict of interest exists.

Section 7. A member of the Governing Board may resign at any time by giving notice, preferably written, to an officer. Unless otherwise specified in the notice, the resignation shall take effect immediately upon receipt thereof by the officer. Members of the Governing Board may be removed by a majority vote of the remaining members for such reasons that include, but are not limited to: absence from Governing Board meetings without notice or just cause, not fulfilling duties as defined in these by-laws, not acting in accordance with the mission and core beliefs of Brighten Academy, acting negligently or against the laws of the state of Georgia when representing the

corporation. The Governing Board shall provide a minimum of 7 calendar days notice prior to a public vote in a regularly scheduled board meeting. Vacated positions shall be filled to serve for remainder of the term by nomination and majority vote of the remaining members.

Section 8. The members of the Governing Board shall serve without compensation; however, the corporation shall be authorized and empowered to pay reasonable out-of-pocket expenses incurred by the Board members in furtherance of the corporation's purposes. Expenses shall be documented with receipts and provided to the treasurer for appropriate accounting. The children of Governing Board Members shall be allowed to participate in the Brighten Academy lottery priority level three in the next enrollment period pursuant to the rules as specified in the Charter or the law.

Section 9. To ensure fulfillment of the mission and core beliefs, a variety of committees shall be formed and led by members of the Governing Board. These committees may include, but not be limited to:

- i. Executive Committee
- ii. Board Development
- iii. Facilities
- iv. Finance
- v. Human Resources
- vi. Policy
- vii. Resource Development
- viii. Technology

Committees shall be selected yearly by the Governing Board Officers and announced at a regularly scheduled meeting or at a meeting of the established parent/teach organization at the beginning of the school year. The Governing Board Officers shall determine the constitution of each committee. School Administration shall form school level committees and shall report information pertaining to the work of these committees to the Board. Committees and shall meet at a regularly scheduled time which shall be determined at the beginning of each school year after they have been formed. Minutes from committee and subcommittee meetings shall be provided to the Governing Board secretary and be recorded in the school's meeting minutes.

Section 10. In the case of a catastrophic event, an emergency meeting of either the Administration and at least one Governing Board officer, if available, or the Governing Board may be called by any Board Member to conduct business in furtherance of the corporation's mission. In such an event, decisions made by the present members may be carried forth after a majority of the members present have voted in favor of the decision. Decisions made without a quorum in such circumstances shall be reported in the next regularly scheduled meeting.

Article 6.
FISCAL YEAR

The fiscal year of Brighten Academy shall end on the thirtieth day of June in each year.

Article 7.
CORPORATE SEAL

The Governing Board shall provide a corporate seal. The seal of the corporation shall be affixed to any legally binding document executed by Brighten Academy. The Governing Board secretary shall hold the corporate seal.

Article 8.
AMENDMENTS

The Governing Board shall have the power to alter, amend, or repeal by-laws. By-laws must be consistent with the Articles of Incorporation and the laws of the State of Georgia. Action related to by-laws shall be taken by an affirmative vote of a majority of Board Members.

Article 9.
INDEMNIFICATION

Brighten Academy shall provide indemnification as necessary any person acting as a member, officer, employee, or agent of the corporation who was or is a party or is threatened to be made a party to any pending or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, other than by or in the right of the corporation.

Section 2. These persons are protected against reasonable expenses including but not limited to attorneys' fees, judgments, fines, and amounts paid in settlement or incurred in connection with such action, suit, or proceeding if the person acted in a manner he/she reasonably believed in good faith and in the best interest of the corporation.

Section 3. However, the corporation shall not indemnify a member, officer, employee, or agent for any liability incurred in a proceeding in which the person is adjudged liable to the corporation or is subject to injunctive relief in favor of the corporation for: (a) any appropriation in violation of duties of any business opportunity of the corporation, (b) for acts or omissions which involve intentional misconduct or knowing violation of law, (c) for the types of liability set forth in Section 14-2-831 of the Official Code of Georgia Annotated, (d) for any transaction from which improper personal benefit was received.

Section 4. Determination of indemnification of the member, officer, employee, or agent shall be made by (1) the Governing Board by a majority vote who were not part of the action, suit, or proceeding, (2) if such a quorum is not obtainable by a majority vote of a committee duly appointed by the Governing Board, consisting solely of two or more members not at the time parties to the action, suit, or proceeding, or (3) a special legal counsel employed by the corporation for that purpose.

Section 5. Written notice must be furnished to the corporation to affirm the member, officer, employee, or agent acted in good faith and that the conduct merits indemnification before funds will be disbursed. The member, officer, employee, or agent shall also personally execute a contract to repay advances or funds if it is ultimately determined that he/she is not entitled to indemnification pursuant to the laws of the state of Georgia.

Section 6. Brighten Academy may purchase and maintain insurance on behalf of any person who is or was a member, officer, employee, or agent of the corporation, or is or was serving at the request of the corporation or another corporation, partnership, joint venture, trust, or other enterprise on behalf of Brighten Academy. Further, insurance against any liability asserted against him/her or incurred by him/her in that capacity or arising from his/her status as such, whether or not the corporation would have the power to indemnify him/her against such liability under the provisions of this Article.

Article 10. **DISSOLUTION OF CORPORATION**

In case of dissolution of the corporation, all corporate debts incurred or contracts shall be the sole responsibility of the corporation. In the case of cessation of operations or dissolution of the corporation, the Governing Board will ensure appropriate disbursement of assets and unencumbered funds to the Douglas County School Board for local funds or Office of the Treasury for state or federal funds.

Article 11. **EFFECTIVE DATE OF ENACTMENT OF BY-LAWS**

These by-laws shall be made effective on the date in which the majority of the Governing Board votes for adoption or revision.

IN WITNESS WHEREOF, the undersigned incorporator has set his hand and seal to these revised By-Laws this _____ day of _____.

BRIGHTEN ACADEMY APPENDICES

APPENDIX C

DEPARTMENT OF THE TREASURY 501(C)(3)

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: SEP 28 2005

Employer Identification Number:
57-1218112

DLN:

17053049010025
Contact Person:
GLENN W COLLINS ID# 31392

Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
June 30

Public Charity Status:
170(b) (1) (A) (ii)
Form 990 Required:
Yes

Effective Date of Exemption:
January 11, 2005
Contribution Deductibility:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c) (3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c) (3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Information for Exempt Organizations Under Section 501(c) (3) for some helpful information about your responsibilities as an exempt organization.

Sincerely,

RECEIVED

Dec 13 2005
Lois G. Lerner ATSC IRS #0412
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c) (3)

Letter 947 (DO/CG)

BRIGHTEN ACADEMY APPENDICES

APPENDIX D

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**BRIGHTEN ACADEMY
APPENDICES**

APPENDIX E

**GOVERNING BOARD POLICY
STUDENT CODE OF CONDUCT AND BEHAVIOR CONTRACT**

Purpose

The purpose of Brighten Academy's Student Code of Conduct and Behavior Contract is as follows:

- 1) To create a risk free and safe environment
- 2) To maximize learning time
- 3) To provide information to students and parents about rules and regulations of the school and the plan for consequences for infraction of these rules and regulations
- 4) To provide uniform administrative and disciplinary procedures

Statement of Student Conduct

Our goal is to teach students the value and importance of following established rules and procedures in order to maintain a safe, orderly, and respectful environment both in the educational setting, as well as within our communities. To that end, we will positively reinforce honorable conduct and good behavior as often as possible, and will balance this with appropriate consequences for misconduct. We will continually provide encouragement and support to students in self-management of behavior and control of actions.

Parents and students will be required to sign the Code of Conduct as a pre-requisite for enrollment in the school. As a school of choice, Brighten Academy retains the right to withdraw and/or deny priority enrollment status for students who do not conform to appropriate behavior expectations that support the learning environment defined in the mission and core beliefs and by this Code of Conduct. Students may not enroll at Brighten Academy unless consequences at a prior school or system have been served.

These rules are designed to notify students and parents about the types and range of behaviors prohibited by Brighten Academy. Every specific variation of conduct may not have been included. Consequently, students should expect to be disciplined for misconduct that is obviously inappropriate and contrary to the mission and core beliefs established in the Brighten Academy Charter.

Student Misconduct

Offenses are classified into three categories determined by severity of the offense. The categories and examples of types of behaviors are outlined in the chart below:

CATEGORY I (Minor Infractions)	CATEGORY II (Major Infractions)	CATEGORY III (Zero Tolerance)
<ul style="list-style-type: none">• General disruption of classroom order• Any behavior which interrupts the learning of the student or other students• Inappropriate dress (against the dress code or on "dress down" days) or lack of cleanliness and neatness• Use of electronic or personal communication devices during the school day• Insubordination• Quarreling• Using offensive language• Teasing• "Tattling" unless it is for the purpose of ensuring the safety or well being of another person or the school• Chronic behaviors in the classroom that continue to occur and are unresolved by classroom discipline	<ul style="list-style-type: none">• Lying• Cheating• Disrespectful or discourteous language, tone, attitude, or actions towards peers or adults• Inappropriate or lewd language, actions, or gestures• Fighting• Excessive teasing• Refusal to clearly identify self to school personnel• Being on school grounds or in unauthorized places around the school without supervision• Leaving the school grounds during the school day without permission• Unexcused absences (truancy) or tardies• Urging others to disregard the Code of Conduct• Gambling• Misuse of school materials or the facility• Throwing objects that could harm others or self	<ul style="list-style-type: none">• Possession, use, or selling of drugs, alcohol, or tobacco or paraphernalia associated with drugs, alcohol, or tobacco• Possession, use, or threats of use of firearms, mace, tear gas, explosives, or other destructive devices• Possession, use, or threats of use of weapons of any kind (knives, blades, guns, bludgeoning objects, etc.) or objects that are used as weapons• Use of intimidation, violence, force, noise, coercion, or threat (bullying or terroristic)• Assault and battery with intent to do bodily harm• Damaging school or personal property with intent• Causing danger to others in the case of an emergency (e.g., blocking a fire escape, etc.)

	<ul style="list-style-type: none"> • Inappropriate behavior at a school sponsored function or when representing the school. • Using language or gestures of a provoking nature that includes, but is not limited to, insult, profanity, ethnic, racial, sexual, or religious slurs, harassment, or threat of any nature. • Language or behavior that attempts to demean, degrade, antagonize, humiliate or embarrass a person or a group of persons. • Stealing • Chronic behavior classified under level one that continue to occur 	<ul style="list-style-type: none"> • Possess, sell, use, buy or transmit stolen school property or attempt to possess, sell (or attempt to do any of the above) • Other felonies not listed • Threats (in any media, email, blogs, websites, texts, etc.) directed toward staff or students that are brought to the attention of staff member • Hazing • Aiding and abetting in the commission of an offense • Chronic disciplinary problems • Gang related behavior • Any behavior which substantially interrupts the orderly conduct of a school
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Consequences of Student Misconduct

For clarification of procedural rules, the following parties and their roles have been defined:

- a. “Parent” means the student’s natural parent or court approved legal guardian. Parents have the responsibility to attend meetings regarding their child’s behavior and to provide support to the school related to the behavior. Parents have the right to participate in meetings held by the Tribunal Committee or the governing board related to their child’s behavior. They also have the right to copies of all documentation related to their child’s conduct.
- b. “Administrator” refers to the Curriculum Director or other designated person to whom authority has been delegated to make decisions for all categories of offenses. The administrator has the authority to make determinations about behavior according to the code of conduct and to provide consequences for such behavior. They also have the

responsibility for appropriately documenting the behavior and ensuring due process. The administrator(s) will be a representative on the Tribunal Committee.

- c. "Teacher" means a classroom teacher, counselor, school assistant, substitute teacher, student teacher, or other school personnel who has been given authority over some part of the school program by the Curriculum Director or the Governing Board. The teacher has the authority to make determinations about behavior according to the code of conduct and to provide consequences for category I offenses; however, category II offenses shall be reported to an administrator for appropriate handling. The teacher has the right to attend any meetings of the Tribunal Committee or the Governing Board related to a student's conduct. The teacher also has the right to testify at meetings of the Tribunal Committee or the Governing Board. The teacher has the obligation to appropriately document behavior and to communicate frequently with parents about conduct. The teacher also has the responsibility of ensuring due process.
- d. "Tribunal Committee" refers to an external, unbiased panel of independent members (minimum 3) who make decisions regarding category II and category III offenses and makes recommendations for expulsion to the Governing Board. The Tribunal Committee will ensure due process. The teachers and other staff members who directly serve or who have served the student may be invited for informational purposes only. The Tribunal committee will dismiss all other members present for the Tribunal prior to rendering and discussing a decision. The Tribunal Committee may consider recommendations provided by the Curriculum Director related to disciplinary decisions.
- e. "Governing Board" or "Board" means the Brighten Academy Governing Board. The Governing Board reserves the right to make decisions related to all disciplinary issues, including expulsion. The decisions of the Governing Board are considered final. The Governing Board has the responsibility for ensuring that all actions of school representatives are aligned with the school's mission and core beliefs, and that all students' rights are protected.

The school administrator(s), teachers, Tribunal Committee, and Governing Board have broad discretion to determine consequences for student misconduct.

Because behavior is situational, professional judgment must be utilized. Every effort to make fair and impartial decisions will be made.

Any or all of the following consequences may follow for each of the categories of offenses:

CATEGORY I (Minor Infractions)	CATEGORY II (Major Infractions)	CATEGORY III (Zero Tolerance)
<ul style="list-style-type: none"> • Parents called/written notification sent home • Warning or redirection • Demerit(s) • Detention/miss recess • Privilege revoked • Other appropriate consequence <p>Habitual offenders will be documented as Category II and will be disciplined under those guidelines.</p> <p>Decisions made by the teacher or administrator are considered final for this category of offenses.</p>	<ul style="list-style-type: none"> • Parents called/written notification sent home • Detention • Privileges revoked • In school suspension • Other appropriate consequence <p>Habitual offenders will be documented as Category III and will be disciplined under those guidelines.</p> <p>In some instances, the Tribunal Committee may be asked by the administrator to convene and to make a decision about the situation. During this meeting, students, parents, teachers, and other witnesses may give testimony.</p> <p>Decisions made by the administrator or Tribunal Committee are considered final for this category of offenses.</p>	<ul style="list-style-type: none"> • Parents called for an immediate meeting • Suspension • Expulsion • Police report filed if appropriate • Other appropriate consequence <p>For all category III offenses, the child may be suspended until Tribunal can be scheduled. All efforts will be made to expedite the planning of said meeting. The Tribunal committee will be responsible for decisions related to the situation.</p> <p>In the case of expulsion, students may appeal <u>once</u> to the Governing Board within 5 days of the expulsion. During the appeal, students, parents, teachers, and other witnesses may give testimony.</p> <p>Students who are expelled will not be permitted to reenroll at any time in the future. Any student who withdraws due to a Tribunal committee decision may be denied re-enrollment at any time</p>

		<p>in the future.</p> <p>The Tribunal Committee's and the Governing Board's decisions are considered final.</p>
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STUDENT BEHAVIOR CONTRACT

Brighten Academy is a public school of choice. Students and parents who enroll in the school agree to embrace the mission and core beliefs outlined in the Brighten Academy Charter. The Code of Conduct has been developed to support this mission and these beliefs. Students and parents acknowledge the following rights:

School:

1. To make decisions which support a safe and risk-free environment
2. To make decisions which protect students' opportunity to learn

Student:

1. To a safe and risk-free environment
2. To learn
3. To due process as defined in the Code of Conduct
4. To represent self in disciplinary proceedings
5. To one appeal in the case of expulsion

Parent:

1. To prompt communication from the school related to their child's behavior
2. To copies of all documentation related to their child's behavior
3. To represent their child in disciplinary proceedings

By signing below, students and parents acknowledge and agree to abide by the rules, procedures, and consequences outlined in the Code of Conduct.

Parent Signature

Student Signature

Date

BRIGHTEN ACADEMY APPENDICES

APPENDIX F

CONNECTIONS INSTRUCTIONAL FRAMEWORK

Brain research (Caine & Caine, Making Connections: Teaching and the Human Brain, 1991) indicates that the human brain functions by creating patterns, links, and interconnections. Through these interconnections, the brain integrates and processes information, creates meaning, and solves problems. In direct contrast to this, traditional education practices have focused on isolating the various academic disciplines (math, language arts, social studies, science) and teaching a series of unconnected facts.

Curriculum integration capitalizes on the way the brain works by providing a teaching system that parallels the functioning of the brain. “Curriculum integration is a way to increase student understanding by teaching across the disciplines – teaching subject areas according to their natural connections rather than in isolation from one another” (Association for Supervision and Curriculum Development, 2004).

Suzy Red (<http://suzyred.com/integratedten.htm>) delineated “Ten Reasons to Teach an Integrated Curriculum:”

10. Unless you have 50 hours **a day** to teach, you'll never get it all in.
9. An integrated curriculum allows **science** and **social studies** to frame your reading, writing, and math.
8. The **brain** thrives on connections.
7. **Life** is not divided into neat little blocks of time called science, math, reading, writing, social studies, and recess.
6. **Problem solving skills** soar when all of our knowledge and higher level thinking from all curriculum areas are tapped.
5. Real literature in real books provides an authentic diving board into learning all subjects. Award-winning literature provides models for **problem solving, peer relationships, character development, and skill building** as students are captivated by exciting adventures with realistic characters who go through

problems very much like their own or problems (like war) from which they will learn historical truths.

4. **School's got it backwards!** In real life you are tested with a problem and then must scramble for answers, but in traditional school you are given the answers and asked to... regurgitate them.
3. Group interaction and **team building** inherent in an integrated curriculum depend on using various strengths and skills to create bridges to understanding.
2. Your **standardized test scores** will hit the top! By inspiring students to think, to love learning, and to put their learning to work in authentic ways, your kids will be equipped for whatever curves they might be thrown...on standardized tests and in life!
1. **Students** LOVE an integrated curriculum and thrive on its challenges!

Brighten Academy will employ an integrated curriculum. An instructional framework, Connections, is currently being developed. The main components of Connections are “The Seven C’s”: character, commitment, critical thinking, creativity, curiosity, community, and culture.

Character

- **Shared values**
 - 1. Empathy**
 - 2. Honesty**
 - 3. Trustworthiness**
 - 4. Caring**
 - 5. Compassion**
 - 6. Generosity**
 - 7. Punctuality**
 - 8. Self discipline**

9. Perseverance

10. Friendship

11. Tolerance

12. Fairness

- **Morning assembly – discuss character traits, thought for the day**
- **Service learning projects – classroom, school wide, community**
- **Role models from real life, history, literature**
- **Peer and adult mentoring**
- **Students aid in daily school upkeep and maintenance (Japanese model)**
- **Teachers model desired character traits**
- **Classroom meetings – class discussions, goal setting, and problem solving**

Commitment

- **Focus on personal responsibility for learning – high expectations, goal setting, Individual Learning Plans**
- **Increase motivation through engaging learning opportunities**
- **Learning from failure and the value of perseverance**
- **Commitment to the task at hand**
- **Development of concept of personal best**
- **Safe environment that tolerates mistakes and sees errors as a chance for growth**
- **Committed staff**
- **Do what you love, love what you do**

Critical Thinking

- **Cultivation of higher order thinking skills (application, analysis, evaluation, synthesis)**
- **Metacognition**
- **Development of the attributes of a critical thinker:**
 - asks pertinent questions
 - assesses statements and arguments
 - is able to admit a lack of understanding or information
 - has a sense of curiosity
 - is interested in finding new solutions
 - is able to clearly define a set of criteria for analyzing ideas
 - is willing to examine beliefs, assumptions, and opinions and weigh them against facts
 - listens carefully to others and is able to give feedback
 - sees that critical thinking is a lifelong process of self-assessment
 - suspends judgment until all facts have been gathered and considered
 - looks for evidence to support assumption and beliefs
 - is able to adjust opinions when new facts are found
 - looks for proof
 - examines problems closely
 - is able to reject information that is incorrect or irrelevant

(Ferrett, Peak Performance, 1997)

Creativity

- Teach and reinforce different forms of creativity (fluency, flexibility, elaboration, originality)
- Encourage development of personal expression
- Encourage “thinking outside the box”
- Acceptance and development of multiple intelligences
- Linking the arts with instructional topics
- Creating effective and engaging lessons that inspire creativity
- Role models of creative thinkers from real life, history, literature
- Appreciation of the playful, accepting atmosphere in which creativity flourishes

Curiosity

- Nurturing children's natural curiosity
- Development of an inquiring and inquisitive mindset
- Teaching students how to ask important questions
- Refraining from giving answers to problems too readily
- Cultivating a classroom atmosphere that rewards hypothesizing, questioning, and wondering
- Inquiry-based teaching
- Allowing students to have more choice in projects

Community

- Develop awareness of the rights and responsibilities of citizenship
- Teach children to become agents of change in the community
- Establish natural leadership through service learning projects
- Increased and continuing school – community interaction
- Professional learning community focus
- Clear lines of communication established within the community via:
 - website
 - school and classroom newsletters
 - parent/teacher conferences
 - Board meetings
 - PTA meetings
 - local newspapers

Culture

- Inclusion
- Diversity
- Orderly, safe, supportive environment
- Students have a sense of belonging and ownership for their school and for their education
- Cultural literacy (that common body of knowledge everyone must have to be culturally literate in our society)
- Focus on cultural awareness

- Development of unique school culture through traditions

School-wide Theme Ideas

Brighten Academy intends to implement school-wide themes based on the 7 C's which provide unity throughout the school and facilitate the celebration of learning across the curriculum.

The school intends to select 1 “C” per month as the focus to foster collaboration among grade levels and to integrate curriculum which naturally fits within the theme. Throughout the thematic focus, students will be encouraged to display work and to present to their peers, parents, and the community. At the end of the thematic focus, a school-wide culmination celebration will be planned.

**BRIGHTEN ACADEMY
APPENDICES**

APPENDIX G

JOB DESCRIPTIONS

Brighten Academy
Office Manager

Primary Function:

Record keeping of student attendance, student records, report cards, student schedule, bookkeeping of all school activity accounts and records, purchasing for school, correspondence for school

Requirements:

Education Level:	High School Graduate required; related degree preferred
Certification/License	Current CPR Certification required
Physical Activities:	Routine physical activities that are required to fulfill job responsibilities
Proficient Skills:	Computer and book keeping/record keeping skills; general knowledge of all office equipment; maintain confidentiality; effective verbal and written communication skills; ability to communicate professionally with students, parents, staff, and the community

Essential Duties:

- ◊ **Acts professional and adheres to Educator's Code of Ethics**
- ◊ **Maintain all bank accounts and records of school accounts.**
- ◊ **Supervises office staff.**
- ◊ **Monitors and manages all student records including attendance, registration, and permanent record information**
- ◊ **Maintains confidentiality at all times of students and students' records by refraining from speaking or communicating outside of a private school setting with or around unauthorized individuals.**
- ◊ **Maintains parent involvement spreadsheet.**
- ◊ **Manages and monitors all Open records requests, Sunshine Laws, etc.**

- ◊ Processes FTE report and other applicable school reports.
- ◊ Generates reports and provides information related to the charter.
- ◊ Manages phones and general office duties.
- ◊ Performs other duties assigned by the Business Manager.

Reports to: **Business Director**

Terms of Employment: **Equivalent of 210 days**

Brighten Academy

Business Director

Primary Function:

Oversees business operation of the school; ensures compliance with charter school law and the charter; implements the mission and core beliefs in the school; acts as a liaison between the school, school system, and the community; supervises staff.

Requirements:

Education Level: Bachelor's Degree in Business, Finance, Accounting, or related field

Educational experience and Management experience desired

Physical Activities: Routine physical activities that are required to fulfill job responsibilities

Proficient Skills: Leadership skills; knowledge of charter school law as it relates to personnel, insurance, facility, accounting, and funding; understanding of funding sources and school budget and management; general knowledge of all office equipment; maintain confidentiality; effective verbal and written communication skills; ability to communicate professionally with students, parents, staff, and the community; ability to analyze a variety of financial statements; ability to write and procure grants and solicit and maintain corporate sponsors and business partners.

Essential Duties:

- ◊ **Acts professional and adheres to the educator's Code of Ethics**
- ◊ **Ensures the charter is implemented and the school mission and core beliefs are followed.**
- ◊ **Stays abreast of charter school law and other local, state, and federal laws which impact the school operations.**
- ◊ **Adheres to and enforces the charter, state, county, and local laws and policies that apply.**
- ◊ **Oversees financial operation of the school and demonstrates appropriate fiscal management of funds.**
- ◊ **Oversees and monitors the administrative human resources functions.**
- ◊ **Participates in school related activities.**
- ◊ **Creates and monitors school safety plan**

- ◊ Reduces and monitors risk management plan
 - ◊ Writes, and modifies, in conjunction with the Curriculum Director, the school handbook in compliance with the charter.
 - ◊ Orients newly assigned non-instructional staff members and assists in their development.
 - ◊ Attends county level meetings, chamber meetings, and other business related meetings as representative and advocate for Brighten Academy.
 - ◊ Supervises, analyzes, and implements accurate reporting for FTE, school enrollment, attendance, and other student data related to funding
 - ◊ Writes and secures grants for capital funding, leadership development, or instructional supplies
 - ◊ Manages and oversees the purchasing process, inventory control, accounts payable and accounts receivables in conjunction with the office manager
 - ◊ Ensures compliance with all building codes, fire codes (including planning and reporting drills), and other codes/rules related to facility or possible risk.
 - ◊ Manages and oversees parent volunteer requirements in conjunction with the Curriculum Director
 - ◊ Create, maintains, and monitors financial and procurement policies
 - ◊ Supervises and evaluates non-instructional staff.
 - ◊ Deals with students, teachers, and parents in a friendly, firm, and consistent manner.
 - ◊ Is accessible to students, staff, and the community.
 - ◊ Is the public relations spokes-person for the school.
 - ◊ Reports regularly financial and educational data to the Governing Board.
 - ◊ Attends Governing Board meetings.
 - ◊ Votes in the case of a tie in a Governing Board meeting.
 - ◊ Any of duties or responsibilities assigned by the Governing Board.

Reports to: **Governing Board**

Terms of Employment: **Equivalent of 210 days**

Brighten Academy

Classroom Teacher

Primary Function:

Provides instruction at an appropriate instructional level that enables students to learn and achieve to the maximum of their abilities; facilitates school-wide and classroom projects that integrate a variety of curriculum areas; supports students' emotional and social development; ensures that the charter's mission and core beliefs are implemented; writes grants.

Requirements:

Education Level:	Bachelor's Degree or higher, gifted certification required w/in three years of hire
Certification/License	Valid teaching certificate preferred and/or appropriate experience related to the position
Physical Activities:	Routine physical activities that are required to fulfill job responsibilities
Proficient Skills:	Knowledge of curriculum and effective instructional practices and behavior management; general knowledge of all office equipment; maintain confidentiality; effective verbal and written communication skills; ability to communicate professionally with students, parents, staff, and the community

Essential Duties:

- ◊ Demonstrates regular attendance and is punctual
- ◊ Provides student-focused and teacher-focused content development
- ◊ Provides initial focus, content emphasis, and linking
- ◊ Plans engaging lessons and projects and acts as a facilitator.
- ◊ Assesses, encourages, reports, and monitors student progress.
- ◊ Works with parents to develop individual learning plans for each student.
- ◊ Manages the learning environment.
- ◊ Supports students.
- ◊ Handles non-instructional tasks efficiently.
- ◊ Uses instructional time appropriately.
- ◊ Maintains an effective physical setting for instruction.
- ◊ Maintains and encourages appropriate student behavior in the classroom.
- ◊ Monitors behavior and intervenes when necessary.

- ◊ **Follows professional practices consistent with school policies in working with students, students' records, parents, and colleagues.**
- ◊ **Is available to students and parents for conferences according to school policy.**
- ◊ **Facilitates home-school communication through conferencing, telephoning, and written communication (newsletter, reports, etc.)**
- ◊ **Maintains confidentiality at all times of students and students' records by refraining from speaking or communicating outside of a private school setting with or around unauthorized individuals.**
- ◊ **Works cooperatively with school administrators, special support personnel, colleagues, and parents.**
- ◊ **Complies with school policies and charter provisions.**
- ◊ **Enforces regulations concerning student conduct and discipline.**
- ◊ **Provides adequate information, plans, and materials for substitute teachers.**
- ◊ **Maintains accurate, complete, and appropriate records and files and reports promptly.**
- ◊ **Attends and participates in faculty meetings, collaborative meetings with colleagues, and other assigned meetings and activities in according to school policy.**
- ◊ **Demonstrates professional and ethical practices in teaching.**
- ◊ **Models correct use of language, oral and written.**
- ◊ **Demonstrates accurate and up-to-date knowledge of content.**
- ◊ **Implements the designated curriculum.**
- ◊ **Maintains lesson plans according to school policy.**
- ◊ **Assigns reasonable tasks and homework to students.**
- ◊ **Acts in a professional manner and supports responsibility for the total school program, its safety, good order, and success.**
- ◊ **Takes precautions to protect records, equipment, materials, and facilities.**
- ◊ **Assumes responsibility for supervising students in out-of-class settings.**
- ◊ **Complies with the school handbook policies and other school policies and procedures.**
- ◊ **Uses appropriate methods for continuous evaluation of instruction and learning.**
- ◊ **Stays abreast of current instructional practices and strategies by attending meetings, conferences, staff development opportunities, and reading journals and publications.**
- ◊ **Differentiates instruction to facilitate success in all learners.**
- ◊ **Participates in the Student Support Team and provides appropriate documentation.**
- ◊ **Is punctual, neat, clean, and appropriately dressed.**

Reports to: Curriculum Director

Terms of Employment: Equivalent of 190 days

Brighten Academy

Counselor

Primary Function:

Provides educational, social, and emotional guidance and counseling to all students; creates support groups and meets regularly; meets regularly with classroom teachers and students; supports the instructional program; writes grants.

Requirements:

Education Level:	Bachelor's Degree or higher
Certification/License	Masters Degree in counseling preferred
Physical Activities:	Routine physical activities that are required to fulfill job responsibilities
Proficient Skills:	Knowledge of counseling strategies to promote esteem, shared character traits, and motivation; general knowledge of all office equipment; maintain confidentiality; effective verbal and written communication skills; ability to communicate professionally with students, parents, staff, and the community

Essential Duties:

- ◊ Demonstrates regular attendance and is punctual.
- ◊ Conducts individual counseling with students in areas of need
- ◊ Conducts group counseling with students in areas of social, emotional, and academic growth and development.
- ◊ Coordinates with school staff to provide supportive instructional classroom activities that relate to social, emotional, and academic growth and development.
- ◊ Assists with administration of standardized testing.
- ◊ Participates in professional development activities.
- ◊ Intervenes during crisis situations.
- ◊ Is available to students, parents, and staff for conferences.
- ◊ Facilitates home-school-community communication and involvement.
- ◊ Works cooperatively with school administrators, other support personnel, teachers, and parents.
- ◊ Conducts guidance and counseling activities at the scheduled time.
- ◊ Maintains accurate, complete, and appropriate records and files promptly.
- ◊ Takes precautions to protect student health and safety as well as records, equipment, materials, and facilities.

- ◊ Is knowledgeable of physical and mental health needs of students.
- ◊ Provides topical information for students related to physical and emotional health, growth, and development, social skills, and life skills.
- ◊ Knows and uses, when applicable, principals of behavior management.
- ◊ Creates and maintains a positive psychological atmosphere and physical environment conducive to counseling.
- ◊ Communicates objectives and content of counseling program to students, parents, and teachers.
- ◊ Makes referrals to appropriate sources such as those who assist families to complete the Medicaid or PeachCare eligibility process.
- ◊ Consults with teachers on causes of inappropriate student behavior.
- ◊ Refers students of families for necessary medical, mental health, or substance abuse services covered by Medicaid and gathers information for the referral.
- ◊ Refers and manages cases for the Department of Family and Children Services.
- ◊ Maintains confidentiality at all times of students and students' records by refraining from speaking or communicating outside of a private school setting with or around unauthorized individuals.
- ◊ Attends and participates in faculty meetings, collaborative meetings with colleagues, and other assigned meetings and activities in according to school policy.
- ◊ Demonstrates accurate and up-to-date knowledge of counseling.
- ◊ Acts in a professional manner and supports responsibility for the total school program, its safety, good order, and success.
- ◊ Complies with the school handbook policies and other school policies and procedures.
- ◊ Stays abreast of current counseling practices and strategies by attending meetings, conferences, staff development opportunities, and reading journals and publications.
- ◊ Writes grants to increase the instructional and school program.
- ◊ .

Reports to: Curriculum Director

Terms of Employment: 190 days

Brighten Academy

Media Specialist

Primary Function:

Provide instructional leadership in the use of information resources and literature and to develop, administer, and manage programs and facilities for the use of information resources and technology; acts as technology liaison for the school; collaborates with instructional staff on school-wide and classroom projects; writes grants.

Requirements:

Education Level:	Bachelor's Degree or higher
Certification/License	Bachelor's degree or higher in media preferred.
Physical Activities:	Routine physical activities that are required to fulfill job responsibilities
Proficient Skills:	Knowledge of curriculum and effective instructional practices and behavior management; understanding of computer programs and general computer skills; general knowledge of all office equipment; maintain confidentiality; effective verbal and written communication skills; ability to communicate professionally with students, parents, staff, and the community

Essential Duties:

- ◊ **Plans engaging lessons related to reference skills, research, or other curricular areas as needed and acts as a facilitator.**
- ◊ **Manages the learning environment.**
- ◊ **Maintains and encourages appropriate student behavior in the library.**
- ◊ **Follows professional practices consistent with school policies in working with students, students' records, parents, and colleagues.**
- ◊ **Operates the library check-out process, filing, and maintenance of library supplies.**
- ◊ **Maintains accurate, complete, and appropriate records and files and reports promptly.**
- ◊ **Provides story time regularly to students and other planned activities that enhance the instructional program.**
- ◊ **Assists teachers and students with technology.**

- ◊ Stays abreast of new literature, media, or technology and communicates to the faculty.
- ◊ Assists in implementing the Connections educational framework.
- ◊ Demonstrates accurate and up-to-date knowledge of elementary and middle school content.
- ◊ Acts in a professional manner and supports responsibility for the total school program, its safety, good order, and success.
- ◊ Complies with the school handbook policies and other school policies and procedures.
- ◊ Stays abreast of current job related strategies and resources by attending meetings, conferences, staff development opportunities, and reading journals and publications.
- ◊ Writes grants to increase the instructional program.
- ◊ Serves as a liaison and primary contact for technology related questions and concerns
- ◊ Completes and other duties and responsibilities assigned by the Curriculum Director

Reports to: Curriculum Director

Terms of Employment: 190 days

Brighten Academy

Physical Education Teacher

Primary Function:

Implementing the physical education program; enriching the classroom experience by providing authentic opportunities to practice health, safety, and physical fitness; provides instruction in health and anatomy

Requirements:

Education Level: Bachelor's Degree preferred, Relevant experience will be considered in lieu of degree

Licensure or Certification: Current CPR Certification required, Physical Education certificate preferred

Physical Activities: Ability to demonstrate games and activities and to supervise students during physical education activities

Proficient Skills: Effective verbal and written communication skills; ability to communicate professionally with students, parents, staff, and the community, knowledge of the concepts of physical education, health, and anatomy and the ability to instruct in these areas; ability to plan interactive and engaging activities.

Essential Duties:

- ◊ Demonstrates regular attendance and is punctual.
- ◊ Plans structured activities related to physical education.
- ◊ Plans instruction and assessment on health and safety curriculum objectives.
- ◊ Extends the curriculum by working collaboratively with teachers.
- ◊ Supports students' physical, social, and emotional development.
- ◊ Teaches problem solving strategies and team building.
- ◊ Seeks grant opportunities to improve physical education facilities and materials.
- ◊ Provides student-focused and teacher-focused content development.
- ◊ Provides initial focus, content emphasis, and linking.
- ◊ Plans engaging lessons and projects and acts as a facilitator.
- ◊ Assesses, encourages, reports, and monitors student progress.
- ◊ Manages the learning environment.
- ◊ Supports students.
- ◊ Handles non-instructional tasks efficiently.
- ◊ Uses instructional time appropriately.
- ◊ Maintains an effective physical setting for instruction.

- ◊ Monitors behavior and intervenes when necessary.
- ◊ Follows professional practices consistent with school policies in working with students, students' records, parents, and colleagues.
- ◊ Is available to students and parents for conferences according to school policy.
- ◊ Facilitates home-school communication through conferencing, telephoning, and written communication (newsletter, reports, etc.)
- ◊ Maintains confidentiality at all times of students and students' records by refraining from speaking or communicating outside of a private school setting with or around unauthorized individuals.
- ◊ Works cooperatively with school administrators, special support personnel, colleagues, and parents.
- ◊ Complies with school policies and charter provisions.
- ◊ Enforces regulations concerning student conduct and discipline.
- ◊ Provides adequate information, plans, and materials for substitute teachers.
- ◊ Maintains accurate, complete, and appropriate records and files and reports promptly.
- ◊ Attends and participates in faculty meetings, collaborative meetings with colleagues, and other assigned meetings and activities in according to school policy.
- ◊ Demonstrates professional and ethical practices in teaching.
- ◊ Models correct use of language, oral and written.
- ◊ Maintains lesson plans according to school policy.
- ◊ Acts in a professional manner and supports responsibility for the total school program, its safety, good order, and success.
- ◊ Takes precautions to protect records, equipment, materials, and facilities.
- ◊ Assumes responsibility for supervising students in out-of-class settings.
- ◊ Complies with the school handbook policies and other school policies and procedures.
- ◊ Stays abreast of current instructional practices and strategies by attending meetings, conferences, staff development opportunities, and reading journals and publications.
- ◊ Writes grants to increase the instructional program.
- ◊ Is punctual, neat, clean, and appropriately dressed.
- ◊ Performs other duties assigned by the instructional lead teacher.

Reports to: Curriculum Director

Terms of Employment: 190 days

Brighten Academy

Special Education Teacher/Coordinator

Primary Function:

Act as record keeper and member of the SST process, provide academic instruction and/or therapy consistent with students' Individualized Education Plan (IEP)

Requirements:

Education Level:	Bachelor's Degree in Special Education or higher
Certification/License	Valid teaching experience required
Physical Activities:	Routine physical activities that are required to fulfill job responsibilities
Proficient Skills:	Knowledge of the SST process, special education laws and processes; ability to keep accurate and detailed records and to follow-up accordingly; instructional strategies and academic knowledge to teach special education students; computer and book keeping/record keeping skills; general knowledge of all office equipment; maintain confidentiality; effective verbal and written communication skills; ability to communicate professionally with students, parents, staff, and the community

Essential Duties:

- ◊ Demonstrates regular attendance and is punctual.
- ◊ Maintains all Student Support Team records.
- ◊ Participates in SST meetings.
- ◊ Develops IEPs according to the needs of the student.
- ◊ Plans instruction based on the IEP.
- ◊ Provides student-focused and teacher-focused content development.
- ◊ Provides initial focus, content emphasis, and linking.
- ◊ Plans engaging lessons and projects and acts as a facilitator.
- ◊ Assesses, encourages, reports, and monitors student progress.
- ◊ Manages the learning environment.
- ◊ Supports students.
- ◊ Handles non-instructional tasks efficiently.
- ◊ Uses instructional time appropriately.
- ◊ Maintains an effective physical setting for instruction.

- ◊ Maintains and encourages appropriate student behavior in the classroom.
- ◊ Monitors behavior and intervenes when necessary.
- ◊ Follows professional practices consistent with school policies in working with students, students' records, parents, and colleagues.
- ◊ Is available to students and parents for conferences according to school policy.
- ◊ Facilitates home-school communication through conferencing, telephoning, and written communication (newsletter, reports, etc.)
- ◊ Maintains confidentiality at all times of students and students' records by refraining from speaking or communicating outside of a private school setting with or around unauthorized individuals.
- ◊ Accurately reports data related to FTE
- ◊ Works cooperatively with school administrators, other special support personnel, colleagues, and parents.
- ◊ Complies with school policies and charter provisions.
- ◊ Enforces regulations concerning student conduct and discipline.
- ◊ Provides adequate information, plans, and materials for substitute teachers.
- ◊ Maintains accurate, complete, and appropriate records and files and reports promptly.
- ◊ Attends and participates in faculty meetings, collaborative meetings with colleagues, and other assigned meetings and activities in according to school policy.
- ◊ Demonstrates professional and ethical practices in teaching.
- ◊ Models correct use of language, oral and written.
- ◊ Demonstrates accurate and up-to-date knowledge of content.
- ◊ Implements the designated curriculum.
- ◊ Maintains lesson plans according to school policy.
- ◊ Assigns reasonable tasks and homework to students.
- ◊ Acts in a professional manner and supports responsibility for the total school program, its safety, good order, and success.
- ◊ Takes precautions to protect records, equipment, materials, and facilities.
- ◊ Assumes responsibility for supervising students in out-of-class settings.
- ◊ Complies with the school handbook policies and other school policies and procedures.
- ◊ Uses appropriate methods for continuous evaluation of instruction and learning.
- ◊ Stays abreast of current instructional practices and strategies by attending meetings, conferences, staff development opportunities, and reading journals and publications.
- ◊ Writes grants to increase the instructional program.
- ◊ Is punctual, neat, clean, and appropriately dressed.
- ◊ Evaluates and report student progress regularly
- ◊ Assists the regular classroom teacher in developing and modifying lessons, activities, and tests to meet the needs of the inclusion student
- ◊ Assists in educating the staff on the needs of the special education population
- ◊ Assists with standardized test administration as needed

- ◊ **Acts as the special education liaison with the school system and attends county meetings**
- ◊ **Performs other duties assigned by the Curriculum Director.**

Reports to: Curriculum Director

Terms of Employment: 190 days

Brighten Academy

Paraprofessional

Primary Function:

Assist teacher(s) in providing instruction and supervision of students; fulfills other assigned tasks for the school operation; assists in standardized testing

Requirements:

Education Level:	High School Diploma
Certification/License	Experience in a school setting desired; CPR training
Physical Activities:	Routine physical activities that are required to fulfill job responsibilities
Proficient Skills:	Computer and book keeping/record keeping skills; general knowledge of all office equipment; maintain confidentiality; effective verbal and written communication skills; ability to communicate professionally with students, parents, staff, and the community; general knowledge of the elementary and middle school curriculum

Essential Duties:

- ◊ **Demonstrates regular attendance and is punctual.**
- ◊ **Assists teaching in planning engaging lessons and projects and acts as a facilitator.**
- ◊ **Assists in managing the learning environment.**
- ◊ **Supports students.**
- ◊ **Handles non-instructional tasks efficiently.**
- ◊ **Uses instructional time appropriately.**
- ◊ **Assists in maintaining an effective physical setting for instruction.**
- ◊ **Assists in maintaining and encouraging appropriate student behavior in the classroom.**
- ◊ **Monitors behavior and intervenes when necessary.**
- ◊ **Follows professional practices consistent with school policies in working with students, students' records, parents, and colleagues.**
- ◊ **Is available to students and parents for conferences according to school policy in a supportive role.**
- ◊ **Maintains confidentiality at all times of students and students' records by refraining from speaking or communicating outside of a private school setting with or around unauthorized individuals.**

- ◊ **Works cooperatively with school administrators, other special support personnel, colleagues, and parents.**
- ◊ **Complies with school policies and charter provisions.**
- ◊ **Enforces regulations concerning student conduct and discipline.**
- ◊ **In case of teacher absence, provides information and support to substitute teacher.**
- ◊ **Attends and participates in faculty meetings, collaborative meetings with colleagues, and other assigned meetings and activities in according to school policy.**
- ◊ **Demonstrates professional and ethical practices.**
- ◊ **Models correct use of language, oral and written.**
- ◊ **Demonstrates accurate and up-to-date general knowledge of content.**
- ◊ **Acts in a professional manner and supports responsibility for the total school program, its safety, good order, and success.**
- ◊ **Takes precautions to protect records, equipment, materials, and facilities.**
- ◊ **Assumes responsibility for supervising students in out-of-class settings.**
- ◊ **Complies with the school handbook policies and other school policies and procedures.**
- ◊ **Assists in writing grants to increase the instructional program.**
- ◊ **Is punctual, neat, clean, and appropriately dressed.**
- ◊ **Performs other duties assigned by the teachers.**

Reports to: Curriculum Director

Terms of Employment: 190 days

Brighten Academy

Curriculum Director

Primary Function:

Manages and oversees the instructional function of the school, Manages and oversees the Code of Conduct, Plans and implements the Connections Educational Model; write grants; locates resources to incorporate into the school program and lessons; supervises instructional staff

Requirements:

Education Level:	Bachelor's Degree or higher; L-5 or L-6 preferred
Certification/License	Experience with writing grants; supervisory experience preferred
Physical Activities:	Routine physical activities that are required to fulfill job responsibilities
Proficient Skills:	Knowledge of the curriculum and effective instructional strategies; Knowledge of school and charter law as it relates to special education, gifted, pre-referral process, and other instructionally related objectives, Knowledge and understanding of appropriate discipline practices, ability to integrate curriculum; Ability to analyze and supervise appropriate instruction, computer and book keeping/record keeping skills; general knowledge of all office equipment; maintain confidentiality; effective verbal and written communication skills; ability to communicate professionally with students, parents, staff, and the community

Essential Duties:

- ◊ Ensures a professional learning community is created.
- ◊ Seeks grant opportunities and writes grants to improve the instructional program.
- ◊ Oversees and disseminates all student data related standardized testing, RTI, EIP, and IEP
- ◊ Follows professional practices consistent with school policies in working with students, students' records, parents, and colleagues.
- ◊ Facilitates home-school communication by providing information about events and instructional focus at parent teacher meetings and if requested, Board Meetings.

- ◊ Creates, in conjunction with the Business manager, the school hand book each year.
- ◊ Creates, maintains, and enforces overall school schedule that is in compliance with core beliefs and school mission
- ◊ Designs, implements, and assesses Professional Development Opportunities for all instructional staff members
- ◊ Ensures all instructional staff has adequate materials and curriculum to effectuate the mission
- ◊ Advises Board and Business Manager on instructional needs, progress, and possible deficiencies
- ◊ Works cooperatively with school administrators, other special support personnel, colleagues, and parents.
- ◊ Enforces, monitors, and oversees regulations concerning student conduct and discipline.
- ◊ Plans and facilitates faculty meetings, leadership meetings, collaborative meetings with colleagues, and other assigned meetings and activities in according to school policy.
- ◊ Creates, monitors, and implements school improvement instructional plan
- ◊ Oversees and manages all SST meetings, and meetings held under IDEA or Section 504
- ◊ Serves as primary contact for all instructional staff and parents
- ◊ Manages and implements school wide assessment program that is consistent with the core belief and mission of Brighten Academy
- ◊ Demonstrates professional and ethical practices.
- ◊ Supervises instructional staff and provides assistance in planning effective instruction.
- ◊ Creates, monitors, and analyzes a 3 year instructional plan
- ◊ Plans and implements school wide events such as Parent Nights, CCC events, Charter School week, etc.
- ◊ Supervises all committees that have an instructional/educational purpose
- ◊ Complies with and enforces school policies, charter goals, and procedures.
- ◊ Stays abreast of current instructional practices and strategies by attending meetings, conferences, staff development opportunities, and reading journals and publications.
- ◊ Manages and oversees all standardized testing throughout the school year.
- ◊ Performs other duties assigned by the Governing Board.

Reports to: **Governing Board**

Terms of Employment: **Equivalent of 210 days**

Brighten Academy

Janitor/Custodian

Primary Function:

Keep buildings and grounds in clean and orderly condition.

Requirements:

Education Level:	Formal or informal education or training which ensures the ability to read or write at a level necessary for successful job performance.
Certification/License	Valid Georgia driver's license or ability to obtain one
Physical Activities:	Some exposure to dust and noise; some heavy lifting, standing, climbing, may work at heights. A physical examination demonstrating good physical health may be required.
Proficient Skills:	Functional knowledge of cleaning equipment, general building maintenance, and standard tools; effective verbal communication skills; ability to communicate professionally with students, parents, and staff; general knowledge of the elementary and middle school organizational structure

Essential Duties:

The following are examples of the tasks required for this position. Other duties may be assigned to help support the primary job function and the school mission.

- ◊ **Demonstrates regular attendance and is punctual.**
- ◊ **Clean and sanitize restroom facilities and fixtures including sinks, urinals, and toilets; wash windows, mirrors, walls; replenish supplies.**
- ◊ **Sweep, vacuum, mop floors; steam clean and shampoo carpets as needed or assigned.**
- ◊ **Dust and polish furniture, woodwork, fixtures, and equipment; clean desks and counter tops.**
- ◊ **Empty, clean, and sanitize waste receptacles; pick up and dispose of papers and other debris.**
- ◊ **Clean windows, glass partitions, walls, baseboards, trim, wall plates, doors and door handles.**
- ◊ **Make adjustments and minor repairs to heating, cooling, ventilating, plumbing, and electrical systems.**

- ◊ Mix water and detergents or acids in containers to prepare cleaning solutions, according to specifications.
- ◊ Clean and restore building interiors that are damaged.
- ◊ Drive vehicles required to perform or travel to cleaning work, including vans, industrial trucks, or industrial vacuum cleaners.
- ◊ Follow procedures for the use of chemical cleaners and power equipment in order to avoid damage to floors and fixtures.
- ◊ Monitor building security and safety by performing such tasks as locking doors after operating hours and checking electrical appliance use to ensure that hazards are not created.
- ◊ Move heavy furniture, equipment, and supplies, either manually or with hand trucks.
- ◊ Move and arrange furniture and equipment and set up rooms for classroom or meeting use.
- ◊ Remove snow from sidewalks, driveways, and parking areas.
- ◊ Set up, arrange, and remove decorations, tables, chairs, ladders, and scaffolding to prepare the school for events and meetings.
- ◊ Spray approved insecticides and fumigants to prevent insects and rodent infestation.
- ◊ Replace light bulbs and adjust shades and blinds.
- ◊ Regulate ventilation and temperature of main areas and hallways; change air filters.
- ◊ Identify and report building maintenance needs or repairs to operating systems.
- ◊ Attend to school buildings' minor maintenance and repair needs.
- ◊ Assist staff with putting together furniture or fixtures.
- ◊ Deliver packages and supplies as needed.
- ◊ Paint and repair walls.
- ◊ Attend to the grounds by keeping them free of trash or unsafe items, regularly weeding, watering, and mowing, assist in planting greenery and maintaining beds.
- ◊ Report to office staff regularly regarding supplies and equipment orders.
- ◊ Maintain confidentiality at all times of students or school business by refraining from speaking or communicating outside of a private school setting with or around unauthorized individuals.
- ◊ Work cooperatively with school administrators and staff.
- ◊ Comply with school policies and charter provisions.
- ◊ Demonstrate professional and ethical practices.
- ◊ Model correct use of oral language.
- ◊ Acts in a professional manner and supports responsibility for the total school program, its safety, good order, and success.
- ◊ Take precautions to protect records, equipment, materials, and facilities.
- ◊ Complies with the school handbook policies and other school policies and procedures.
- ◊ Come to work neat, clean, and appropriately dressed.
- ◊ Perform other duties assigned by the administration.

Reports to: **Business Director**

Terms of Employment: **240 days**

**BRIGHTEN ACADEMY
APPENDICES**

APPENDIX H

Governing Board Contact List and Biographies

Name Address	Jeff Noles (community member, Board President) 6725 Oakhurst Court Douglasville, GA 30134
Home Work Cell Email	770-577-8055 770-920-3000 678-232-8847 jnoles@brightenacademy.com
	<p>Jeff Noles is the Director of Development Services for the City of Douglasville. He and his wife Dawn (an 8th grade math teacher) are the proud parents of a beautiful three-year-old girl, Abby. Born and raised in Douglasville Jeff is a graduate of Douglas County High School, Class of 1993, and Georgia Institute of Technology, Class of 1998. He has worked for the City of Douglasville for the past five years in Development Services, he assist citizens and developers with projects insuring the codes of the City of Douglasville and the state of Georgia are followed, as well as overseeing projects undertaken by the City of Douglasville.</p>
Name Address	Genobia Babalola (parent and educator, Board Vice President) 3352 Surveyor Court Douglasville, GA 30135
Home Work Cell Email	770-577-4164 678-577-1822 770-651-6748 gbabalola@brightenacademy.com
	<p>Genobia Babalola is a professional school counselor at Lithia Springs High School. She received her Bachelors degree in Psychology, and Masters and Specialist degrees in Mental Health Counseling from the University of Florida. Her experience is in making and revising policies, management and counseling/mediation. She is originally from Miami, Florida, and has been a Douglas County resident for the past 5 years. She is married to Babatunde, and has two daughters that attend</p>

	Brighten Academy. She has been involved with Brighten Academy since the school began in 2006 and has been honored to assist the school in counseling with the middle graders. She is currently in her second year of service on the Governing Board.
Name Address Work Cell Email	Mark Smith (community member and parent, Board Treasurer and CFO) 7115 Secret Rose Douglasville, GA 30134 404-656-2342 205-821-6424 msmith@brightenacademy.com Mark Smith, Sr. is a Budget Officer/Supervisor for the State of Georgia. In this role, he is responsible for leading a team of budget analysts in the preparation of operating budgets and expenditure control activities. Originally from Birmingham, AL, Mark and his family have lived in Douglasville for 4 years. He received his Bachelor's of Science Degree in Business/Accounting from Mississippi Valley State University. He has held several positions where he has managed annual operating budget development, cash management, bank reconciliation, project budget analysis, financial statement development and asset accounting. In the community, Mark coaches soccer and t-ball and he also serves as team leader in the finance office at his church, Destiny World Church. In his leisure, Mark enjoys sports, fitness training and spending quality time with his family. Mark and his wife, Tequila, have been married for ten years. They are the proud parents of two children: MaKayla-8 and Mark Jr-4.
Name Address Home Work Cell Email	Kim Engleson (educator, Board Secretary) 2015 Hubbard Court Villa Rica, GA 30180 770-459-1323 770-615-3680 404-312-6019 kengleson@brightenacademy.com Mrs. Engleson joined Brighten the first year of operation in 2006. She came to us from Mirror Lake Elementary where she was a fifth grade teacher instructing math and science. Mrs. Engleson spent two years at Mirror Lake. Prior to that, Mrs. Engleson taught sixth grade math and science in Richardson, Texas for 13 years. While teaching in Texas, Mrs. Engleson was honored with elementary teacher of the year for her district. She has also taught second grade in Austin, Texas and

	<p>fifth grade in Sumter, South Carolina. Mrs. Engleson received an honor's degree in education from the University of Southern Colorado. Mrs. Engleson has been married to Larry Engleson, a Delta pilot, for 33 fabulous years. She is a proud mom to 30 year old Joel, an environmental engineer in San Diego and to 26 year old Clint, a University of San Diego law student.</p>
Name Address	<p>Kelly Cadman (parent and educator) 1024 Overlook Drive Villa Rica, GA 30180</p>
Home	770-456-4320
Work	404-835-8916
Cell	770-456-1484
Email	<u>kcadman@brightenacademy.com</u>
	<p>Kelly was original founder of Brighten Academy, a public charter school in Douglasville. She served as Governing Board President and was responsible for leading the planning, development, and beginning operations of the school. She also worked in an administrative capacity and was responsible for developing and implementing the curriculum, staff development, and school improvement plan. Prior to Brighten, Kelly worked as a public school teacher in Douglas County, Georgia where she was a team leader and educator in elementary grades 3 and 4 for eight years. Kelly started her career with the Coca-Cola Company where she was a member of the Impact Team in the Compensation Delivery Organization in Human Resources. Kelly holds a Master's degree in education from Mercer University, Atlanta, Ga. and a Bachelor's degree in mass communications from Saint Mary's College, Notre Dame, In. She resides in Villa Rica with her husband, Kyle, and two sons, Chandler (9) and Sutton (5).</p>
Name Address	<p>Brandi Rose (community member and parent) 4277 Doublegate Drive Douglasville, GA 30135</p>
Work	404-885-3393
Cell	404-242-7132
Email	<u>brose@brightenacademy.com</u>
	<p>Brandi Rose currently works for Troutman Sanders LLP, as an HR Generalist. She focuses on firm-wide projects relating to on-boarding, professional development and training. She received her Bachelor's Degree from Auburn University in 1993. She has an extensive background in HR Management and previously worked with Adams and Reese LLP in New Orleans and Alston & Bird LLP in Atlanta. Brandi is also active at her church, First Presbyterian Church of Douglasville, where</p>

	<p>she is a member of the Preschool Committee and teaches the 4 year old Sunday School class. She is married to Scott Rose and they have two children Mathew and Lauren, who both attend Brighten Academy. Matthew is currently in the 4 year old pre-school program and Lauren is in the 3 year old program.</p>
Name Address Home Work Cell Email	<p>Sarah Fredenburg (community member) 3505 Palmer Lake Pointe Douglasville, GA 30135 770-949-8568 770-651-6811 770-826-2378 sfredenburg@brightenacademy.com</p> <p>Sarah Fredenburg has been employed by the Douglas County Board of Education for 13 years at Lithia Springs High School. In 1998, she graduated from the State University of West Georgia with a degree in Early Childhood Education with a minor in Special Education. In 2004, she returned to school at the State University of Jacksonville State in Alabama and earned a Master of Education in Administration and Supervision. Sarah continued her education in 2005 and earned my Educational Specialist degree in Administration and Supervision. Sarah and her husband are the proud parents of Makinsey, 4.</p>
Name Address Home Work Cell Email	<p>Jeff Grogan (community member and parent) 171 Bexley Lane Douglasville, GA 30134 770-949-4221 404-581-8092 678-231-2387 jgrogan@brightenacademy.com</p> <p>Jeff Grogan has been employed with Jones Day as a trial support specialist for over ten years. He graduated from the University of Georgia with a degree in Psychology. Prior to entering the law profession he served as a Preschool Director and worked for the Department of Family and Children Services. He is married to an educator at Brighten Academy and is the father of a first grade student.</p>
Name Address Home Work	<p>Jessica Davis (community member) 3500 Raintree Court 770-942-1011 678-741-5309</p>

Cell Email	404-285-1453 jdavis@brightenacademy.com
	<p>Jessica Davis is a Managing Partner of Elite Ads, an out of home advertising solution. She received her Bachelor's Degree from State University of West Georgia in 2000 and then completed her MBA in 2004. Her experience is in Public Relations, Marketing and Fundraising. While Jessica has spent most of her career working in Atlanta, she is thrilled have her own business located in Douglas County. Jessica was raised in Douglasville, where she still resides with her husband, Keith, and their two sons (Braxton & Bryce.) Braxton is currently in the 4 year old pre-school program and Bryce (age 2) attends Anneewakee Academy. Jessica is extremely excited about being a part of Brighten Academy.</p>
Name Address Home Work Cell Email	<p>Leigh DeNucci (educator) 4429 Cabinwood Turn Douglasville, GA 30135 770-947-7874 770-615-3680 404-271-1646 ldenucci@brightenacademy.com</p> <p>Leigh DeNucci is a Founding Staff member and has been an educator for 20 years. She graduated from Auburn University and earned her Master's Degree from Piedmont College. She enjoys teaching third grade at Brighten Academy. Leigh, who is a long time resident of Douglas County, also enjoys spending time with her 4 children and husband.</p>
Name Address Home Cell Email	<p>Jeff Helms (parent) 6800 Kelly Drive Douglasville, GA 30135 770-949-7561 404-304-8118 jhelms@brightenacademy.com</p> <p>Jeff Helms currently works for Verint Systems Inc. as an Project Manager/Partner Training Specialist. He has been with Verint for 10 years and has held several positions within Professional Services and OEM Global Implementation Support Departments. Jeff spent 4 years in the Navy with Fleet Logistics Support Squadron 40(VRC-40) in Norfolk, VA. performing duties as a Aviation Electronics Technician. He is currently a member of the Technology Committee at Brighten Academy. Jeff is also active at his church, Douglasville First</p>

	United Methodist, where he is a member of the Church council and he is the Treasurer of his Sunday school class. Jeff is the husband of Suzanne Helms, Kindergarten Teacher at Brighten Academy. He is also the father of Duncan Helms (3rd grade Brighten Academy).
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**BRIGHTEN ACADEMY
APPENDICES**

APPENDIX I

**Brighten Academy's Parental and Community
Involvement Framework**

The following is our framework for engaging family support.

Parental Support of the Learning Environment

- Parents will attend an initial orientation during which they will receive detailed information on student learning outcomes, accountability measures, educational program, and school philosophy. Volunteer opportunities will also be discussed.
- Parents will play a central role in the development of the Individual Learning Plan for their child.
- Parents will be involved in semester conferences to monitor the Individual Learning Plans of their children. On a semester basis, the parents, student, and educator will meet to review student progress. Input from other members of the teaching staff will be utilized, and the Individual Learning Plan will be revised as needed.
- Parents will work with staff to devise, implement, and modify strategies for children that exhibit inappropriate behavior.
- Parents will attend workshops designed to provide a variety of methods they can use to assist their child's intellectual and social development.
- Parents will provide structure and support for completion of homework and school projects.
- Parents will, as much as possible, attend student performances and programs.

Communication Mechanisms

- Brighten Academy will link parents to school by utilizing a variety of media and technologies to communicate with families, community members, and students. Monthly classroom and school wide newsletters will keep all informed of upcoming events and school policies. Teachers in grades K-4 will utilize homework sheets, and students in grades 5-8 will be required to use an agenda to effectively manage time and assignments. The school's website and/or use of email will keep all parties apprised of important information.
- Teachers will communicate frequently with parents via notes, phone calls, emails, class newsletters, and regular reports on student progress.
- Regular parent/teacher/student conferences will facilitate open communication between parents and teachers regarding students' progress.
- The school will reach out to parents of students who have limited English proficiency and provide support via translators so parents may become actively engaged in their child's school experience.
- The staff will provide support mechanisms to parents who have barriers that impede them from being involved in their child's education.

Volunteering at the School

- Brighten Academy's Parent Covenant describes the shared parent/teacher responsibilities for the child's learning outcome. The Covenant includes a flexible definition of parental involvement built upon the real life work and family schedule of parents.
- Brighten Academy will hold focus groups for parents to discuss ways in which parents can be involved in the school, barriers and obstacles to parental involvement, and strategies to overcome those barriers.
- Brighten academy will have a well-organized volunteer program incorporating best practices in volunteer management.

- Brighten Academy will use parents as substitute teachers, guest speakers, clerical assistants, and various other capacities.
- Parents will be given an opportunity to develop and assist with efforts to fundraise and plan activities for the children.
- All prospective volunteers will be required to fill out a volunteer application and provide proper identification.
- Volunteers who serve in an instructional role, working directly with children, will be fingerprinted and have a background check to ensure the safety of our students and staff.

Learning at Home

- Brighten Academy will provide parents a list of materials needed for schoolwork and instructions on how to establish an appropriate learning environment at home.
- Brighten Academy students will be encouraged to read each night. Parents will be asked to verify through a daily reading log.
- Information on specific techniques parents can use to raise the academic achievement and personal the personal competence of their children will be sent home on a regular basis via Brighten Academy's monthly newsletter.

Involvement of Parents in School Governing and Decision Making

- As stated in Brighten Academy's Governing Model, the Governing Board shall strive for active parent representatives
- Focus groups will be conducted for parents to help them build action plans around implementing their involvement at school.
- Governing committees will be formed for parents and teachers to become involved in issues such as publicity, enrollment, curriculum/instruction, volunteers, fundraising, extra-curricular activities, and other areas of need.
- Parents will be invited to Brighten Academy Board meetings.

- Parents will be involved in school improvement project teams.
- Anonymous surveys of parents will be conducted at least once a year to gather feedback on school policy and operations, the effectiveness of the educational program, and to listen to other parent concerns and comments.

Community Collaboration and Staff Development

- Teachers and staff members will be required, in their job descriptions, to encourage parent involvement and participation.
- Faculty members will be asked to learn about the customs and traditions of specific cultures represented at the school.
- Cultural heritage surveys and community inventories will be developed.
- Brighten Academy will seek to use community and parent mentors in all areas of instruction and social development
- The school will incorporate community resources into authentic learning experiences for the children.
- The school will support and participate in community activities.
- The community will be invited into the school regularly as participants in the learning experience.
- Members of the community will be a part of the Governing Board.

BRIGHTEN ACADEMY APPENDICES

APPENDIX J

Brighten Academy Parent-School Covenant

Family School Connection

The goal of the Parent School Covenant is to create the strongest possible partnership between home and the school and to nourish and facilitate the individual abilities of each child. To succeed in our mission and foster intellectual and social growth, education must extend beyond the classroom walls by recognizing and incorporating the family and home as vital parts of success.

Brighten Academy's Pledge to Parents:

- To provide a program of academic excellence that fulfills the goals expressed in our mission and core beliefs
- To provide a safe and supportive learning environment
- To communicate regularly regarding a child's progress and needs
- To continually reflect on, evaluate, and develop the learning environment
- To provide meaningful parent and student programs and extracurricular activities
- To communicate effectively regarding school and classroom events and policies
- To be courteous and respectful to parents and work collaboratively to help the child find success

Parents' Pledge to the School:

- To read, understand, and support the mission of Brighten Academy
- To provide a home environment that nurtures a love of learning
- To ensure student is on time with appropriate materials and assignments
- To provide a nutritious breakfast and lunch each day
- To read to my child each day and assist with homework as needed.
- To be courteous and respectful to staff and work collaboratively to help my child find success
- To stay abreast of school communication and follow school policies and procedures
- To attend at least 2 conferences per year to discuss academic progress
- To attend extracurricular activities and events to support the child or the school

- To volunteer and earn a minimum of 20 credits within the classroom, school, or a combination of both. Parents have the option to donate materials and or money (to be approved by the curriculum director) that will enrich the learning environment for all students although time invested in improving the school environment is preferred.
- To submit a monthly updated Volunteer Log of volunteer activities completed within the required time frame.

PARENT PLEDGE

I (We) _____ will uphold Brighten Academy's policies, school procedures and expectations. .

By signing this Parent-School Covenant, you acknowledge that you are in support of these requirements because they ensure that you are fully involved in your child's learning.

Student's name: _____

Parent/Guardian Signature: _____ Date: _____

Print Name: _____

(This page should be returned to the school.)

Ways to Obtain Volunteer Credits

1. Twenty credits are required each school year by each family.
2. Logs must be turned in monthly.
3. Failure to meet volunteer obligations may result in loss of extracurricular privileges such as but not limited to (school dances, Field Day, school-wide celebrations, graduation ceremonies)

Volunteer Activity
Participate in a committee or subcommittee (per hour)
Serve as a Board Member
Serve as a mentor (per hour)
Classroom room parent
Tutor (per hour)
Volunteer in the classroom, office, media center, specials, clubs, or other school event/activity (per hour)
Complete at home projects making games, crafts, or assisting in other ways (per hour)
Lawn maintenance (per hour)
Chaperone on field trips (per day)
Coordinate, contribute or present in school-wide programs (career day, red ribbon week) – (per event)
Donate materials needed for the classroom or school (per \$50 or equivalent donated – TBD by Curriculum director)
Charitable donations to our non-profit organization earmarked for your intended purpose (per \$100 or equivalent donated – TBD by Curriculum director)
Attend focus groups and/or parent workshops (per event)
Complete parent satisfaction survey (per survey)
Serve as a PTA Officer (per year)
Any other way the parent, teacher and administrator deem would be appropriate and beneficial in fulfilling the mission of Brighten Academy (please obtain prior approval)

BRIGHTEN ACADEMY APPENDICES

APPENDIX K

Slide 1

Essential Question:

How is opening a charter school in Douglas County like Christopher Columbus's exploration?



Slide 2

1. Columbus believed there was another route to Asia.



Our Founding Board believes there is an alternative way to educate students.

Slide 3

2. Columbus's enterprise to find a westward route to Asia grew out of practical experience, as well as from considerable reading of geographical and theological literature.



Our enterprise grew out of:

- Teachers' experience in the classroom with how students best learn
- Parents' input about the individual needs of their children
- Educational research findings
- Various organizational models that have demonstrated success in improving student achievement.

Slide 4

3. People were skeptical about Columbus's theory.



The School Board
may be skeptical
about venturing
into unknown territory.

Slide 5

4. Columbus believed in his theory, so he forged ahead with his plans and requested backing and support from King Ferdinand and Queen Isabella from Spain.



We believe in the efficacy of our charter
school and request support from the Douglas
County School Board.

Slide 6

5. King Ferdinand and Queen Isabella recognized the opportunity to expand their kingdoms and their power.



We would like the
Douglas County School
Board to recognize the
BENEFITS of a charter
school to our
school system:

Slide 7

**Test and find an instructional model
which can meet the needs of the school
system's diverse population and increase
student achievement**

- GPS and other challenging curriculum (TBD) aligned
- Multi-age flexible grouping based on ability level, chronological age, social, and emotional maturity
- Integrated curriculum
- Project based learning activities
- Year round school calendar
- Portfolio and skill competency assessment
- Individual Learning Plans



Slide 8

**See how effective Learning
Communities can be and the true
results of this initiative as
measured by student achievement**



- Vertical and horizontal planning monthly for teachers
- Parent mentors
- Open Board Meetings where parents, staff, and community member contribute to decisions about the school
- Community resources to facilitate instruction

Slide 9

Test and find a behavior plan that is effective in increasing instructional time

- Behavior contracts signed by parents and students
- Proactively identify potential behavior factors
- Reinforce good citizenship through rules and appropriate consequences that are consistently enforced
- Recognize appropriate behaviors



Slide 10

Explore untapped community resources that will add to the educational experiences of the children in Douglas County

- Utilize musicians and artists in the community
- Partners in Education and local businesses to share resources and knowledge and to mentor
- Historical sights
- Parks and recreational facilities in the community



Slide 11

Develop an effective parent outreach program which will increase parent participation in the educational process, which in turn will increase student achievement

- Home visits to bring the school into the home and invite the home into the school
- Bilingual partners to assist in reaching LEP parents
- Parent resource library
- Parent programs



Slide 12

Increase student achievement through shared accountability



- Parent contracts
- Report achievement results to local school board, state, parents, and community shareholders

Slide 13

6. Columbus planned to reach the east by going west. Columbus's idea was not original to him, nor did he claim it was.

Our Founding Board wants to try new educational methods and a different organizational model based on educational research findings, years of teacher experience, and the expertise of members of the community.

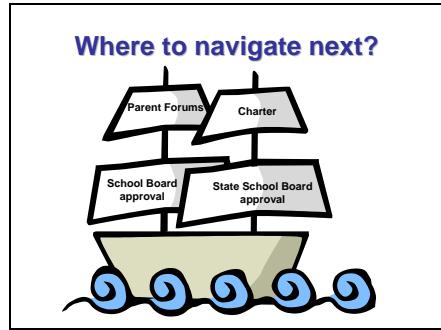


Slide 14

7. Columbus discovered a whole new world that was previously uncharted.

Our mission is to charter a new course in education that will lead to greater academic achievement for our students.





Slide 1



Slide 2

Source: [What Works in Schools: Translating Research into Action](#) by Robert J. Marzano

The "Why" of Brighten Academy

Over the past 35 years, several key studies have identified the need for a different approach in education.

- Equality in Educational Opportunity by Coleman, Campbell, Heson, McPortland, Mood, Weinfeld, and York, 1966
- Ingoldsby: A Reassessment of the Effects of Family and Schooling by C. Jencks, et al., 1972
- School Policy: Lessons from the Sixties Era by Peter Dow, 1991
- A Nation At Risk: The Imperative for Educational Reform by The National Commission on Excellence in Education, 1983

Marzano makes 3 assertions:

- i. Research that interprets evidence that schools aren't affecting student achievement still support school's potential impact
- ii. Research that shows schools can affect student achievement
- iii. Schools that are highly effective produce results that overcome background that would otherwise indicate potential failure

Marzano states his position clearly based on a large body of research:
SCHOOLS CAN MAKE AN IMPACT ON STUDENT ACHIEVEMENT IF THEY FOLLOW RESEARCH.

We agree.

Slide 3

Other compelling evidence that supports charter schools as a viable option for increasing student achievement:

- In a study of more than 400 high schools, John E. Chubb and Terry M. Moe ([Politics, Markets, and America's Schools](#) 1990) concluded that a student in an effectively organized school can make a year to a year and a half gain more than a student in an ineffectively organized school.
- They further demonstrate that schools with less centralized control are able to operate more effectively, and thus charter schools are important for implementing research findings
- Charter schools are showing similar and often better achievement results according to the Georgia Charter Schools Evaluation (Georgia Department of Education)

Slide 4

Marzano organized 35 years of research results into 3 general factors that influence student achievement:

- 1. School-level factors
- 2. Teacher-level factors
- 3. Student-level factors

Brighten Academy's plans are based on how to positively impact each of these factors.

Slide 5

SCHOOL-LEVEL FACTORS (1)

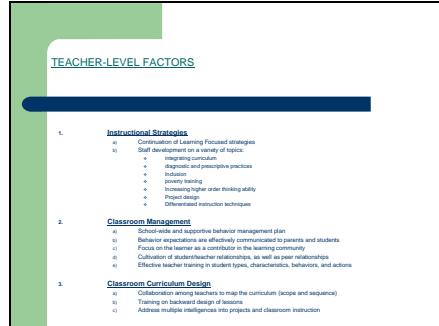
- 1. **Guaranteed and viable curriculum**
 - a) GPS will be the primary curriculum implemented
 - b) Other supplemental curriculum are being explored (e.g., Core Knowledge, Curriculum Design for Excellence, etc.)
- 2. **Challenging goals and effective feedback**
 - a) Personal Learning Plans with specific goals
 - b) Semester portfolio summative report cards, skills check lists
 - c) Celebration of learning and achievement
 - d) CRCT, as well as other standardized measures, will be used to measure progress and to set individual and school-wide goals
- 3. **Parent and community involvement**
 - a) Parent contracts
 - b) Outreach programs for LEP parents and parents of the economically disadvantaged
 - c) Community and parents on Governing Board
 - d) Community resources more fully utilized as a part of the curriculum

Slide 6

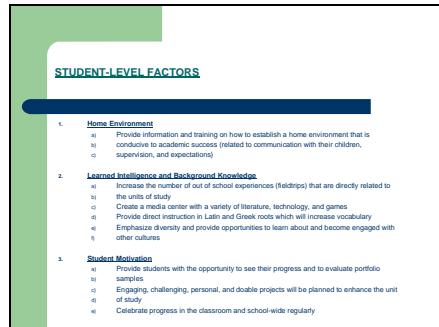
SCHOOL-LEVEL FACTORS (2)

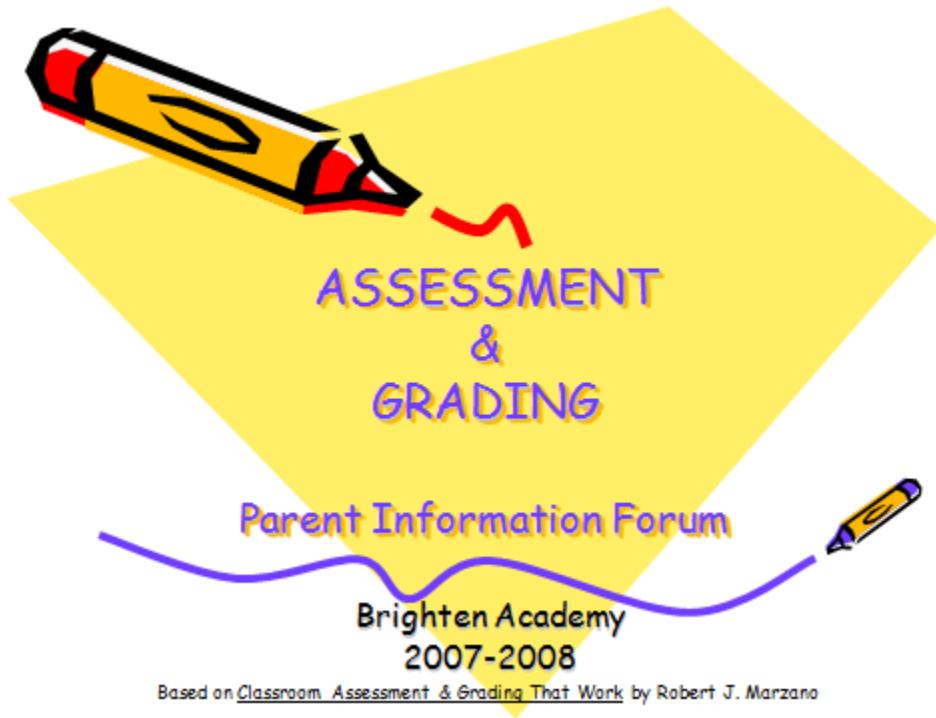
- 4. **Safe and orderly environment**
 - a) Behavior management system that proactively identifies behavior factors and a staff that consistently provides appropriate positive and negative consequences to actions
 - b) Consistent applied school wide policies and procedures
 - c) Specific dress code will be enforced
- 5. **Collegiality and professionalism**
 - a) Learning communities are embraced through scheduled vertical and horizontal learning days
 - b) Teachers hired will share the vision of the charter school
 - c) Teachers will be able to play an active role in decision making regarding instruction and school policies and procedures.

Slide 7



Slide 8





Research indicates that an effective teacher enhances student learning more than any other controlled aspect of schooling.

- Effective teachers are effective with students of all achievement levels
- The most effective teacher can produce achievement gains of 52 percentile points...an ineffective teacher produces gains of only 15 percentile points.
- Students gain about 6 percentile points per year in academic achievement just from growing older and through life experiences.



So what do highly effective teachers do?

- Produce well-designed activities
- Provide comparison activities
- Communicate learning goals
- Provide graphic organizers
- Use classroom assessment as a tool and provide effective feedback.



More than 250 studies indicate that **FORMATIVE** assessment can actually improve learning under the right conditions.

FORMATIVE ASSESSMENT is assessment done WHILE the student is in the learning process

- Assessments should be:
 - Formative in nature
 - Frequent
- Feedback should:
 - Give students a clear picture of their progress
 - Encourage students to improve

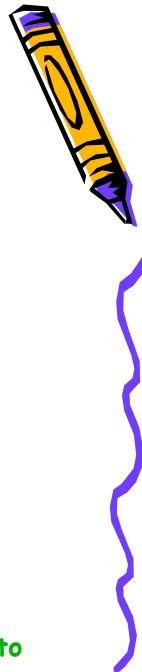


After almost 8,000 studies, researcher John Hattie (1992) stated, "The most powerful single modification that enhances achievement is feedback."

Type of Feedback	% Gain/Loss in Achievement
Right/Wrong	-3
Provide correct answer	8.5
Criteria understood by students vs. not understood	16
Explain	20
Repeat until correct	20
Display results graphically	26
Evaluation by rule (rubric)	32

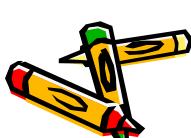


Schools must have rigorous and uniform ways to interpret results of assessments.



The manner that feedback is communicated

- Feedback encourages or discourages students.
- Feedback is based on 2 theories:
 - Drive Theory
 - Attribution Theory



Drive Theory

- Human motivation is a function of two competing forces (drives):
 - **Striving for success:**
 - Students are encouraged by challenges because they anticipate positive feelings.
 - **Fear of failure:**
 - Students are discouraged by challenges because they anticipate negative feelings
 - Students often use handicapping strategies to avoid failure (e.g., procrastinating, setting unattainable goals, admitting weaknesses as an excuse, etc.)



Attribution Theory

- Manner in which students explain or attribute failure and success encourages or discourages them.
- Individuals attribute success to 4 causes:
 - Ability
 - Luck
 - Task difficulty
 - **Effort** (hard work = success) - provides most encouragement.



Encouraging Classroom Assessment

- Classroom assessment that is encouraging must have 2 characteristics:
 - Teacher must provide students with a way to interpret scores (even low ones) in a manner that does not imply failure.
 - Teachers must provide students evidence that effort will result in higher scores.



Frequency of assessments can impact student achievement

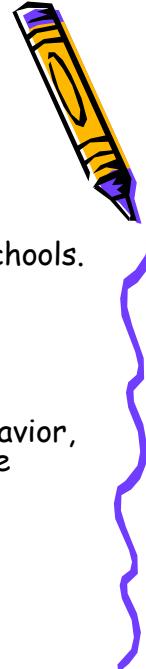
Number of Assessments	Percentile Point Gain
0	0
1	13.5
5	20
10	22.5
15	24.5
20	26
25	28.5
30	29



Research does not indicate that teachers must provide a certain number of assessments, just that assessment should be used systematically and frequently.

The Role of Standards

- Standards represent what should be assessed in schools.
- Standards identify what students should know and be able to do.
- Life skills (e.g., participation, work completion, behavior, and collaboration) must be taught but should not be assessed as part of the standard.



Why is change from the point/percentage system needed?

- Research indicates that point systems are ineffective because **who is rating the assessment and how it is scored** is more of a factor than what the student knows and understands.
- Point system is antiquated - its origin is from WWI and was administered to recruits to assign work roles, and its primary function was speed.



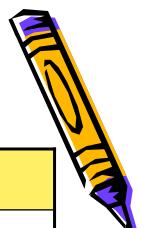
Reporting Progress...why is there a need for change from averaging?

- The main problem with averaging scores from formative assessments is that it sometimes assumes no learning has occurred.
 - Ex. Grades of 40 and 100 = 70 average... student made huge gains
 - Ex. Grades of 69 and 71 = 70 average... student made little to no gain
- The learning curve shows that the amount of learning from just one session is 20%, so with averaging, you almost penalize the child for not knowing in the beginning.



Scoring Scale Representing Progress on a Topic

Score on Scale	Description of Place on Scale
3D	In addition to score a 3.0 performance, in-depth inferences and applications go beyond what was taught
3.0	No major errors or omissions regarding any of the information or process (simple or complex) that were <u>explicitly</u> taught.
2.5	No major errors or omissions regarding any of the simpler information or processes and partial knowledge of the more complex ideas and processes.
2.0	No major errors or omissions regarding any of the simpler information or processes but major errors or omissions regarding complex knowledge, ideas, and processes.
1.5	With help, partial knowledge of the simpler details or processes, and major errors or omissions regarding complex knowledge, ideas, and processes.
1.0	With help, a partial understanding of some of the simpler ideas, concepts, or processes.



At a 2.0 or above, a student INDEPENDENTLY demonstrates understanding of the skill or processes.

Creating Effective Assessments

- Standards-based assessments must evaluate individual dimensions (elements).
- Assessments over individual dimensions must contain multi-leveled questions/items following the scoring scale.



Creating an effective multi-leveled assessment

- Levels 1.0 - 2.0
 - Address basic details and processes that are relatively easy.
- Level 2.0 - 3.0
 - Address more complex details and processes.
- Level 3.0 - 3D
 - Allow students to make inferences and applications that go beyond what was taught.



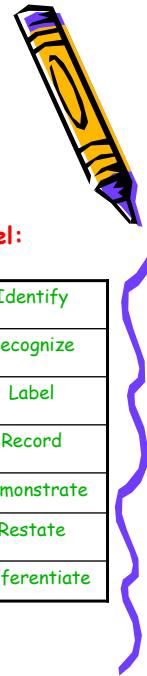
Questions Levels 1.0 - 2.0

- Declarative Knowledge
- Basic details take the form of:
 - Vocabulary terms
 - Facts
 - Time sequences
- Compare to Blooms Taxonomy terms/competencies:
 - Knowledge
 - Comprehension
- Mental Procedures:
 - Single rules (grammar)
 - Algorithms
 - If/then rules



Terms at this level:

List	Name	Identify
Show	Define	Recognize
Recall	State	Label
Match	Select	Record
Read	Describe	Demonstrate
Sequence	Paraphrase	Restate
Explain	Compare	Differentiate



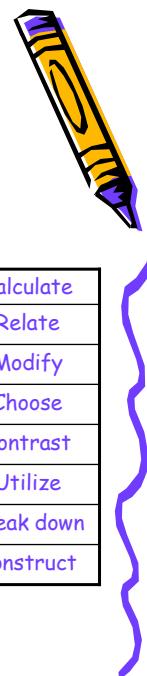
Questions Levels 2.0 - 3.0

- Generalizations and principles
- Basic details take the form of:
 - Examples
 - Predictions
- Compare to Blooms Taxonomy terms/competencies:
 - Application
 - Analysis
- Mental Processes:
 - Decision making
 - Problem solving
 - Inquiry
 - Investigation
 - Invention



Terms at this level:

Solve	Illustrate	Calculate
Use	Interpret	Relate
Apply	Classify	Modify
Analyze	Organize	Choose
Deduce	Compare	Contrast
Distinguish	Determine	Utilize
Develop	Chart	Break down
Outline	Prioritize	Construct



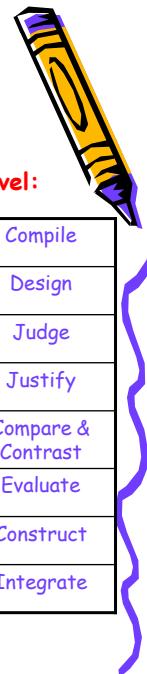
Questions Levels 3.0 - 3D

- Require inferences and applications that have not been addressed in class or explicitly taught or discussed
- Basic details take the form of:
 - Creating metaphors
 - Creating analogies
 - Analyzing errors
 - Classifying
- Compare to Blooms Taxonomy terms/competencies:
 - Synthesis
 - Evaluation
- Mental Processes (non taught):
 - Decision making
 - Problem solving
 - Inquiry
 - Investigation
 - Invention



Terms at this level:

Anticipate	Combine	Compile
Compose	Create	Design
Generate	Incorporate	Judge
Decide	Defend	Justify
Support	Critique	Compare & Contrast
Discuss	Choose	Evaluate
Hypothesize	Plan	Construct
Estimate	Schematize	Integrate



Types of Assessments

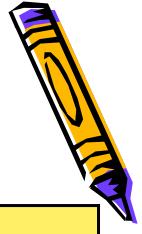
- Forced choice (Level 1.0 - 2.0)
 - Multiple choice
 - Matching
 - True/False
 - Fill in the blank
- Constructed Response (Levels 2.0 - 3D)
- Essays (Level 2.0 - 3D)
- Oral Responses and Oral Report (Levels 2.0 - 3D)
- Projects, Demonstrations and Performances (Levels 2.0 - 3D)



Life Skills (7 Cs)

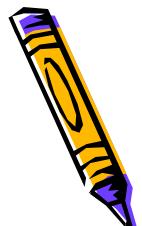
- Life skills may include (not limited to):
 - Participation
 - Work completion
 - Behavior
 - Working in groups

Score	Benchmark
3	Meets or exceeds benchmark without being asked or without individual redirection or attention. Intrinsic, few motivators needed.
2	Meets benchmark with prompting or guidance. May need extrinsic motivator.
1	Does not meet benchmark with prompting or guidance. A variety of frequent extrinsic motivators are unsuccessful in sustaining appropriate behavior.



So how do we change our reporting to more accurately show what a student knows and is able to do?

- Mounting Evidence
 - Using a variety of assessment tools and formats, a teacher identifies evidence of competency.
 - Each assessment is not an isolated piece of information; it is evaluated from the perspective of what is already known about the student relative to a specific topic.
 - Pre-assessment is necessary to establish a baseline.
 - On-going, systematic assessments should be used to evaluate the need for a change in the baseline.



Sample Grade Book Using Mounting Evidence

Topic:
Multiplication

STUDENT	Mastery of basic mult. Facts	Properties of mult.	Multiplies 2x1, 2x2, or greater	Solves problems using mult.
Aida	1.5  2.0 2.0  2.0 2.5  2.5	2.0  2.0 2.0  2.5 2.5	1.0  1.5 2.0  2.5 2.5  2.5	3.0  3.0 2.5 3.0 3.5  3D



 Indicates that the teacher considered other evidence that altered the original attempt.

 Indicates the student is judged to have reached a benchmark score level from that point on.

Calculating Grades

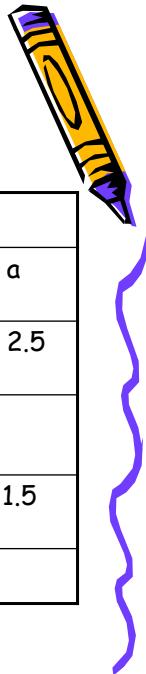
- Weighting individual assessments does not work with the mounting evidence approach...in essence, a unit test WILL have more weight because it will assess a variety of topics.
- It may be appropriate to weight final topic scores based on significance to the overall standard.
- The student should NEVER be assigned a score of zero for failure to turn in or complete an assignment. A zero is not a legitimate estimate of a child's ability. Work completion should be recorded in the 7 Cs.

Topic	Final Topic Score	Weight	Points
Mastery of basic mult. facts	2.5	2	5.0
Properties of mult.	2.5	1	2.5
Multiplies 2x1, 2x2, or greater	2.5	2	5.0
Solves problems using mult.	3D	3	12.0
Totals		8	24.5
Standard Grade			3.1



Grades Beyond Brighten

Grade	Score Pattern
A	No topic score below a 2.5 and the majority a 3.0 or above
B	No topic score below 2.0 and the majority a 2.5 or above
C	No topic score below a 1.5 and the majority a 2.0 or above
D	No topic score below 1.0 and the majority a 1.5 or above
F	The majority of scores not above 1.5



BRIGHTEN ACADEMY APPENDICES

APPENDIX L



3264 Brookmont Pkwy.
REGISTRATION FORM
Douglasville, GA 30135
2011 School Year

OPEN ENROLLMENT

2010-

STUDENT INFORMATION

Student's

Name _____

first

middle

last

nickname

Age (as of 9-1-10) _____ Date of Birth ____/____/____

Home phone (____) _____

Student's Residence Address (Note: No P.O. Boxes)

Street _____ City _____ Zip _____

Student's Current Mailing Address _____ same as residence address
Street _____ City _____ Zip _____

SCHOOL INFORMATION

For the 2010 – 2011 school year, my child will enter:

- K 1st 2nd 3rd 4th
 5th 6th 7th 8th

PARENT/GUARDIAN INFORMATION

Student lives with:

Both parents Both parents (joint custody)
 Mother only Father only
 Other (please explain)

Father's Name _____ same as student's address

Street _____ **City** _____ **Zip** _____
Home Phone _____ **Work Phone** _____
Cell Phone _____
E-mail Address _____

(PLEASE COMPLETE THE FRONT & BACK OF THIS FORM)

Mother's Name _____ same as student's address

Street _____ **City** _____ **Zip** _____
Home Phone _____ **Work Phone** _____
Cell Phone _____
E-mail Address _____

SIBLING INFORMATION

List additional students that will be participating in the Open Enrollment Lottery Drawing for 2010-2011

Name	Birth Date	Current Grade
	/ /	
	/ /	
	/ /	

LOTTERY INFORMATION

A lottery drawing for open enrollment will take place to fill openings for a grade level **OR** if there are no openings in a grade level.

Parents/Guardians of students that are selected in the lottery will be expected to complete an enrollment package and sign the acknowledgement of Brighten's Student Code of Conduct & Behavior Contract and Brighten's Parent-School Covenant. **This information should be completed and returned to Brighten Academy within 3 business days of notification.**

Please refer to our website for a list of all documentation needed for enrollment.

Brighten Academy may not admit a student who has been suspended, expelled, or has some other "unsatisfied" discipline consequence from his/her prior school.

Parent/Guardian Signature

Date

PROOF OF RESIDENCY

The following must be provided as proof of residency:

A copy of your Douglas County Vehicle Tag Receipt

AND THE FOLLOWING.....

If you rent: You must bring your CURRENT lease agreement and your CURRENT Utility Bill or Connection Receipt. Your Utility bill must be no more than 30 days old and not indicate disconnection or pending disconnection

If you own: You must bring your CURRENT Mortgage Statement or Tax Bill and your Utility or Connection Receipt. Your Utility bill must be no more than 30 days old and not indicate disconnection or pending disconnection.

Multi-Family Residence Form: If living with family or friends, form must be signed by owner or lease and notarized. Their proof of residency must be provided as indicated above.

AFFIDAVIT OF RESIDENT

I, _____ certify, swear and/or affirm as follows:

1. That I am the parent/court appointed guardian of the child listed above.
2. That the child listed above resides with me full time at the address listed above.
3. That I understand that I must immediately notify Brighten Academy if I change residence, or if the child listed above should change residence.
4. That the above information is to the best of my knowledge and belief, true, correct, and complete.
5. That I understand that representatives of Brighten Academy may visit my home to verify residency, and I hereby voluntarily consent to such visits.
6. That representatives of Brighten Academy may verify residency through property management, homeowners, landlords, and/or utilities, and I hereby voluntarily consent to such verification.
7. That I understand that a student enrolled in Brighten Academy under falsified information is illegally enrolled and will be immediately withdrawn from school.
8. That I understand that false swearing is violation of the laws of the State of Georgia, punishable by a fine of not more than \$1,000 or by imprisonment for not less than one or more than five years, or both. O.C.G.A. 16-10-71.

Proof of residency is required to enter the lottery drawing and at the beginning of each new school year. Failure to do so can result in your child(ren) being withdrawn from Brighten Academy's enrollment. Proof of residency will be due the first week that school is back in session for the 2010 – 2011 school year.



OPEN ENROLLMENT CHECKLIST

- 1. Enrollment Form (signed)
- 2. Behavior Contract (signed)
- 3. Parent Covenant (signed)
- 4. Birth Certificate (copy)
- 5. GA Immunization Form 3231 (updated records may be required prior to school starting in August 2011)
- 6. Current Report Card
- 7. Discipline Records for Middle School Students
- 8. Special Education / IEP / Gifted Program / Speech / Title I / ELL Program Copies (if applicable)
- 9. Most recent CRCT, ITBS, or other standardized test scores (copies)
- 10. Any work samples that may be beneficial in suggesting appropriate placement of your child (optional)
- 11. Copy of Social Security Card or letter of refusal which must be signed and notarized. This letter can be obtained from Brighten Academy prior to registration.

Child's Name (printed)

Signature of Brighten Representative

Date Received



3264 Brookmont Pkwy.
APPLICATION
Douglasville, GA 30135
Year

OPEN ENROLLMENT

2010-2011 School

STUDENT INFORMATION

Student's

Name _____
first middle last nickname
 Male Female Age (as of 9-1-10) _____ Date of Birth
____ / ____ / ____

Are you Hispanic/Latino? Yes No

American Indian or Alaska Native Asian Black or African American
 Native Hawaiian or other Pacific Islander White

Birthplace Information: City _____
State _____

If born outside of the USA please list country of birth _____

Also list the date of entry in a U.S. School _____

Were parents serving in the US Military at time of student's birth Yes

 No

Social Security Number _____ - _____ - _____ Home phone
(_____) _____

Student's Residence Address (Note: No P.O. Boxes)
Street City Zip

Student's Current Mailing Address same as residence address

Street

City

Zip

PARENT/GUARDIAN INFORMATION

Student lives with:

Both parents Both parents (joint custody)

Mother only Father only

Other (please explain)

Father's Name

same as student's address

Street

City

Zip

Employer

Occupation

Home Phone

Work

Phone

Cell Phone

Pager

E-mail Address

Mother's Name

same as student's address

Street

City

Zip

Employer

Occupation

Home Phone

Work Phone

Cell Phone

Pager

E-mail Address

SIBLING INFORMATION

List additional siblings that will be participating in the Open Enrollment Lottery for 2010-2011

Name	Birth Date	Current Grade
	/ /	
	/ /	
	/ /	

CURRENT SCHOOL INFORMATION

Current School

City

Zip

Type of school:

Public

Charter

Private

Preschool

Home-school

Not in school

SCHOOL INFORMATION

For the 2010 – 2011 school year, my child will enter:

- K 1st 2nd 3rd 4th
 5th 6th 7th 8th

SPECIAL PROGRAMS

Has your child participated in any school programs?

- Gifted Speech (IEP) Early Intervention
Program (EIP) Title I Special Education ELL

Do you have your child's Exceptional Child records? Yes No

Is your child part of the Student Support Team (SST) process? Yes No

HOME LANGUAGE/CUSTOMS SURVEY

Student's Primary Language: English Other:

If English is not your child's primary language, please answer the following:

What language is spoken at home?

What language(s) does the student read?

What language(s) does the student write?

PARENT SURVEY

Please circle the responses below which best exhibit your child:

Reading skills	5 Strong	4	3 Average	2	1 Weak/NA
Writing skills	5 Strong	4	3 Average	2	1 Weak/NA
Math skills	5 Strong	4	3 Average	2	1 Weak/NA
Maturity	5 Very mature	4	3 Average maturity	2	1 Immature
Social Skills	5 Strong	4	3 Average	2	1 Weak
Attention Span	5 Exceptional	4	3 Average	2	1 Limited

PARENT ACCEPTANCE AND ACKNOWLEDGMENT

Please accept this signed and completed document to enroll _____ in Brighten Academy. I understand that completion of this Enrollment Application Package does not guarantee admission to the school. Admission to the school is not complete until official transcripts and behavior records are received. In addition, my child will take a placement test to ensure correct grade placement. (Please refer to the school's admission policy for further information.) I understand that all information on this enrollment form will be treated as confidential.

Parent/Guardian's Signature

Date

Brighten Academy Student Code of Conduct and Behavior Contract

Purpose

The purpose of Brighten Academy's Student Code of Conduct and Behavior Contract is as follows:

- 5) To create a risk free and safe environment
- 6) To maximize learning time
- 7) To provide information to students and parents about rules and regulations of the school and the plan for consequences for infraction of these rules and regulations
- 8) To provide uniform administrative and disciplinary procedures

Statement of Student Conduct

Our goal is to teach students the value and importance of following established rules and procedures in order to maintain a safe, orderly, and respectful environment both in the educational setting, as well as within our communities. To that end, we will positively reinforce honorable conduct and good behavior as often as possible, and will balance this with appropriate consequences for misconduct. We will continually provide encouragement and support to students in self-management of behavior and control of actions.

Parents and students will be required to sign the Code of Conduct as a pre-requisite for enrollment in the school. As a school of choice, Brighten Academy retains the right to withdraw students who do not conform to appropriate behavior expectations that support the learning environment defined in the mission and core beliefs and by this Code of Conduct. Students may not enroll at Brighten Academy unless consequences at a prior school or system have been served.

These rules are designed to notify students and parents about the types and range of behaviors prohibited by Brighten Academy. Every specific variation of conduct may not have been included. Consequently, students should expect to

be disciplined for misconduct that is obviously inappropriate and contrary to the mission and core beliefs established in the Brighten Academy Charter.

Student Misconduct

Offenses are classified into three categories determined by severity of the offense.

Consequences of Student Misconduct

For clarification of procedural rules, the following parties and their roles have been defined:

- f. "Parent" means the student's natural parent or court approved legal guardian. Parents have the responsibility to attend meetings regarding their child's behavior and to provide support to the school related to the behavior. Parents have the right to participate in meetings held by the Mediation Committee or the governing board related to their child's behavior. They also have the right to copies of all documentation related to their child's conduct.
- g. "Administrator" refers to the principal/school director or other designated person to whom authority has been delegated to make decisions for all categories of offenses. The administrator has the authority to make determinations about behavior according to the code of conduct and to provide consequences for such behavior. They also have the responsibility for appropriately documenting the behavior and ensuring due process. The administrator(s) will be a representative on the Mediation Committee.
- h. "Teacher" means a classroom teacher, counselor, school assistant, substitute teacher, student teacher, or other school personnel who has been given authority over some part of the school program by the principal/school director or the Governing Board. The teacher has the authority to make determinations about behavior according to the code of conduct and to provide consequences for category I offenses; however, category II offenses shall be reported to an administrator for appropriate handling. The teacher has the right to attend any meetings of the Mediation Committee or the Governing Board related to a student's conduct. The teacher also has the right to testify at meetings of the Mediation Committee or the Governing Board. The teacher has the obligation to appropriately document behavior and to communicate frequently with parents about conduct. The teacher also has the responsibility of ensuring due process.
- i. "Mediation Committee" refers to the Governing Board representative, principal/school director, and Instructional Lead Teacher who makes decisions regarding category II and category III offenses and makes

- recommendations for expulsion to the Governing Board. The Mediation Committee will ensure due process.
- j. “Governing Board” or “Board” means the Brighten Academy Governing Board. The Governing Board reserves the right to make decisions related to all disciplinary issues, including expulsion. The decisions of the Governing Board are considered final. The Governing Board has the responsibility for ensuring that all actions of school representatives are aligned with the school’s mission and core beliefs, and that all students’ rights are protected.

The school administrator(s), teachers, Mediation Committee, and Governing Board have broad discretion to determine consequences for student misconduct. Because behavior is situational, professional judgment must be utilized. Every effort to make fair and impartial decisions will be made.

STUDENT BEHAVIOR CONTRACT

Brighten Academy is a public school of choice. Students and parents who enroll in the school agree to embrace the mission and core beliefs outlined in the Brighten Academy Charter. The Code of Conduct has been developed to support this mission and these beliefs. Students and parents acknowledge the following rights:

School:

3. To make decisions which support a safe and risk-free environment
4. To make decisions which protect students' opportunity to learn

Student:

6. To a safe and risk-free environment
7. To learn
8. To due process as defined in the Code of Conduct
9. To represent self in disciplinary proceedings
10. To one appeal in the case of expulsion

Parent:

4. To prompt communication from the school related to their child's behavior
5. To copies of all documentation related to their child's behavior
6. To represent their child in disciplinary proceedings

By signing below, students and parents acknowledge and agree to abide by the rules, procedures, and consequences outlined in the Code of Conduct which remains in effect during regular instruction, extracurricular activities, or school functions, both on and off campus.

Parent Signature

Print Name

Date

Student Signature

Print Name

Date

(This page should be returned to the school.)

Brighten Academy Parent-School Covenant

Family School Connection

The goal of the Parent School Covenant is to create the strongest possible partnership between home and the school and to nourish and facilitate the individual abilities of each child. To succeed in our mission and foster intellectual and social growth, education must extend beyond the classroom walls by recognizing and incorporating the family and home as vital parts of success.

Brighten Academy's Pledge to Parents:

- To provide a program of academic excellence that fulfills the goals expressed in our mission and core beliefs
- To provide a safe and supportive learning environment
- To communicate regularly regarding a child's progress and needs
- To continually reflect on, evaluate, and develop the learning environment
- To provide meaningful parent and student programs and extracurricular activities
- To communicate effectively regarding school and classroom events and policies
- To be courteous and respectful to parents and work collaboratively to help the child find success

Parents' Pledge to the School:

- To read, understand, and support the mission of Brighten Academy
- To provide a home environment that nurtures a love of learning
- To ensure student is on time with appropriate materials and assignments
- To provide a nutritious breakfast and lunch each day
- To read to my child each day and assist with homework as needed.
- To be courteous and respectful to staff and work collaboratively to help my child find success
- To stay abreast of school communication and follow school policies and procedures
- To attend at least 2 conferences per year to discuss academic progress
- To attend extracurricular activities and events to support the child or the school
- To volunteer and earn a minimum of 20 credits within the classroom, school, or a combination of both with 10 credits being obtained by December 31st. Parents have the option to donate materials and/or money (to be approved by the director) that will enrich the learning environment for all students although time invested in improving the school environment is preferred.

- To submit a monthly updated Volunteer Log of volunteer activities completed within the required time frame.

PARENT PLEDGE

I (We) _____ will uphold Brighten Academy's policies, school procedures and expectations.

By signing this Parent-School Covenant, you acknowledge that you are in support of these requirements because they ensure that you are fully involved in your child's learning.

Student's name: _____

Parent/Guardian Signature: _____ Date: _____

Print Name: _____

(This page should be returned to the school.)

Ways to Obtain Volunteer Credits

4. Twenty credits are required each school year by each family.
5. Logs must be turned in monthly.

Volunteer Activity	Credit
Participate in a committee or subcommittee (per hour)	1
Serve as a Board Member	20
Serve as a mentor (per hour)	2
Classroom room parent	5
Tutor (per hour)	1
Volunteer in the classroom, office, media center, specials, clubs, or other school event/activity (per hour)	1
Complete at home projects making games, crafts, or assisting in other ways (per hour)	$\frac{1}{2}$
Lawn maintenance (per hour)	1
Chaperone on field trips (per day)	3
Coordinate, contribute or present in school-wide programs (career day, red ribbon week) – (per event)	1

Donate materials needed for the classroom or school (per \$50 or equivalent donated – TBD by Director)	$\frac{1}{2}$
Charitable donations to our non-profit organization earmarked for your intended purpose (per \$100 or equivalent donated – TBD by Director)	1
Attend focus groups and/or parent workshops (per event)	1
Complete parent satisfaction survey (per survey)	1
Serve as a PTA Officer (per year)	10
Any other way the parent, teacher and administrator deem would be appropriate and beneficial in fulfilling the mission of Brighten Academy (please obtain prior approval)	TBD by Director

KEEP THIS PAGE FOR YOUR RECORDS

**BRIGHTEN ACADEMY
APPENDICES**

APPENDIX M

STRATEGIC ANALYSIS



Brighten Academy

Enlightening Minds and Brightening the Future

Strategic Plan 2009-2010

Our goal in strategic planning is to enable the Brighten Academy to achieve its objectives. As a guideline, we have used the following systematic process.

1. **Set objectives** – Defining what the organization is going to do
2. **Scan the Environment** - SWOT analysis
3. **Analyze existing strategies** – What is working or not working
4. **Develop new/revise strategies** – Revised analysis of strategic issues

If Strategic Planning does not start with defining a desired end state or objective, it runs the risk of being useless. For this reason, we established the following objectives for Brighten:

“We wish to create an optimum learning environment that is innovative and geared toward the whole student. In addition, we will accomplish this while properly managing a fiscally sound organization.”

A SWOT Analysis is a strategic planning method used to evaluate the Strengths, Weaknesses, Opportunities, and Threats involved in a project or in a business venture. It involves specifying the objective of the business venture or project and identifying the internal and external factors that are favorable and unfavorable to achieving that objective.

Strengths: Attributes of the organization that are helpful to achieving the objective.

Weaknesses: Attributes of the organization that are harmful to achieving the objective.

Opportunities: External conditions that are helpful to achieving the objective.

Threats: External conditions which could do damage to the business's performance.

Strengths (Internal, Positive)

How do we exploit our strengths to achieve our objectives?

PARENTAL INVOLVEMENT

Arguably the greatest strength we have, as compared to public schools, is the willingness of the parents to be involved. They understand that it is expected, and are eager to assist. Because this has been underutilized, it is probably the best strength to exploit at this time. We will focus on four areas that can be improved:

1. **Committees** – With the creation of the Business Director position, one of their key initiatives will be to get the board, administration, and PTO on the same page regarding how the committees will be formed, operated, and held accountable.
2. **Volunteer hours** – Many parents that may be willing to volunteer are uncertain what needs we have at the school. For this reason, it is imperative that we address this soon. We will need a general job board at the entrance to the school and a class job board for each grade level.
3. **Mine parent's skills** – This can be an ongoing update of the database similar to school yellow pages. Any school project or expenditure can be cross-referenced with the database.
4. **Focus groups** – As a board, we are consistently asked to meet with parents as a board. It is generally not possible (or appropriate) for the board to get together to hear the concerns of each parent. If we find that a group of parents have similar concerns, it may be appropriate for the business manager to organize a focus group. A board member can attend and report to the board.

CHARTER SYSTEM / SCHOOL AUTONOMY

Another major strength of Brighten Academy is its ability to pursue its own educational methods and goals. We described this during our strategy session as “**Freedom, but with boundaries**”. While our autonomy is a strength, we discussed the following strategies to use this to obtain our objectives:

- 1. Clarify / Revisit the Charter and Policies** – This can be done by committee twice each year. Because charter revisions can be made at any time, a Policy and Charter committee can handle this responsibility.
- 2. Focus walks / reflections / observations** – This would be a school-level function implemented by the Business Director.
- 3. Filter charter down to teachers** – This would also be a school-level, but would need to be implemented by the Curriculum Coordinator at the beginning of the school year and periodically as needed.

Weaknesses (Internal, Negative)

How do we mitigate our weaknesses to achieve?

FACILITIES

1. All current and new board members should understand the history of our facility and have a visual tour of the grounds. This understanding will assist board members in making educated decisions involving our facility.
2. Work with the Douglas County School Board and other political members in Douglas County to add Brighten Academy to the next SPLOST referendum.
3. The new Business Director will submit to the board a list of facility items that need repaired at each board meeting. This should be maintained for the Director through the grounds committee. Based on funding and priorities, decisions can be made on how to proceed with these repairs.

FINANCIAL ACCOUNTABILITY

1. The board will review in detail at each board meeting the most recent cash flow and budget to actual document for clear understanding of the school's standing.
2. The Business Director will use the most recent budget to actual document when making financial decisions that are not fixed cost. This will ensure the schools compliance with the current years approved budget.
3. The board and school administration will work together to ensure we are maximizing our state funding based on our staff's education and how we serve our students. Teachers should be encouraged to obtain their 'Gifted' certification.

MIDDLE SCHOOL

The board and school administration will work together to improve Middle School grades. This could include Creating 'Brighten part II' to better separate Brighten Elementary from Brighten Middle. We have agreed that Brighten

Middle School will contain grades 7 and 8. The 6th grade will be a part of Brighten Elementary.

TECHNOLOGY

The Technology committee will research and apply for technology grants that will help improve our student offerings. In addition, they will seek out donations for technology equipment that will help improve our student offerings. In order not to interfere with other school fundraising activities, this will be limited to technology equipment donations only.

Opportunities (External, Positive)

How do we take advantage of opportunities to achieve our objectives?

FUNDRAISING, GRANTS, SPONSORSHIPS

Due to efforts of the finance committee, a “GAP” has been identified; that being the difference in funding and operating expenses. Therefore our overall fundraising goal for all functions needs to be set based on exceeding this amount. This includes School Level, PTO, and Board fundraising efforts.

Prior to the end of each school year a timeline should be developed with each of the groups determining goals for the upcoming school year. It will be important to eliminate crossover in attainment so that no two groups are competing for the same funding.

TRAINING

Training is an opportunity to strengthen the organization at every level and include not only professional development but also basic first aid and business management.

From a Board Level, a policy will be adopted requiring all new Board Members to complete training within 2 months. Continued involvement after initial training is important, as well with participation in the GCSA Conference and other activities.

From a School Level, specifics of staff training are not known at this time but training should consist of administrative involvement with GCSA’s yearly conference as well as other training opportunities offered through similar organizations .

ATHLETIC PROGRAMS

We have discussed developing middle school athletics at Brighten Academy over the next 1-2 years. This will enhance the school experience and help us achieve our objective of developing the whole student. We have agreed that athletics serve the following purposes:

- Facilitate exercise / physical fitness
- Promote teamwork, sportsmanship, and confidence

- Keep the families happy and healthy
- Create school pride, and
- Educate the kids at the same time.

Soccer and Tennis are being looked at first, as they are not only international sports that can be played recreationally for life, but also do not require large upfront cost to the school. Safety is not much of an issue at this level, and both sports can be co-ed for the purposes of practice. Fortunately, facilities are already located in close proximity, with soccer fields and 8 lighted tennis courts in the community less than $\frac{1}{2}$ mile from the school.

Threats (External, Negative)

What threats could prevent us from achieving our objectives?

LAWSUITS

In order to protect the school, we need to periodically review our insurance policies to eliminate any possible exposure to legal action. In addition, it is imperative that the safety committee is diligent with regular safety checks. This will not only reduce the risk to the school from a financial perspective, but also protect the safety and security of the children entrusted to us.

ECONOMY / STATE FUNDING CUTS

To make sure that continued funding cuts don't impact the quality of education offered to our school community, we will need to conserve funds and, when possible, build reserves to protect us financially. Our annual campaign will be a major focus for the board and the administration going forward. In addition, it will be necessary to enforce proper certification for each teacher as that can impact our funding.

MISSION STATEMENT AND CORE BELIEFS:

The mission of Brighten Academy is to provide a productive learning environment with a highly qualified staff committed to using an innovative, research based instructional model that produces measured growth in every student every year.

1. *All students will learn.*
2. *All students have developmental differences, as well as varying levels of experiences, knowledge, and ability.*
3. *High expectations of every child are necessary to help students reach their full potential.*
4. *Students learn through active exploration and practical application.*
5. *Students have different learning styles and should be taught using a variety of instructional strategies.*
6. *Educating a child is a shared accountability among the school, home, and community.*
7. *Appropriate behavior is required of all students and members of the learning community to maximize safety and learning.*
8. *A nurturing and structured learning environment is essential.*
9. *Teacher planning, collaboration, and professional development are vital for improving student achievement.*
10. *The school must cultivate a strong sense of responsibility to self, family, and community.*
11. *Instructional decisions will be made based on the needs of the students.*
12. *The school will function as a business and practice fiscal responsibility.*

INSTRUCTIONAL FOCUS:

Connections is an educational framework being developed by educators on the Founding Board to meet the criterion for a comprehensive school reform program:

- Employ proven methods and strategies based on scientific research
- Integrate a comprehensive design with aligned components
- Provide ongoing, high-quality professional development
- Is supported within the school by teachers, administration, and staff

- Provide meaningful parent and community involvement in planning, implementing, and evaluating school improvement activities
- Use high quality external support from an external partner
- Identify resources to support and sustain the school's comprehensive reform effort
- Demonstrate strong evidence that it will improve the academic achievement

This model is being developed to not only meet the above criteria, but also to align with Brighten Academy's mission and core beliefs. In addition, it is also complimentary to some of the approaches being implemented in the Douglas County School System, including the Learning Focused Schools model and the development of Learning Communities.

The main components of Connections that support the holistic approach to education are "The Seven C's":

1. character
2. commitment
3. critical thinking
4. creativity
5. curiosity
6. community
7. culture

Brighten Academy is committed to providing an enriching educational experience, not through what is taught, but through how it is taught. The teachers at Brighten Academy will endeavor to add rigor to what is taught and to integrate it to the extent that it is appropriate and adds meaning to the lesson or theme. More importantly, the teachers will act in a facilitative role, assisting children through challenging and engaging problems and explorations.

The Governing Board acknowledges that adequately addressing the curriculum plays an important role in ensuring that the school succeeds according to the accountability measures set forth by the state. Brighten Academy has fully implemented all components of the Georgia Performance Standards (GPS) and will fully implement the Common Core Standards and related assessments as adopted.

GOVERNANCE AND ADMINISTRATION:

The Governing Board will be accountable for governing Brighten Academy, based on the provisions of the Charter Schools Act of 1998, as amended, and the by-laws established by Brighten Academy, Inc.

The school will be under the leadership of a Business Manager and Curriculum Director who will be responsible for: supporting an effective professional learning community,

overseeing operation of the school, ensuring compliance with charter school law and the charter, implementing the mission and core beliefs in the school, acting as a liaison between the school, school system, and the community, and supervising staff.

CHARTER ACCOUNTABILITY:

As a public charter school, Brighten Academy will be accountable for all state and federally mandated accountability provisions. Brighten Academy will administer all standardized tests in accordance with administration by the Douglas County School System.

In addition to these academic accountability measures, Brighten Academy will remain financially solvent through sound business practices and on-going fundraising efforts.

RELATIONSHIP WITH CHARTER GRANTING AGENCY:

Brighten Academy has partnered with the Douglas County School System in creation of the charter petition and planning of the school. Through the direction of the Douglas County Superintendent and his staff the budget and operational plans for the school were developed. Brighten Academy and the Douglas County School System will continue to work cooperatively to ensure that Brighten Academy is successful for attending students and that the school supports the mission of the Douglas County School System.

MARKET ANALYSIS:

The school will remain open to all students who reside in Douglas County. The school hopes to continue to serve a student body whose demographics are representative of the Douglas County School System.

In addition to the existing public schools in the area, there are a number of private Christian schools who will also be competing for the students in the district. The public schools are overcrowded, and many of the elementary and middle schools have modular buildings to accommodate for the student population. The private schools charge tuition that many parents cannot or will not pay.

MARKETING STRATEGY:

Since Brighten has opened, we have been able to maintain full classes in grades K-6 with active waitlists.

All students who are residents of Douglas County are eligible to enroll at Brighten Academy. The school will not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, disability, proficiency in English, or any other basis prohibited by law. Students will not be required to complete any test or measure in order to be admitted to Brighten Academy. Once students are formally enrolled, formal and informal assessments will be administered to determine the most appropriate instructional plan and placement for each student.

Priority for enrollment will be given in the following order:

1. Children of faculty and instructional staff
2. Students currently enrolled
3. Siblings of students currently enrolled

Students who reside outside of Douglas County will not be enrolled at Brighten Academy.

Students with priority status will fill open allotments first, and then other open allotments will be filled on a first-come, first served basis. In the event that there are more enrollment applications than allotted openings for the class, grade level or building, students with priority status will fill the first open positions, and a lottery will determine who will fill the remainder of openings.

MANAGEMENT PLAN:

Brighten Academy, Inc. will operate as a non-profit organization under the direction of a Governing Board. As direction by the Charter Schools Act of 1998, as amended, the majority of Governing Board members will be parents.

The school will be run by the Business Manager and Curriculum Director.

FINANCIAL DATA:

The Pro-Forma has been developed and will show the staffing plan, sources of revenue, operating costs, and a monthly cash flow projection for year one. The Pro-Forma can be found in [Appendix Y](#).

BRIGHTEN ACADEMY APPENDICES

APPENDIX N

Brighten Academy 2010-2011 School Calendar

2010							2011						
July 26—210 day employees return							January 3—Student holiday; Teacher FURLough						
July 30th—New Teachers Return							1	2	3	4	5	6	7
August 2nd—FURLough							2	3	4	5	6	7	8
August 3-4—preplanning							9	10	11	12	13	14	15
5th—first student day—1/2 Day							16	17	18	19	20	21	22
6th—1/2 Day							23	24	25	26	27	28	29
27th—half day teacher collaboration							30	31					
September 6—holiday							February 21-25—Holidays (make-up days if necessary)						
24th—student half-day—Teacher FURLough 1/2							1	2	3	4	5		
October 11—Student holiday/teacher FURLough day (may be used as make-up day)							6	7	8	9	10	11	12
29th—half-day teacher collaboration							13	14	15	16	17	18	19
November 2—Holiday (election day)							20	21	22	23	24	25	26
22nd-23rd—holidays (make up days if necessary)							27	28	29	30	31		
24th-26th—Holidays							March 25th—Student half-day—Teacher FURLough 1/2						
December 17—end of first semester (89 days)							1	2	3	4	5	6	7
20th-Jan. 2nd—Holidays							8	9	10	11	12	13	14
							15	16	17	18	19	20	21
							22	23	24	25	26	27	28
							29	30	31				
January 3—Student holiday; Teacher FURLough							April 1st—Student holiday/Teacher FURLough day						
4th—Student holiday/Teacher days							1	2	3	4	5		
5th—Students return							6	7	8	9	10	11	12
17th—Holiday for all							13	14	15	16	17	18	19
28th—Half-day teacher collaboration							20	21	22	23	24	25	26
May 27th—Last student day—1/2 day—91 days in semester							27	28	29	30	31		
Teacher FURLough 1/2							May 27th—Last student day—1/2 day—91 days in semester						
30th—holiday							Teacher FURLough 1/2						
31st—post planning							June 1—Post-planning 1/2; Teacher FURLough 1/2						
							2—FURLough						
9th—210 employees last day							June 1—Post-planning 1/2; Teacher FURLough 1/2						

BRIGHTEN ACADEMY
APPENDICES

APPENDIX O





CERTIFICATE OF OCCUPANCY

BUILDING PERMIT # 07-427

DATE December 28, 2007

THIS IS THE USE AND OCCUPANCY PERMIT FOR
Project Name Brighten Academy
Address 3264 Brookmont Parkway
Subdivision _____ Lot Number _____
Building # Modular #2 Suite # _____ Occupancy Load _____
Owner _____ Builder Messer Properties, Inc.

*I certify that the building located at the above address has been
inspected and complies with the requirements of the City of
Douglasville Codes.*

Educational _____
for _____

(Use)

Michael J. Mettler

*Michael J. Mettler, Building Official
City of Douglasville
Douglas County, Georgia*



CERTIFICATE OF OCCUPANCY

BUILDING PERMIT # 07-428

DATE December 28, 2007

THIS IS THE USE AND OCCUPANCY PERMIT FOR

Project Name Brighten Academy

Address 3264 Brookmont Parkway

Subdivision Lot Number

Building # Modular #3 Suite # Occupancy Load

Owner Builder Messer Properties, Inc.

I certify that the building located at the above address has been
inspected and complies with the requirements of the City of
Douglasville Codes.

Educational for _____

(Use)

A handwritten signature in blue ink that reads "Michael J. Mettler".

Michael J. Mettler, Building Official
City of Douglasville
Douglas County, Georgia



CERTIFICATE OF OCCUPANCY

BUILDING PERMIT # 07-430

DATE December 28, 2007

THIS IS THE USE AND OCCUPANCY PERMIT FOR
Project Name Brighten Academy
Address 3264 Brookmont Parkway
Subdivision _____ Lot Number _____
Building # Modular #5 Suite # _____ Occupancy Load _____
Owner _____ Builder Messer Properties, Inc.

*I certify that the building located at the above address has been
inspected and complies with the requirements of the City of
Douglasville Codes.*

Educational _____
for _____

(Use)

Michael J. Mettler

*Michael J. Mettler, Building Official
City of Douglasville
Douglas County, Georgia*



CERTIFICATE OF OCCUPANCY

BUILDING PERMIT # 07-429

DATE December 28, 2007

THIS IS THE USE AND OCCUPANCY PERMIT FOR
Project Name Brighten Academy
Address 3264 Brookmont Parkway
Subdivision _____ Lot Number _____
Building # Modular #4 Suite # Occupancy Load _____
Owner _____ Builder Messer Properties, Inc.

I certify that the building located at the above address has been
inspected and complies with the requirements of the City of
Douglasville Codes.

Educational for _____

(Use)

Michael J. Mettler

Michael J. Mettler, Building Official
City of Douglasville
Douglas County, Georgia



CERTIFICATE OF OCCUPANCY

BUILDING PERMIT # 07-431 DATE December 28, 2007

THIS IS THE USE AND OCCUPANCY PERMIT FOR
Project Name Brighten Academy
Address 3264 Brookmont Parkway
Subdivision _____ Lot Number _____
Building # Modular #6 Suite # _____ Occupancy Load _____
Owner _____ Builder Messer Properties, Inc.

*I certify that the building located at the above address has been
inspected and complies with the requirements of the City of
Douglasville Codes.*

Educational for _____

(Use)

A handwritten signature in blue ink that reads "Michael J. Mettler".

*Michael J. Mettler, Building Official
City of Douglasville
Douglas County, Georgia*



CERTIFICATE OF OCCUPANCY

BUILDING PERMIT # N/A DATE June 08, 2007

THIS IS THE USE AND OCCUPANCY PERMIT FOR

Project Name Brighten Academy

Address 3264 Brookmont Parkway

Subdivision Lot Number

Building # A Suite # Occupancy Load

Owner Brighten Academy Builder

*I certify that the building located at the above address has been
inspected and complies with the requirements of the City of
Douglasville Codes.*

for Educational

(Use) Michael J. Mettler

Michael J. Mettler, Building Official

*City of Douglasville
Douglas County, Georgia*



CERTIFICATE OF OCCUPANCY

BUILDING PERMIT # N/A DATE June 08, 2007

THIS IS THE USE AND OCCUPANCY PERMIT FOR

Project Name Brighten Academy

Address 3264 Brookmont Parkway

Subdivision Lot Number

Building # B Suite # Occupancy Load

Owner Brighten Academy Builder

*I certify that the building located at the above address has been
inspected and complies with the requirements of the City of
Douglasville Codes.*

for Educational
(Use) Michael J. Mettler
*Michael J. Mettler, Building Official
City of Douglasville
Douglas County, Georgia*

**BRIGHTEN ACADEMY
APPENDICES**

APPENDIX P

BOARD POLICY Descriptive Code: BHA

CONFLICT OF INTEREST

DATE: 3-13-08

Regulations: None Exhibits: None

In order to avoid conflict of interest, the following guidelines for Board members shall apply:

1. No Board member shall sell supplies or equipment to the Board.
2. The Board shall not do business with a partnership or corporation partially owned by a Board member.
3. A Board member shall not sell insurance to the Board.
4. School book publishers and their agents are precluded from Board membership.
5. No Board member shall serve on the governing body of private educational institutions.
6. No Board member shall hold another county public office.
7. No Board member may be employed by the State Department of Education or serve concurrently as a member of the State Board of Education.
8. The Board may not do business with a bank or financial institution where a Board member is an employee, stock holder, director or officer when such member owns 30 percent or more stock in that institution.

Nepotism

No member of the immediate family (spouse, child, sibling, or parent or the spouse of a child, sibling, or parent) of any board member may be employed or promoted unless a public, recorded vote is taken – as a separate matter – from any other personnel matter. Board members whose immediate family member is being considered for employment shall not vote on such employment.

This policy shall not apply to employment of any person who is employed by this

Board on July 1, 2000, or who is employed by this Board when an immediate family member becomes a member of this Board.

LEGAL REF.: O.C.G.A., 16-10-2(a)(2); 20-2-51; 20-2-58.1 20-2-505; 20-2-1072; 21-5-3(15)(F); 21-5-11; 21-5-30(f); 21-5-33; 21-5-34; 21-5-41; 21-5-70 et seq.; Op. Atty. Gen. 1952 & 53, p. 419; 1954-56, pp.186-189, 192; 1958-59, pp. 100, 102; 1960-61, pp. 147, 158; 68-30; 68-498

Brighten Academy Governing Board

Adopted: 3-13-08

NOTE: Board Members are provided orientation and required to annually complete a Conflict of Interest form with full disclosure of any real or potential conflicts of interest.

Potential Conflicts of Interest:

Currently we have the following potential conflicts of interest on our Board:

- **2 staff members**
- **1 spouse of a staff member**
- **7 parents**

In order to remove the opportunity for conflict of interest situations, staff members and spouses of staff members are removed serving on committees and from participation, discussion, or voting on matters pertaining to Human Resources and certain financial discussions or decisions which have a direct impact on the individual or family. Parents recuse themselves from discussions or decisions related to matters directly impacting their child's classroom, teacher, or child.

BRIGHTEN ACADEMY APPENDICES

APPENDIX Q

**BOARD POLICY Descriptive Code: KAB
COMPLAINTS AND GRIEVANCES – PERSONNEL, STUDENTS, PARENTS
DATE: 9-13-07**

Regulations: None Exhibits: None

Resolution of School Related Concerns:

The Brighten Academy Governing Board believes that students and parents have the right and responsibility to express school related concerns and grievances to the faculty and administration. Students and parents shall be assured the opportunity for an orderly presentation and timely review of concerns.

For the discussion and consideration of a concern or grievance any student, group of students, parent, or group of parents should request a meeting time and place which will not interfere with regular scheduled classes or school related activities. The faculty and administration shall make an honest and forthright effort to resolve grievances as quickly as possible at the most immediate level of authority. Decisions made at levels one or two should be attempted first prior to appeal to level three. Decisions rendered by the Governing Board shall be considered final.

The levels of authority shall be as follows:

1. **Classroom related concerns** – teachers
2. **School related concerns** (including policies, procedures, administration, unresolved classroom related concerns, etc.) – Director
3. **Appeals** – Governing Board Grievance Committee

Any teacher, staff member, or administrator shall have the authority to table any meeting considered to be unproductive, threatening, hostile, inappropriate, or lacking appropriate representation.

Legal Ref.: O.C.G.A., 20-2-50; 20-2-57; 20-2-1160
Brighten Academy Governing Board
Adopted: 9-13-07

BRIGHTEN ACADEMY APPENDICES

APPENDIX R

BOARD POLICY Descriptive Code: J23

SCHOOL LUNCH POLICY

Meal Prices for the 2010-2011 school year are as follows:

Regular Price Lunch- \$1.75

Reduced Price Lunch- \$0.40

*Adult Price Lunch-\$2.50

Since Brighten Academy will receive satellite meals from Chapel Hill Middle School, all students will receive middle school portions. Douglas County School Food Service will charge middle school prices.

*It costs the schools \$2.50 to produce one lunch. The schools receive federal reimbursement to make up the difference in cost per meal for all of our students who eat lunch at school. We do not receive any federal reimbursement for adult meals. This includes meals served to teachers, administrators, visiting parents and visiting children who are not enrolled in a Douglas County school. Therefore, we must charge the cost of the meal for all non-student meals.

DOUGLAS COUNTY CHARGE POLICY

Douglas County School Food Service will continue to monitor the school board approved student CHARGING POLICY which states:

Elementary and middle school students may accumulate a maximum of \$5.00 in charges. This \$5.00 limit includes any charges for breakfast, lunch and supplemental sales. After the \$5.00 limit is reached, a student will be offered a meal alternate at lunch which consists of a peanut butter sandwich and a beverage. Adults and high school students will not be allowed to charge meals.

This regulation is to ensure that a child will not go hungry while potential losses of school service funds will be limited.

Adopted: 7-26-10

BRIGHTEN ACADEMY APPENDICES

APPENDIX S

during the period when Debtor is required to make Finance Payments. Debtor shall provide Creditor with a certificate of Insurance which lists the Creditor and/or assigns as a loss payee and an additional insured on the policies with respect to the Equipment.

- (a) Debtor shall insure the Equipment against any loss or damage by fire and all other risks covered by the standard extended coverage endorsement then in use in the State and any other risks reasonably required by Creditor in an amount at least equal to the then applicable Purchase Price of the Equipment. Alternatively, Debtor may insure the Equipment under a blanket insurance policy or policies.
- (b) The liability insurance shall insure Creditor from liability and property damage in any form and amount satisfactory to Creditor.
- (c) Debtor may self-insure against the casualty risks and liability risks described above. If Debtor chooses this option, Debtor must furnish Creditor with a certificate and/or other documents which evidences such coverage.
- (d) All insurance policies issued or affected by this Section shall be so written or endorsed such that the Creditor and its assignees are named additional insureds and loss payees and that all losses are payable to Debtor and Creditor or its assignees as their interests may appear. Each policy issued or affected by this Section shall contain a provision that the insurance company shall not cancel or materially modify the policy without first giving thirty (30) days advance notice to Creditor or its assignees. Debtor shall furnish to Creditor certificates evidencing such coverage throughout the term of this agreement.
- (e) Debtor hereby agrees that it will purchase and maintain flood insurance if the Equipment at any time during the Lease Term is located in a special flood hazard area if flood insurance is available. Such flood insurance shall be in an amount equal to the then applicable Purchase Option Price. If the Debtor fails to purchase flood insurance as required herein, then Creditor may purchase flood insurance and Debtor will be responsible for all expenses incurred.

Section 5.02. Damage to or Destruction of Equipment. Debtor assumes the risk of loss or damage to the Equipment. If the Equipment or any portion thereof is lost, stolen, damaged, or destroyed by fire or other casualty, Debtor will immediately report all such losses to all possible insurers and take the proper procedures to attain all insurance proceeds. At the option of Creditor, Debtor shall either (1) apply the Net Proceeds to replace, repair or restore the Equipment or (2) apply the Net Proceeds to the applicable Purchase Option Price. For purposes of this Section and Section 5.03, the term Net Proceeds shall mean the amount of insurance proceeds collected from all applicable insurance policies after deducting all expenses incurred in the collection thereof.

Section 5.03. Insufficiency of Net Proceeds. If there are no Net Proceeds for whatever reason or if the Net Proceeds are insufficient to pay in full the cost of any replacement, repair, restoration, modification or improvement of the Equipment, then Debtor shall, at the option of Creditor, either (1) complete such replacement, repair, restoration, modification or improvement and pay any costs thereof in excess of the amount of the Net Proceeds or (2) apply the Net Proceeds to the Purchase Option Price and pay the deficiency to the Creditor.

Section 5.04. Indemnification. To the extent permitted by law, Debtor shall protect, hold harmless and indemnify Creditor and its assignees from all liability, claims, damages and costs incurred by Creditor and its assignees which arose out of installation, operation, possession, storage, or use of any item of the Equipment. This would include all expenses, including attorney's fees, incurred by Creditor or its assignees in defending any claims or actions filed against them as well as any judgment entered against Creditor or its assignees.

Section 5.05. Debtor's Negligence. Debtor assumes all risks and liabilities for loss or damage to any Equipment, injury to or death of any person or damage to any property, and any cost recovery for removal and remediation actions related to the release or threatened release of hazardous substances under Comprehensive Environmental Response, Compensation and Liability Act, the Resource Conservation and Recovery Act or any State or local equivalent now existing or hereinafter enacted which in any manner arise out of or are incident to any possession, use, operation, condition or storage of any Equipment by the Debtor.

VI. Title and Security Interest

Section 6.01. Title. Title to the Equipment shall vest in Debtor when Debtor acquires and accepts the Equipment. Title to the Equipment will automatically transfer to the Creditor in the event Debtor non-appropriates funds under Section 4.01, or Debtor defaults under Section 9.01. If this event occurs, Debtor shall execute and deliver to Creditor such documents as Creditor may request to evidence the passage of legal title to the Equipment to Creditor.

Section 6.02. Security Interest. To secure the payment of all Debtor's obligations under this Agreement, Debtor hereby grants to Creditor a Security Interest under the Uniform Commercial Code constituting a first lien on the Equipment described more fully on Exhibit "A". The security interest established by this section includes not only all additions, attachments, repairs and replacements to the Equipment but also all proceeds therefrom.

VII. Assignment

Section 7.01. Assignment by Creditor. All of Creditor's rights, title and/or interest in and to this Agreement may be assigned and reassigned in whole or in part to one or more assignees or subassignees by Creditor at any time without the consent of Debtor. No such assignment shall be effective as against Debtor until the assignor shall have filed with Debtor written notice of assignment identifying the assignee. Debtor shall pay all Finance Payments due and accurate record of all such assignments.

Section 7.02. Assignment by Debtor. None of Debtor's right, title and interest under this Agreement and in the Equipment may be assigned by Debtor unless Creditor approves of such assignment in writing before such assignment occurs.

VIII. Maintenance of Equipment

Section 8.01. Debtor shall keep the Equipment in good repair and working order. Creditor shall have no obligation to inspect, test, service, maintain, repair or make improvements or additions to the Equipment under any circumstances. Debtor will be liable for all damage to the Equipment, other than normal wear and tear, caused by Debtor, its employees or its agents. Debtor shall pay for and obtain all permits, licenses and taxes necessary for the installation, operation, possession, storage or use of the Equipment. Debtor shall not during the term of this Agreement create, incur or assume any liens, liens or encumbrances of any kind with respect to the Equipment except those created by this Agreement. Debtor agrees that Creditor or its Assignee may execute any additional documents including financing statements, affidavits, notices and similar instruments, for an or behalf of Debtor which Creditor deems necessary or appropriate to protect its interest in the Equipment and in this Agreement. If the Equipment includes any titled vehicles or any other Equipment that carries a title, then the Debtor shall be responsible for obtaining such titles and also for ensuring that Creditor is listed as first Lienholder on all of the titles. The Equipment is and shall at all times be and remain personal property. Debtor shall allow Creditor to examine and inspect the Equipment at all reasonable times.

IX. Default

Section 9.01. Events of Default defined. The following events shall constitute an "Event of Default" under this Agreement:

- (a) Failure by Debtor to pay any Finance Payment listed on Exhibit "B" for fifteen (15) days after such payment is due according to the Payment Date listed on Exhibit "B".
- (b) Failure to pay any other payment required to be paid under this Agreement at the time specified herein and a continuation of said failure for a period of fifteen (15) days after written notice by Creditor that such payment must be made. If Debtor continues to fail to pay any payment after such period, then Creditor may, but will not be obligated to, make such payments and charge Debtor for all costs incurred plus interest at the highest lawful rate.
- (c) Failure by Debtor to observe and perform any warranty, covenant, condition, promise or duty under this Agreement for a period of thirty (30) days after written notice specifying such failure is given to Debtor by Creditor, unless Creditor agrees in writing to an extension of time. Creditor will not unreasonably withhold its consent to an extension of time if corrective action is instituted by Debtor. Subsection (c) does not apply to Finance Payments and other payments discussed above.
- (d) Any statement, material omission, representation or warranty made by Debtor in or pursuant to this Agreement which proves to be false, incorrect or misleading on the date when made regardless of Debtor's intent and which materially adversely affects the rights or security of Creditor under this Agreement.

- (e) Any provision of this Agreement which ceases to be valid for whatever reason and the loss of such provision would materially adversely affect the rights or security of Creditor.
 - (f) Debtor admits in writing its inability to pay its obligations. Debtor defaults on one or more of its other obligations. Debtor applies or consents to the appointment of a receiver or a custodian to manage its affairs. Debtor makes a general assignment for the benefit of creditors.
- Section 9.02. Remedies on Default: Whenever any Event of Default exists, Creditor shall have the right to take one or any combination of the following remedial steps:
- (a) With or without terminating this Agreement, Creditor may declare all Finance Payments and other amounts payable by Debtor hereunder to the end of this Agreement to be immediately due and payable.
 - (b) With or without terminating this Agreement, Creditor may require Debtor at Debtor's expense to redeliver any or all of the Equipment to Creditor to a location specified by Creditor. Such delivery shall take place within fifteen (15) days after the event of default occurs. If Debtor fails to deliver the Equipment, Creditor may enter the premises where the Equipment is located and take possession of the Equipment and charge Debtor for cost incurred. Debtor will be liable for any damage to the Equipment caused by Debtor or its employees or agents. Creditor shall be able to sell the Equipment and apply the proceeds towards the then applicable Purchase Option Price and Debtor shall be liable for any deficiency.
 - (c) Creditor may take whatever action at law or in equity that may appear necessary or desirable to enforce its rights. Debtor shall be responsible to Creditor for all costs incurred by Creditor in the enforcement of its rights under this Agreement including, but not limited to, reasonable attorney fees.

Section 9.03. No Remedy Exclusive. No remedy herein conferred upon or reserved to Creditor is intended to be exclusive and every such remedy shall be cumulative and shall be in addition to every other remedy given under this Agreement now or hereafter existing at law or in equity. No delay or omission to exercise any right or power accruing upon any default shall impair any such right or shall be construed to be a waiver thereof.

X. Miscellaneous

Section 10.01. Notices. All notices shall be sufficiently given and shall be deemed given when delivered or mailed by registered mail, postage prepaid, to the parties at their respective places of business as first set forth herein or as the parties shall designate hereafter in writing.

Section 10.02. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon Debtor and Creditor and their respective successors and assigns.

Section 10.03. Severability. In the event any provision of this Agreement shall be held invalid or unenforceable by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.

Section 10.04. Amendments, Addenda, Changes or Modifications. This Agreement may be amended, added to, changed or modified by written agreement duly executed by Creditor and Debtor.

Section 10.05. Execution in Counterparts. This Agreement may be simultaneously executed in several counterparts, each of which shall be an original and all of which shall constitute but one and the same instrument.

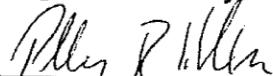
Section 10.06. Captions. The captions or headings in this Agreement do not define, limit or describe the scope or intent of any provisions or sections of this Agreement.

Section 10.07. Master Equipment Finance Agreement. This Agreement can be utilized as a Master Equipment Finance Agreement. This means that the Creditor and the Debtor may agree to the financing of additional Equipment under this Agreement at some point in the future by executing one or more Additional Schedules to Exhibit A, Exhibit B, Exhibit C and Exhibit D as well as other exhibits or documents that may be required by Creditor. Additional schedules will be consecutively numbered on each of the exhibits which make up the Additional Schedule and all the terms and conditions of the Agreement shall govern each Additional Schedule.

Section 10.08. Entire Writing. This Agreement constitutes the entire writing between Creditor and Debtor. No waiver, consent, modification or change of terms of this Agreement shall bind either party unless in writing and signed by both parties, and then such waiver, consent, modification or change shall be effective only in the specific instance and for the specific purpose given. There are no understandings, agreements, representations, conditions, or warranties, express or implied, which are not specified herein regarding this Agreement or the equipment financed hereunder. Any terms and conditions of any purchase order or other documents submitted by Debtor in connection with this Agreement which are in addition to or inconsistent with the terms and conditions of this Agreement will not be binding on Creditor and will not apply to this Agreement.

Creditor and Debtor have caused this Agreement to be executed in their names by their duly authorized representatives listed below.

Brighten Academy, Inc.



Signature

Polly R. Wallace

Typed Name and Title

Board President

Kansas State Bank of Manhattan



Signature

MARK A. SKOCHDOPOLE, VICE PRESIDENT

Typed Name and Title

EXHIBIT A
DESCRIPTION OF EQUIPMENT

Below is a detailed description of all the items of Equipment including quantity, model number and serial number where applicable:

New Modular Buildings:

5 buildings, each building 23'4" x 36'. One large room with closet.
Serial numbers

17634

17635

17636

17637

17638

2 units at 11'8" x 36' – combined to be one large room at 840 actual square feet. Placed on piers and attached to existing permanent building.

Location of Equipment: 3264 Brookmont Parkway Douglasville, GA 30135

Schedule (01)

EXHIBIT B

PAYMENT SCHEDULE

**RE: Equipment Finance Agreement dated as of September 10, 2007, between Kansas State Bank of Manhattan
(Creditor) and Brighten Academy, Inc. (Debtor)**

Date of First Payment:	October 10, 2007
Original Balance:	\$242,700.00
Total Number of Payments:	Sixty (60)
Number of Payments Per Year:	Twelve (12)

Pmt No.	Due Date	Finance Payment	Applied to Interest	Applied to Principal	*Purchase Option Price
1	10-Oct-07	\$4,989.90	\$1,737.33	\$3,252.57	Not Available
2	10-Nov-07	\$4,989.90	\$1,714.05	\$3,275.85	Not Available
3	10-Dec-07	\$4,989.90	\$1,690.60	\$3,299.30	\$240,121.45
4	10-Jan-08	\$4,989.90	\$1,666.98	\$3,322.92	\$236,578.28
5	10-Feb-08	\$4,989.90	\$1,643.20	\$3,346.70	\$233,013.76
6	10-Mar-08	\$4,989.90	\$1,619.24	\$3,370.66	\$229,427.77
7	10-Apr-08	\$4,989.90	\$1,595.11	\$3,394.79	\$225,820.17
8	10-May-08	\$4,989.90	\$1,570.81	\$3,419.09	\$222,190.84
9	10-Jun-08	\$4,989.90	\$1,546.34	\$3,443.56	\$218,539.64
10	10-Jul-08	\$4,989.90	\$1,521.69	\$3,468.21	\$214,866.44
11	10-Aug-08	\$4,989.90	\$1,496.86	\$3,493.04	\$211,171.11
12	10-Sep-08	\$4,989.90	\$1,471.85	\$3,518.05	\$207,453.52
13	10-Oct-08	\$4,989.90	\$1,446.67	\$3,543.23	\$203,713.53
14	10-Nov-08	\$4,989.90	\$1,421.31	\$3,568.59	\$199,951.00
15	10-Dec-08	\$4,989.90	\$1,395.76	\$3,594.14	\$196,165.80
16	10-Jan-09	\$4,989.90	\$1,370.03	\$3,619.87	\$192,357.80
17	10-Feb-09	\$4,989.90	\$1,344.12	\$3,645.78	\$188,526.86
18	10-Mar-09	\$4,989.90	\$1,318.02	\$3,671.88	\$184,672.83
19	10-Apr-09	\$4,989.90	\$1,291.74	\$3,698.16	\$180,795.58
20	10-May-09	\$4,989.90	\$1,265.27	\$3,724.63	\$176,894.97
21	10-Jun-09	\$4,989.90	\$1,238.60	\$3,751.30	\$172,970.86
22	10-Jul-09	\$4,989.90	\$1,211.75	\$3,778.15	\$169,023.11
23	10-Aug-09	\$4,989.90	\$1,184.71	\$3,805.19	\$165,051.57
24	10-Sep-09	\$4,989.90	\$1,157.47	\$3,832.43	\$161,056.11
25	10-Oct-09	\$4,989.90	\$1,130.03	\$3,859.87	\$157,036.57
26	10-Nov-09	\$4,989.90	\$1,102.40	\$3,887.50	\$152,992.82
27	10-Dec-09	\$4,989.90	\$1,074.57	\$3,915.33	\$148,924.70
28	10-Jan-10	\$4,989.90	\$1,046.55	\$3,943.35	\$144,832.07
29	10-Feb-10	\$4,989.90	\$1,018.32	\$3,971.58	\$140,714.78
30	10-Mar-10	\$4,989.90	\$989.89	\$4,000.01	\$136,572.69
31	10-Apr-10	\$4,989.90	\$961.26	\$4,028.64	\$132,405.64
32	10-May-10	\$4,989.90	\$932.42	\$4,057.48	\$128,213.48

EXHIBIT B

PAYMENT SCHEDULE
(continued)

RE: Equipment Finance Agreement dated as of September 10, 2007, between Kansas State Bank of Manhattan (Creditor) and Brighten Academy, Inc. (Debtor)

Pmt No.	Due Date	Finance Payment	Applied to Interest	Applied to Principal	*Purchase Option Price
33	10-Jun-10	\$4,989.90	\$903.37	\$4,086.53	\$123,996.07
34	10-Jul-10	\$4,989.90	\$874.12	\$4,115.78	\$119,753.25
35	10-Aug-10	\$4,989.90	\$844.66	\$4,145.24	\$115,484.86
36	10-Sep-10	\$4,989.90	\$814.98	\$4,174.92	\$111,190.76
37	10-Oct-10	\$4,989.90	\$785.10	\$4,204.80	\$106,870.78
38	10-Nov-10	\$4,989.90	\$755.00	\$4,234.90	\$102,524.78
39	10-Dec-10	\$4,989.90	\$724.68	\$4,265.22	\$98,152.59
40	10-Jan-11	\$4,989.90	\$694.15	\$4,295.75	\$93,754.06
41	10-Feb-11	\$4,989.90	\$663.40	\$4,326.50	\$89,329.03
42	10-Mar-11	\$4,989.90	\$632.43	\$4,357.47	\$84,877.34
43	10-Apr-11	\$4,989.90	\$601.24	\$4,388.66	\$80,398.83
44	10-May-11	\$4,989.90	\$569.82	\$4,420.08	\$75,893.33
45	10-Jun-11	\$4,989.90	\$538.18	\$4,451.72	\$71,360.69
46	10-Jul-11	\$4,989.90	\$506.31	\$4,483.59	\$66,800.74
47	10-Aug-11	\$4,989.90	\$474.22	\$4,515.68	\$62,213.31
48	10-Sep-11	\$4,989.90	\$441.89	\$4,548.01	\$57,598.25
49	10-Oct-11	\$4,989.90	\$409.34	\$4,580.56	\$52,955.38
50	10-Nov-11	\$4,989.90	\$376.55	\$4,613.35	\$48,284.54
51	10-Dec-11	\$4,989.90	\$343.53	\$4,646.37	\$43,585.55
52	10-Jan-12	\$4,989.90	\$310.26	\$4,679.64	\$38,858.25
53	10-Feb-12	\$4,989.90	\$276.77	\$4,713.13	\$34,102.47
54	10-Mar-12	\$4,989.90	\$243.03	\$4,746.87	\$29,318.04
55	10-Apr-12	\$4,989.90	\$209.05	\$4,780.85	\$24,504.78
56	10-May-12	\$4,989.90	\$174.83	\$4,815.07	\$19,662.52
57	10-Jun-12	\$4,989.90	\$140.36	\$4,849.54	\$14,791.09
58	10-Jul-12	\$4,989.90	\$105.64	\$4,884.26	\$9,890.31
59	10-Aug-12	\$4,989.90	\$70.68	\$4,919.22	\$4,960.00
60	10-Sep-12	\$4,989.90	\$35.46	\$4,954.44	\$0.00

Brighten Academy, Inc.

Signature

Polly R. Wallace, Governing
Typed Name and Title
Board

President *Assumes all Finance Payments due to date are paid

EXHIBIT C

CERTIFICATE OF ACCEPTANCE

RE: Equipment Finance Agreement dated as of September 10, 2007, between Kansas State Bank of Manhattan (Creditor) and Brighten Academy, Inc. (Debtor)

I, the undersigned, hereby certify that I am a duly qualified representative of Debtor and that I have been given the authority by the governing body of Debtor to sign this Certificate of Acceptance with respect to the above referenced Agreement. I hereby certify that:

1. The Equipment described on Exhibit A has been delivered and installed in accordance with Debtor's specifications. Debtor has conducted such inspection and/or testing of the Equipment as it deems necessary and appropriate and hereby acknowledges that it accepts the Equipment for all purposes.
2. Debtor has obtained insurance coverage as required under Article V of the Agreement from an insurer qualified to do business in the State.
3. No event or condition that constitutes or would constitute an Event of Default exists as of the date hereof.
4. The governing body of Debtor has approved the authorization, execution and delivery of this Agreement on its behalf by the authorized representative of Debtor who signed the Agreement.
5. Please list the Source of Funds (Fund Item in Budget) for the Finance Payments that come due under Exhibit B of this Agreement

General Fund

If the above Source of Funds is solely a grant type fund, then the Debtor, by signing below, hereby authorizes the General Fund of the Debtor as a backup source of funds from which the Finance Payments can be made.

Brighten Academy, Inc.

Polly R. Wallace

Signature

Polly R. Wallace, Governing

Typed Name and Title

Board
President

EXHIBIT D

DEBTOR RESOLUTION

RE: Equipment Finance Agreement dated as of September 10, 2007, between Kansas State Bank of Manhattan (Creditor) and Brighten Academy, Inc. (Debtor)

I, the undersigned, the duly qualified and acting Board President (Secretary, Board Chairman or other authorized Governing Body Member of Debtor) do hereby certify as follows:

1. The Governing Body of Debtor at either a regular or special meeting held on 9-13-07 has approved and authorized the execution and delivery of the Equipment Finance Agreement dated as of September 10, 2007, between Brighten Academy, Inc. (Debtor) and Kansas State Bank of Manhattan (Creditor) on its behalf by the named representative of the Debtor who has executed this Equipment Finance Agreement.
2. The Agreement and the other documents either attached hereto or required herein have been duly authorized, approved and executed by and on behalf of Debtor, and the Agreement is a valid and binding obligation of Debtor enforceable in accordance with its terms. The authorization, approval and execution of the Agreement and all other proceedings of Debtor relating to the transactions contemplated thereby have been performed in accordance with all open meeting laws, public bidding laws and all other applicable state and federal laws.

Brighten Academy, Inc.

Polly Wallace

Signature

Polly Wallace, Board President

Typed Name and Title

Kelly Cadman

Attested By

Kelly Cadman, Board Member

Typed Name and Title



Sent via U.S. Mail

September 28, 2007

Brighten Academy, Inc.
Polly Wallace
3264 Brookmont St.
Douglasville, GA 30125

Re: Equipment Finance Agreement dated as of September 10, 2007 between Brighten Academy, Inc. (Debtor) and Kansas State Bank of Manhattan (Creditor) / Lease #3340481

Dear Ms. Wallace:

Enclosed please find a fully executed copy of the above-referenced Agreement for your files. If there are any questions regarding this document, please do not hesitate to contact me.

Your first payment on this Agreement is due October 10, 2007 in the amount of \$4,989.90. Please mail all payments to Kansas State Bank, P.O. Box 69, Manhattan, Kansas 66505-0069, unless they notify you otherwise.

It has been a sincere pleasure working with you on this lease.

Sincerely,

A handwritten signature in cursive script that reads "Chelsea Coon".

Chelsea Coon
Administrative Assistant

Enclosures

Manhattan
Chicago * Phoenix
1680 Charles Place, Manhattan, Kansas 66502; 800.752.3562; 785.587.4050; Fax 785.537.4806
Email: baystone@baystone.net; Website: www.baystone.net

DEBTOR NAME AND ADDRESS	SECURED PARTY NAME AND ADDRESS
ARTER SCHOOLS DEVELOPMENT CORP MICHELLE LIBERATI 3264 BROOKMONT PKY DOUGLASSVILLE, GA 30135-2108	BANK OF NORTH GEORGIA 8025 WESTSIDE PARKWAY ALPHARETTA, GA 30004

COMMERCIAL SECURITY AGREEMENT

The date of this Commercial Security Agreement (Agreement) is February 15, 2009.

SECURED DEBTS. This Agreement will secure all sums advanced by Secured Party under the terms of this Agreement and the payment and

performance of the following described Secured Debts that (check one) Debtor Creditor

BRIGHTEN ACADEMY, INC. (Borrower) owes

- All Debts. All present and future debts, even if this Agreement is not referenced, the debts are also secured by other collateral, or the future debt is unrelated to or of a different type than the current debt. Nothing in this Agreement is a commitment to make future loans or advances.

SECURITY INTEREST. To secure the payment and performance of the Secured Debts, Debtor gives Secured Party a security interest in all of the Property described in this Agreement that Debtor owns or has sufficient right in which to transfer an interest, now or in the future, wherever the Property is or will be located, and all proceeds and products of the Property. "Property" includes all parts, accessories, repairs, replacements, improvements, and accessions to the Property. "Proceeds" includes any original evidence of title or ownership; and all obligations that support the payment or performance of the Property. "Proceeds" includes anything acquired upon the sale, lease, license, exchange, or other disposition of the Property; any rights and claims arising from the Property; and any collections and distributions on account of the Property. This Agreement remains in effect until terminated in writing, even if the Secured Debts are paid and Secured Party is no longer obligated to advance funds to Debtor or Borrower.

PROPERTY DESCRIPTION: The Property is described as follows:

- PROPERTY DESCRIPTION:** The Property is described as follows:

Inventory: All inventory which Debtor holds for ultimate sale or lease, or which has been or will be supplied under contracts of service, or which are raw materials, work in process, or materials used or consumed in Debtor's business.

Equipment: All equipment including, but not limited to, all machinery, vehicles, furniture, fixtures, manufacturing equipment, farm machinery and equipment, shop equipment, office and recordkeeping equipment, and parts and tools. All equipment described in a list or schedule which Debtor gives to Secured Party will also be included in the secured property, but such a list is not necessary for a valid security interest in Debtor's equipment.

Farms Products: All farm products including, but not limited to:

 - (a) all poultry and livestock and their young, along with their products, produce and replacements;
 - (b) all crops, animal or perennial, and all products of the crops;
 - (c) all feed, seed, fertilizer, medicines, and other supplies used or produced in Debtor's farming operations; and
 - (d) all aquatic goods produced in aquacultural operations.

Accounts: All rights Debtor has now and may have in the future to the payment of money including, but not limited to:

 - (a) payment for goods and other property sold or leased or for services rendered, whether or not Debtor has earned such payment by performance;
 - (b) rights to payment arising out of all present and future debt instruments, chattel paper and loans and obligations receivable;
 - (c) all rights Debtor has under any policy of insurance which is a right to payment of a monetary obligation for health care goods or services provided (e.g., health care insurance receivables), and
 - (d) credit card receivables and license fees.

The above include any supporting obligations, rights and interests (including all liens and security interests) which Debtor may have by law or agreement against any account debtor or obligor of Debtor.

Instruments (including Promissory Notes), Documents, Chattel Paper (including electronic chattel paper), Letters of Credit Rights, and Other Rights to Payment: Any rights, and interests, (including all liens and security interests) which Debtor may have by law or agreements against any account debtor or obligor of Debtor.

General Intangibles: All general intangibles including, but not limited to, payment intangibles, tax refunds, applications for patents, patents, copyrights, trademarks, trade secrets, good will, trade names, customer lists, permits and franchises, and the right to use Debtor's name.

Deposit Accounts: All rights Debtor has now and may have in the future to any demand, time, savings, passbook or similar account maintained at any financial institution.

Investment Property: All rights Debtor has now and may have in the future to any certificated or uncertificated security, security entitlement, securities account, commodity contract, commodity account or financial asset.

Software: All rights Debtor has and may have in the future to any computer program and supporting information provided in connection with the program.

Commercial Tort Claims: All rights Debtor has now and may have in the future arising out of that certain tort claim more particularly described as follows (Provide description of tort claim): _____

Government Payments and Programs: All payments, accounts, general intangibles, or other benefits (including, but not limited to, payments in kind, deficiency payments, letters of entitlement, warehouse receipts, storage payments, emergency assistance payments, diversion payments, and conservation reserve payments) in which Debtor now has and in the future may have any rights or interests and which arise under or as a result of any preexisting, current or future federal or state governmental program (including, but not limited to, all programs administered by the Commodity Credit Corporation and ASCS).

The Property includes, but is not limited by, the following:

NO. 103541730 CHARTER SCHOOLS DEVELOPMENT CORP AND
MICHELLE E. LIBERTY

If this agreement covers timber to be cut, minerals (including oil and gas), fixtures or crops growing or to be grown, the legal description is:

USE OF PROPERTY. The Property will be used for personal business agricultural purposes.

SIGNATURES. Debtor agrees to the terms on pages 1 and 2 of this Agreement and acknowledges receipt of a copy of this Agreement.

DEBTOR	SECURED PARTY
By: <u>CHARTER SCHOOLS DEVELOPMENT CORP</u>	By: <u>JR JOHN KING</u>
Title: <u>SR. VICE PRESIDENT</u>	Title: <u>SR. VICE PRESIDENT</u>

GENERAL PROVISIONS. Each Debtor's obligations under this Agreement are independent of the obligations of any other Debtor. Secured Party may sue each Debtor individually or together with any other Debtor. Secured Party may release any part of the Property and Debtor will remain obligated under this Agreement. The duties and benefits of this Agreement will bind the successors and assigns of Debtor and Secured Party. No modification of this Agreement is effective unless made in writing and signed by Debtor and Secured Party. Whenever used, the plural includes the singular and the singular includes the plural. Time is of the essence.

APPLICABLE LAW. This Agreement is governed by the laws of the state in which Secured Party is located. In the event of a dispute, the exclusive forum, venue, and place of jurisdiction will be the state in which Secured Party is located, unless otherwise required by law. If any provision of this Agreement is unenforceable by law, the unenforceable provision will be severed and the remaining provisions will still be enforceable.

NAME AND LOCATION. Debtor's name indicated on page 1 is Debtor's exact legal name. If Debtor is an individual, Debtor's address is Debtor's principal residence. If Debtor is not an individual, Debtor's address is the location of Debtor's chief executive offices or sole place of business. If Debtor is an entity organized and registered under state law, Debtor has provided Debtor's state of registration on page 1. Debtor will provide verification of registration and location upon Secured Party's request. Debtor will provide Secured Party with at least 30 days notice prior to any change in Debtor's name, address, or state of organization or registration.

WARRANTIES AND REPRESENTATIONS. Debtor has the right, authority, and power to enter into this Agreement. The execution and delivery of this Agreement will not violate any agreement governing Debtor or Debtor's property, or to which Debtor is a party. Debtor makes the following warranties and representations which continue as long as this Agreement is in effect:

- (1) Debtor is duly organized and validly existing in all jurisdictions in which Debtor does business;
- (2) the execution and performance of the terms of this Agreement have been duly authorized, have received all necessary governmental approval, and will not violate any provision of law or order;
- (3) other than previously disclosed to Secured Party, Debtor has not changed Debtor's name or principal place of business within the last 10 years and has not used any other trade or fictitious name; and
- (4) Debtor does not and will not use any other name without Secured Party's prior written consent.

Debtor owns all of the Property, and Secured Party's claim to the Property is ahead of the claims of any other creditor, except as otherwise agreed and disclosed to Secured Party prior to any advance on the Secured Debits. The Property has not been used for any purpose that would violate any laws or subject the Property to forfeiture or seizure.

DUTIES TOWARD PROPERTY. Debtor will protect the Property and Secured Party's interest against any competing claim. Except as otherwise agreed, Debtor will keep the Property in Debtor's possession at the address indicated on page 1 of this Agreement. Debtor will keep the Property in good repair and use the Property only for purposes specified on page 1. Debtor will not use the Property in violation of any law and will pay all taxes and assessments levied or assessed against the Property. Secured Party has the right of reasonable access to inspect the Property, including the right to require Debtor to assemble and make the Property available to Secured Party. Debtor will immediately notify Secured Party of any loss or damage to the Property. Debtor will prepare and keep books, records, and accounts about the Property and Debtor's business to which Debtor will allow Secured Party reasonable access.

Debtor will not sell, offer to sell, license, lease, or otherwise transfer or encumber the Property without Secured Party's prior written consent. Any disposition of the Property will violate Secured Party's rights, unless the Property is inventory sold in the ordinary course of business at fair market value. If the Property includes chated paper or instruments, either as original collateral or as proceeds of the Property, Debtor will record Secured Party's interest on the face of the chated paper or instruments.

If the Property includes accounts, Debtor will not settle any account for less than the full value, dispose of the accounts by assignment, or make any material change in the terms of any account without Secured Party's prior written consent. Debtor will collect all accounts in the ordinary course of business, unless otherwise required by Secured Party. Debtor will keep the proceeds of the accounts, and any goods returned to Debtor, in trust for Secured Party and will not commingle the proceeds or returned goods with any of Debtor's other property. Secured Party has the right to require Debtor to pay Secured Party the full price on any returned items. Secured Party may require account debtors to make payments under the accounts directly to Secured Party. Debtor will deliver the accounts to Secured Party at Secured Party's request. Debtor will give Secured Party all statements, reports, certificates, lists of account debtors (showing names, addresses, and amounts owing), invoices applicable to each account, and any other data pertaining to the accounts as Secured Party requests.

If the Property includes farm products, Debtor will provide Secured Party with a list of the buyers, commission merchants, and selling agents to or through whom Debtor may sell the farm products. Debtor authorizes Secured Party to notify any additional parties regarding Secured Party's interest in the Debtor's farm products, unless prohibited by law. Debtor agrees to plant, cultivate, and harvest crops in due season. Debtor will not use any loan proceeds for a purpose that will contribute to excessive erosion of highly erodible land or to the conversion of wetlands to produce an agricultural commodity, as explained by federal law.

If Debtor pledges the Property to Secured Party (delivers the Property into the possession or control of Secured Party or a designated third party), Debtor will, upon receipt, deliver any proceeds and products of the Property to Secured Party. Debtor will provide Secured Party with any notices, documents, financial statements, reports, and other information relating to the Property Debtor receives as the owner of the Property.

PERFECTION OF SECURITY INTEREST. Debtor authorizes Secured Party to file a financing statement covering the Property. Debtor will comply with, facilitate, and otherwise assist Secured Party in connection with obtaining possession or control over the Property for purposes of perfecting Secured Party's interest under the Uniform Commercial Code.

INSURANCE. Debtor agrees to keep the Property insured against the risks reasonably associated with the Property until the Property is released from this Agreement. Debtor will maintain this insurance in the amounts Secured Party requires. Debtor may choose the insurance company, subject to Secured Party's approval, which will not be unreasonably withheld. Debtor will have the insurance provider name Secured Party as loss payee on the insurance policy. Debtor will give Secured Party immediate notice of any loss. Secured Party may apply the insurance proceeds toward the Secured Debits. Secured Party may require additional security as a condition of permitting any insurance proceeds to be used to repair or replace the Property. If Secured Party acquires the Property in damaged condition, Debtor's rights to any insurance policies and proceeds will pass to Secured Party to the extent of the Secured Debits. Debtor will immediately notify Secured Party of the cancellation or termination of insurance. If Debtor fails to keep the Property insured, or fails to provide Secured Party with proof of insurance, Secured Party may obtain insurance to protect Secured Party's interest in the Property. The insurance may include coverages not originally required of Debtor, may be written by a company other than one Debtor would choose, and may be written at a higher rate than Debtor could obtain if Debtor purchased the insurance.

AUTHORITY TO PERFORM. Debtor authorizes Secured Party to do anything Secured Party deems reasonably necessary to protect the Property and Secured Party's interest in the Property. If Debtor fails to perform any of Debtor's duties under this Agreement, Secured Party is authorized, without notice to Debtor, to perform the duties or cause them to be performed. These authorizations include, but are not limited to, permission to pay for the repair, maintenance, and preservation of the Property and take any action to realize the value of the Property. Secured Party's authority to perform for Debtor does not create an obligation to perform, and Secured Party's failure to perform will not preclude Secured Party from exercising any other rights under the law or this Agreement.

If Secured Party performs for Debtor, Secured Party will use reasonable care. Reasonable care will not include any steps necessary to preserve rights against prior parties or any duty to take action in connection with the management of the Property.

If Secured Party comes into possession of the Property, Secured Party will preserve and protect the Property to the extent required by law. Secured Party's duty of care with respect to the Property will be satisfied if Secured Party exercises reasonable care in the safekeeping of the Property or in the selection of a third party in possession of the Property. Secured Party may enforce the obligations of an account debtor or other person obligated on the Property. Secured Party may exercise Debtor's rights with respect to the account debtor's or other person's obligations to make payment or otherwise render performance to Debtor, and enforce any security interest that secures such obligations.

PURCHASE MONEY SECURITY INTEREST. If the Property includes items purchased with the Secured Debits, the Property purchased with the Secured Debits will remain subject to Secured Party's security interest until the Secured Debits are paid in full. Payments on any non-purchase money loan also secured by this Agreement will not be applied to the purchase money loan. Payments on the purchase money loan will be applied first to the non-purchase money portion of the loan, if any, and then to the purchase money portion in the order in which the purchase money Property was acquired. If the purchase money Property was acquired at the same time, payments will be applied in the order Secured Party selects. No security interest will be terminated by application of this formula.

DEFAULT. Debtor will be in default if:

- (1) Debtor (or Borrower, if not the same) fails to make a payment in full when due;
- (2) Debtor fails to perform any condition or keep any covenant on this or any debt or agreement Debtor has with Secured Party;
- (3) a default occurs under the terms of any instrument or agreement evidencing or pertaining to the Secured Debits;
- (4) anything else happens that either causes Secured Party to reasonably believe that Secured Party will have difficulty in collecting the Secured Debits or significantly impairs the value of the Property.

REMEDIES. After Debtor defaults, and after Secured Party gives any legally required notice and opportunity to cure the default, Secured Party may at Secured Party's option do any one or more of the following:

- (1) make all or any part of the Secured Debits immediately due and accrue interest at the highest post-maturity interest rate;
- (2) require Debtor to gather the Property and make it available to Secured Party in a reasonable fashion;
- (3) enter upon Debtor's premises and take possession of all or any part of Debtor's property for purposes of preserving the Property or its value and use and operate Debtor's property to protect Secured Party's interest, all without payment or compensation to Debtor;
- (4) use any remedy allowed by state or federal law, or provided in any agreement evidencing or pertaining to the Secured Debits.

If Secured Party repossesses the Property or enforces the obligations of an account debtor, Secured Party may keep or dispose of the Property as provided by law. Secured Party will apply the proceeds of any collection or disposition first to Secured Party's expenses of enforcement, which includes reasonable attorneys' fees and legal expenses to the extent not prohibited by law, and then to the Secured Debits. Debtor (or Borrower, if not the same) will be liable for the deficiency, if any.

By choosing any one or more of these remedies, Secured Party does not give up the right to use any other remedy. Secured Party does not waive a default by not using a remedy.

WAIVER. Debtor waives all claims for damages caused by Secured Party's acts or omissions where Secured Party acts in good faith.

NOTICE AND ADDITIONAL DOCUMENTS. Where notice is required, Debtor agrees that 10 days prior written notice will be reasonable notice to Debtor under the Uniform Commercial Code. Notice to one party is notice to all parties. Debtor agrees to sign, deliver, and file any additional documents and certifications Secured Party considers necessary to perfect, continue, or preserve Debtor's obligations under this Agreement and to confirm Secured Party's lien status on the Property.

GENERAL PROVISIONS. Each Debtor's obligations under this Agreement are independent of the obligations of any other Debtor. Secured Party may sue each Debtor individually or together with any other Debtor. Secured Party may release any part of the Property and Debtor will remain obligated under this Agreement. The duties and benefits of this Agreement will bind the successors and assigns of Debtor and Secured Party. No modification of this Agreement is effective unless made in writing and signed by Debtor and Secured Party. Whenever used, the plural includes the singular and the singular includes the plural. Time is of the essence.

APPLICABLE LAW. This Agreement is governed by the laws of the state in which Secured Party is located. In the event of a dispute, the exclusive forum, venue, and place of jurisdiction will be the state in which Secured Party is located, unless otherwise required by law. If any provision of this Agreement is unenforceable by law, the unenforceable provision will be severed and the remaining provisions will still be enforceable.

NAME AND LOCATION. Debtor's name indicated on page 1 is Debtor's exact legal name. If Debtor is an individual, Debtor's address is Debtor's principal residence. If Debtor is not an individual, Debtor's address is the location of Debtor's chief executive offices or sole place of business. If Debtor is an entity organized and registered under state law, Debtor has provided Debtor's state of registration on page 1. Debtor will provide verification of registration and location upon Secured Party's request. Debtor will provide Secured Party with at least 30 days notice prior to any change in Debtor's name, address, or state of organization or registration.

WARRANTIES AND REPRESENTATIONS. Debtor has the right, authority, and power to enter into this Agreement. The execution and delivery of this Agreement will not violate any agreement governing Debtor or Debtor's property, or to which Debtor is a party. Debtor makes the following warranties and representations which continue as long as this Agreement is in effect:

- (1) Debtor is duly organized and validly existing in all jurisdictions in which Debtor does business;
- (2) the execution and performance of the terms of this Agreement have been duly authorized, have received all necessary governmental approval, and will not violate any provision of law or order;
- (3) other than previously disclosed to Secured Party, Debtor has not changed Debtor's name or principal place of business within the last 10 years and has not used any other trade or fictitious name; and
- (4) Debtor does not and will not use any other name without Secured Party's prior written consent.

Debtor owns all of the Property, and Secured Party's claim to the Property is ahead of the claims of any other creditor, except as otherwise agreed and disclosed to Secured Party prior to any advance on the Secured Debts. The Property has not been used for any purpose that would violate any laws or subject the Property to forfeiture or seizure.

DUTIES TOWARD PROPERTY. Debtor will protect the Property and Secured Party's interest against any competing claim. Except as otherwise agreed, Debtor will keep the Property in Debtor's possession at the address indicated on page 1 of this Agreement. Debtor will keep the Property in good repair and use the Property only for purposes specified on page 1. Debtor will not use the Property in violation of any law and will pay all taxes and assessments levied or assessed against the Property. Secured Party has the right of reasonable access to inspect the Property, including the right to require Debtor to assemble and make the Property available to Secured Party. Debtor will immediately notify Secured Party of any loss or damage to the Property. Debtor will prepare and keep books, records, and accounts about the Property and Debtor's business, to which Debtor will allow Secured Party reasonable access.

Debtor will not sell, offer to sell, license, lease, or otherwise transfer or encumber the Property without Secured Party's prior written consent. Any disposition of the Property will violate Secured Party's rights, unless the Property is inventory sold in the ordinary course of business at fair market value. If the Property includes chattel paper or instruments, either as original collateral or as proceeds of the Property, Debtor will record Secured Party's interest on the face of the chattel paper or instruments.

If the Property includes accounts, Debtor will not settle any account for less than the full value, dispose of the accounts by assignment, or make any material change in the terms of any account without Secured Party's prior written consent. Debtor will collect all accounts in the ordinary course of business, unless otherwise required by Secured Party. Debtor will keep the proceeds of the accounts, and any goods returned to Debtor, in trust for Secured Party, and will not commingle the proceeds or returned goods with any of Debtor's other property. Secured Party has the right to require Debtor to pay Secured Party the full price on any returned items. Secured Party may require account debtors to make payments under the accounts directly to Secured Party. Debtor will deliver the accounts to Secured Party at Secured Party's request. Debtor will give Secured Party all statements, reports, certificates, lists of account debtors (showing names, addresses, and amounts owing), invoices applicable to each account, and any other data pertaining to the accounts as Secured Party requests.

If the Property includes farm products, Debtor will provide Secured Party with a list of the buyers, commission merchants, and selling agents to or through whom Debtor may sell the farm products. Debtor authorizes Secured Party to notify any additional parties regarding Secured Party's interest in the Debtor's farm products, unless prohibited by law. Debtor agrees to plant, cultivate, and harvest crops in due season. Debtor will not use any loan proceeds for a purpose that will contribute to excessive erosion of highly erodible land or to the conversion of wetlands to produce an agricultural commodity, as explained by federal law.

If Debtor pledges the Property to Secured Party (delivers the Property into the possession or control of Secured Party or a designated third party), Debtor will, upon receipt, deliver any proceeds and products of the Property to Secured Party. Debtor will provide Secured Party with any notices, documents, financial statements, reports, and other information relating to the Property Debtor receives as the owner of the Property.

PERFECTION OF SECURITY INTEREST. Debtor authorizes Secured Party to file a financing statement covering the Property. Debtor will comply with, facilitate, and otherwise assist Secured Party in connection with obtaining possession or control over the Property for purposes of perfecting Secured Party's interest under the Uniform Commercial Code.

INSURANCE. Debtor agrees to keep the Property insured against the risks reasonably associated with the Property until the Property is released from this Agreement. Debtor will maintain this insurance in the amounts Secured Party requires. Debtor may choose the insurance company, subject to Secured Party's approval, which will not be unreasonably withheld. Debtor will have the insurance provider name Secured Party as loss payee on the insurance policy. Debtor will give Secured Party and the insurance provider immediate notice of any loss. Secured Party may apply the insurance proceeds toward the Secured Debts. Secured Party may require additional security as a condition of permitting any insurance proceeds to be used to repair or replace the Property. If Secured Party acquires the Property in damaged condition, Debtor's rights to any insurance policies and proceeds will pass to Secured Party to the extent of the Secured Debts. Debtor will immediately notify Secured Party of the cancellation or termination of insurance. If Debtor fails to keep the Property insured, or fails to provide Secured Party with proof of insurance, Secured Party may obtain insurance to protect Secured Party's interest in the Property. The insurance may include coverages not originally required of Debtor, may be written by a company other than Debtor would choose, and may be written at a higher rate than Debtor could obtain if Debtor purchased the insurance.

AUTHORITY TO PERFORM. Debtor authorizes Secured Party to do anything Secured Party deems reasonably necessary to protect the Property and Secured Party's interest in the Property. If Debtor fails to perform any of Debtor's duties under this Agreement, Secured Party is authorized, without notice to Debtor, to perform the duties or cause them to be performed. These authorizations include, but are not limited to, permission to pay for the repair, maintenance, and preservation of the Property and take any action to realize the value of the Property. Secured Party's authority to perform for Debtor does not create an obligation to perform, and Secured Party's failure to perform will not preclude Secured Party from exercising any other rights under the law or this Agreement.

If Secured Party performs for Debtor, Secured Party will use reasonable care. Reasonable care will not include any steps necessary to preserve rights against prior parties or any duty to take action in connection with the management of the Property. If Secured Party comes into possession of the Property, Secured Party will preserve and protect the Property to the extent required by law. Secured Party's duty of care with respect to the Property will be satisfied if Secured Party exercises reasonable care in the safekeeping of the Property or in the selection of a third party in possession of the Property. Secured Party may enforce the obligations of an account debtor or other person obligated on the Property. Secured Party may exercise Debtor's rights with respect to the account debtor's or other person's obligations to make payment or otherwise render performance to Debtor, and enforce any security interest that secures such obligations.

PURCHASE MONEY SECURITY INTEREST. If the Property includes items purchased with the Secured Debts, the Property purchased with the Secured Debts will remain subject to Secured Party's security interest until the Secured Debts are paid in full. Payments on any non-purchase money loan also secured by this Agreement will not be applied to the purchase money loan. Payments on the purchase money loan will be applied first to the non-purchase money portion of the loan, if any, and then to the purchase money portion in the order in which the purchase money Property was acquired. If the purchase money Property was acquired at the same time, payments will be applied in the order Secured Party selects. No security interest will be terminated by application of this formula.

DEFAULT. Debtor will be in default if:

- (1) Debtor (or Borrower, if not the same) fails to make a payment in full when due;
- (2) Debtor fails to perform any condition or keep any covenant on this or any debt or agreement Debtor has with Secured Party;
- (3) a default occurs under the terms of any instrument or agreement evidencing or pertaining to the Secured Debts;
- (4) anything else happens that either causes Secured Party to reasonably believe that Secured Party will have difficulty in collecting the Secured Debts or significantly impairs the value of the Property.

REMEDIES. After Debtor defaults, and after Secured Party gives any legally required notice and opportunity to cure the default, Secured Party may at Secured Party's option do any one or more of the following:

- (1) make all or any part of the Secured Debts immediately due and accrue interest at the highest post-maturity interest rate;
- (2) require Debtor to gather the Property and make it available to Secured Party in a reasonable fashion;
- (3) enter upon Debtor's premises and take possession of all or any part of Debtor's property for purposes of preserving the Property or its value and use and operate Debtor's property to protect Secured Party's interest all without payment or compensation to Debtor;
- (4) use any remedy allowed by state or federal law, or provided in any agreement evidencing or pertaining to the Secured Debts.

If Secured Party repossesses the Property or enforces the obligations of an account debtor, Secured Party may keep or dispose of the Property as provided by law. Secured Party will apply the proceeds of any collection or disposition first to Secured Party's expenses of enforcement, which includes reasonable attorneys' fees and legal expenses to the extent not prohibited by law, and then to the Secured Debts. Debtor (or Borrower, if not the same) will be liable for the deficiency, if any.

By choosing any one or more of these remedies, Secured Party does not give up the right to use any other remedy. Secured Party does not waive a default by not using a remedy.

WAIVER. Debtor waives all claims for damages caused by Secured Party's acts or omissions where Secured Party acts in good faith.

NOTICE AND ADDITIONAL DOCUMENTS. Where notice is required, Debtor agrees that 10 days prior written notice will be reasonable notice to Debtor under the Uniform Commercial Code. Notice to one party is notice to all parties. Debtor agrees to sign, deliver, and file any additional documents and certifications Secured Party considers necessary to perfect, continue, or preserve Debtor's obligations under this Agreement and to confirm Secured Party's lien status on the Property.

COLLATERAL RECEIPT

Date: February 15, 2009

Received From:

CHARTER SCHOOLS DEVELOPMENT CORP
1090 VERNON AVE NW SUITE 800
WASHINGTON DC 20005

Lender:

BANK OF NORTH GEORGIA
8025 WESTSIDE PARKWAY
ALPHARETTA, GEORGIA 30004

The collateral listed as security is for payment of:

Note No. 13703041 / 10 Dated 02/15/09 Principal Of 1,146,644.28

Doc. No.	Description of Collateral	Maturity (if any)	Market Value (on date received)	Memo
	BNG CD #10364		300,000.00	

I hereby acknowledge initial delivery to lender on the above date of all collateral described herein.

Grantor

Signature: CHARTER SCHOOLS DEVELOPMENT CORP

Lender: STATE OF NORTH GEORGIA

By

Signature: JOHN KING

I hereby acknowledge return and receipt of all collateral described herein.

Grantor

Signature: BNG CD #10364

Date

NOTE: This receipt is not negotiable, and is subject to all subsequent substitutions for, or additions to the herein described collateral, which may hereafter be made according to the terms and conditions contained in the collateral agreement or note herein described. This receipt should be presented upon withdrawal of, substitutions for, or additions to the herein described collateral.

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which arise under or as a result of any preexisting, current or future federal or state governmental program (including, but not limited to, all programs administered by the Commodity Credit Corporation and ANCS).

- The Property includes, but is not limited by, the following:
BNG CD# 10364 1/10/0 CHARTER SCHOOLS DEVELOPMENT CORP AND MICHELLE LIBERATI.

If this agreement covers timber to be cut, minerals (including oil and gas), fixtures or crops growing or to be grown, the legal description is:

USE OF PROPERTY. The Property will be used for personal business agricultural purposes.

SIGNATURES. Debtor agrees to the terms on pages 1 and 2 of this Agreement and acknowledges receipt of a copy of this Agreement.

DEBTOR

SECURED PARTY

By: CHARTER SCHOOLS DEVELOPMENT CORP

By: DR. JOHN KING

Title:

Title: SR. VICE PRESIDENT

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BRIGHTEN ACADEMY, INC
3264 BROOKMONT PKY
DOUGLASSVILLE, GA 30135-2108

BANK OF NORTH GEORGIA
8025 WESTSIDE PARKWAY
ALPHARETTA, GA 30004

Borrower's (Buyer's or Lessee's) Name and Address
'I' means the borrower (buyer or lessee) named above.

Secured Party's (or Lessor's) Name and Address
'You' means the secured party (or lessor) named above.

Date: 02/15/2009 Loan (Lease or Contract) Number: 43703041 / 10
Additional Information:

Section 1: Agreement to Provide Insurance: As part of my loan, lease, or contract, I agree:

- (1) to insure the property and/or the persons listed in section 2 with the coverages shown in section 3 below;
- (2) to have you named on the policy, with the "status" listed below;
- (3) to arrange for the insurance company to notify you that the policy is in effect and your status has been noted;
- (4) to pay for this insurance, including any fee for this endorsement.

(5) to keep the insurance in effect until the debts listed above, and any other debts which now or later may be secured by the property, are paid. (I understand that the property may secure debts in addition to any listed above.)

If I Default: If I fail to keep one or more of these promises:

- (1) I agree that you may (but are not required to) buy insurance to protect your interest and add the cost to what I owe you.
- (2) I also understand that I may be in default on the underlying debts, and that you may decide to invoke other remedies available to you for such default as well.

Section 2: Description of Collateral and/or Persons to be Insured:

3264 BROOKMONT PARKWAY DOUGLASSVILLE, GA 30135

For auto include	Year	Make	Model	Class Style	Vehicle Identification Number
------------------	------	------	-------	-------------	-------------------------------

Section 3: Coverages: Show the risks, amount of coverage required, and maximum deductible allowed:

Homeowner's Coverage	<input checked="" type="checkbox"/> H.O.	<input type="checkbox"/> Other (Describe: _____)			
Deductible:					
Automobile Coverages:	<input type="checkbox"/> Fire	<input type="checkbox"/> Theft	<input type="checkbox"/> Collision	<input type="checkbox"/> Comprehensive	<input type="checkbox"/> Liability
Deductible:	Maximum loss _____				
Life and Disability Coverages:					

Section 4: Your Status: Show here how the Secured Party (or Lessor) should be listed on the insurance policy:

Lienholder Certificate holder Additional Insured Mortgagor

Section 5: Insurance Company: This is the insurance company which will provide the insurance coverages:

Name	Address	City and State	Policy Number	Effective: from	to
------	---------	----------------	---------------	-----------------	----

Section 6: Insurance Agency and Agent: This is the insurance agency through which I have purchased the required insurance (or intend to):

Name	Address	City and State	Telephone Number
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Section 7: Signatures for Borrowers (Buyers or Lessees) and Authorization to Release: **Section 8: Signature for Secured Party (Lessor) and Request for Confirmation:**

Insurance Agent and Company:
I (we) have made this agreement and have provided the information above. I confirm that upon receipt of this form the insurance company or agency named above have received a copy of this agreement.

I (we) request the insurance company and agency shown above to provide the coverage(s) listed above, and to show the Secured Party (or Lessor) on the policy with the status shown above.

I (we) also request that the insurance company or its authorized agent immediately confirm the policy to the Secured Party (or Lessor) by signing this form and forwarding a copy of the policy to the Secured Party (or Lessor), or such part of the policy as may be necessary.

BRIGHTEN ACADEMY, INC

I ask that upon receipt of this form the insurance company or agency named above confirm the policy coverages shown above.

For the Secured Party:
(or Lessor) X BANK OF NORTH GEORGIA

Section 9: Signature for Insurance Company and Confirmation:

By signing below I confirm the insurance coverages agreed to be provided by our insured and that you will be notified not less than 10 days before cancellation.

X POLLY WALLACE

Policy type
auto
life
home
and
other
and
plan
number
and
term
secured
party
or
lessor.

X KRISTY ABERCROMBIE

X

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and your acceptance of its terms by completing the acknowledgement portion and returning a copy to the secured party.

By:

For the secured party

I acknowledge that the secured party or any other person (other than you, the secured party) has any right to make any withdrawals from the collateral until this agreement is released in writing by you.

By:

For the depository

and security interest in the collateral described above has been released and the original certificates, or passbook or other evidence of the collateral (if any) has been returned to the account holders.

By:

For the secured party

Page 1 of 11

- Inventory:** All rights Debtor has now and may have in the future to the payment of money including, but not limited to:
 (a) all poultry and livestock and their young, along with their products; produce and replacements;
 (b) all crops, annual or perennial, and all products of the crops;
 (c) all feed, seeds, fertilizer, medicines, and other supplies used or produced in Debtor's farming operations; and
 (d) all aquatic goods produced in aquacultural operations.
- Accounts:** All rights Debtor has now and may have in the future to the payment of money including, but not limited to:
 (a) payment for goods and other property sold or leased or for services rendered, whether or not Debtor has earned such payment by performance;
 (b) rights to payment arising out of all present and future debt instruments, chattel paper and loans and obligations receivable;
 (c) all rights Debtor has under any policy of insurance which is a right to payment of a monetary obligation for health care goods or service provided (e.g., health care insurance receivables); and
 (d) credit card receivables and license fees.
 The above includes any supporting obligations, rights and interests including all liens and security interests which Debtor may have by law or agreement against any account debtor or obligor of Debtor.
- Instrument (including Promissory Notes), Documents, Chattel Paper (including electronic chattel paper), Letters of Credit Rights, and Other Right to Payment:** All rights, and interests, including all liens and security interests, which Debtor may have by law or agreements against any account debtor or obligor of Debtor.
- General Intangibles:** All general intangibles including, but not limited to, payment intangibles, tax refunds, applications for patents, patents, trademarks, trade secrets, good will, trade names, customer lists, permits and franchises, and the right to use Debtor's name.
- Deposits Accounts:** All rights Debtor has now and may have in the future to any demand, time, savings, passbook or similar account maintained at any financial institution.
- Investment Property:** All rights Debtor has now, and may have in the future to any certificate or uncertificated security, security entitlement certificate account, commodity contract, commodity account of financial asset.
- Software:** All rights Debtor has and may have in the future to any computer program and supporting information provided in connection with the program.
- Commercial Tort Claims:** All rights Debtor has now, and may have in the future arising out of that certain tort claim more particularly described as follows (Provide description of tort claim):

Government Payments and Programs: All payments, accounts, general intangibles, or other benefits including, but not limited to, payments for kind, deficiency payments, letters of entitlement, warehouse receipts, storage payments, emergency assistance payments, diversion payments and conservation reserve payment in which Debtor now has and in the future may have any rights or interests and which arise under or as a result of any preexisting, current or future federal or state governmental program (including, but not limited to, all programs administered by the Commodity Credit Corporation and ARCS).

The Property includes, but is not limited by, the following:

DD DTD 03/31/06 & UCC-1 FILING #4820069469 RECORDED 04/05/06
TO BANK OF NORTH GEORGIA AS SUCCESSOR IN INTEREST BY MERGER WITH
CITIZENS & MERCHANTS STATE BANK, ASSIGNMENT OF BNC CD #10364.

If this agreement covers timber to be cut, minerals (including oil and gas), fixtures or crops growing or to be grown, the legal description is,

If applicable, enter real estate description and record owner information:
 BOOK 2134, PAGE 915-931 LL 96 DIST 1 SECT 5 DOUGLAS CO.
 AKA: 3264 BROOKMONT PARKWAY, DOUGLASSVILLE, GA 30135

The Property will be used for a personal business agricultural other purpose
Borrower/Owner State of organization/registration (if applicable) GEORGIA

ADDITIONAL TERMS OF THE SECURITY AGREEMENT

GENERALLY - This agreement secures this note and any other debt I have with you now or later. However, it will not secure other debts if you fail with respect to such other debts, to make my required disclosure about this security agreement or if you fail to give any required notice of the right of rescission. If property described in this agreement is located in another state, this agreement shall also, in some circumstances, be governed by the law of the state in which the Property is located.

NAME AND LOCATION - My name indicated on page 1 is my exact legal name. If I am an individual, my address is my principal residence. If I am not an individual, my address is the location of my chief executive offices or sole place of business. If I am an entity organized and registered under state law, my address is located in the state in which I am registered, unless otherwise indicated on page 2. I will provide verification of registration and location upon your request. I will provide you with at least 30 days notice prior to any change in my name, address, or state of organization or registration.

OWNERSHIP AND DUTIES TOWARD PROPERTY - I represent that I own all of the Property, to the extent this is a purchase money security interest I will acquire ownership of the Property with the proceeds of the loan. I will defend it against any other claim. Your claim to the Property is ahead of the claims of any other creditor. I agree to do whatever you require to protect your security interest and to keep your claim in the Property ahead of the claims of other creditors. I will not do anything to harm your position. I will not use the Property for a purpose that will violate any laws or subject the Property to forfeiture or seizure. I will keep books, records and accounts about the Property and my business in general. I will let you examine these records at any reasonable time. I will prepare any report or accounting you request, which deals with the Property.

I will keep the Property in my possession and will keep it in good repair and use it only for the purposes described on page 1 of this agreement. I will not change this specified use without your express written permission. I represent that I am the owner of the Property and

that I will not try to sell the Property unless it is inventory or I receive your written permission to do so. If I sell the Property I will have the payment made payable to the order of you and me.

You may demand immediate payment of the debt(s) if the debtor is not a natural person and without your prior written consent: (1) a beneficial interest in the debtor is sold or transferred, or (2) there is a change in either the identity or number of members of a partnership, or (3) there is a change in ownership of more than 25 percent of the voting stock of a corporation.

I will pay all taxes and charges on the Property as they become due. You have the right of reasonable access in order to inspect the Property. I will immediately inform you of any loss or damage to the Property.

If I fail to perform any of my duties under this security agreement, or any mortgage, deed of trust, bill or other security interest, you may demand notice to me to perform the duties or cause them to be performed. Your failure to perform for me shall not create an obligation to perform and other failure of yours will not preclude you from exercising any of your rights under this loan or this security agreement.

PURCHASE MONEY SECURITY INTEREST - For the sole purpose of determining the extent of a purchase money security interest arising under this security agreement, (a) payments on any nonpurchase money loan also secured by this agreement will not be deemed to apply to the Purchase Money Loan, and (b) payments on the Purchase Money Loan will be deemed to apply first to the nonpurchase money portion of the loan, if any, and then to the purchase money obligations in the order in which the items of collateral were acquired or if acquired at the same time, in the order selected by you. No security interest will be terminated by application of this formula. "Purchase Money Loan" means any loan the proceeds of which, in whole or in part, are used to acquire any collateral securing the loan and all extensions, renewals, consolidations and refinements of such loan.

PAYMENTS BY LENDER - You are authorized to pay, on my behalf, the amount of any payment due under this note. You are authorized to pay, on my behalf, the amount of any payment due under this note.

IF THIS AGREEMENT IS BREACHED BY MYSELF, I WILL DO SO. YOU MAY EXERCISE MY RIGHTS WITH RESPECT TO OBLIGATIONS OF ANY ACCOUNT DEBTORS, OR OTHER PERSONS OBLIGATED ON THE PROPERTY, TO PAY OR PERFORM, AND YOU MAY ENFORCE ANY SECURITY INTEREST THAT SECURES SUCH OBLIGATIONS.

IF THIS AGREEMENT COVERS INVENTORY, I WILL NOT DISPOSE OF IT EXCEPT IN MY ORDINARY COURSE OF BUSINESS AT THE FAIR MARKET VALUE FOR THE PROPERTY, OR AT A MINIMUM PRICE ESTABLISHED BETWEEN YOU AND ME.

IF THIS AGREEMENT COVERS FARM PRODUCTS I WILL PROVIDE YOU, AT YOUR REQUEST, A WRITTEN LIST OF THE BUYERS, COMMISSION MERCHANTS OR SELLING AGENTS TO OR THROUGH WHOM I MAY SELL MY FARM PRODUCTS. IN ADDITION TO THOSE PARTIES NAMED ON THE WRITTEN LIST, I AUTHORIZE YOU TO NOTIFY AT YOUR DISCRETION ANY ADDITIONAL PARTIES REGARDING YOUR SECURITY INTEREST IN MY FARM PRODUCTS. I REMAIN SUBJECT TO ALL APPLICABLE PENALTIES FOR SELLING MY FARM PRODUCTS IN VIOLATION OF MY AGREEMENT WITH YOU AND THE FOOD SECURITY ACT. IN THIS PARAGRAPH THE TERMS FARM PRODUCTS, BUYERS, COMMISSION MERCHANTS AND SELLING AGENTS HAVE THE MEANINGS GIVEN TO THEM IN THE FEDERAL FOOD SECURITY ACT OF 1985.

IF THIS AGREEMENT COVERS CHARTER PAPER OR INSTRUMENTS, WHETHER AS ORIGINAL COLLATERAL OR PROCEEDS OF THE PROPERTY, I WILL NOTE YOUR INTEREST ON THE FACE OF THE CHARTER PAPER OR INSTRUMENT.

REMEDIES - I WILL BE IN DEFAULT ON THIS SECURITY AGREEMENT IF I AM IN DEFAULT ON ANY NOTE THIS AGREEMENT SECURES OR IF I FAIL TO KEEP ANY PROMISE CONTAINED IN THE TERMS OF THIS AGREEMENT. IF I DEFAULT, YOU HAVE ALL OF THE RIGHTS AND REMEDIES PROVIDED IN THE NOTE AND UNDER THE UNIFORM COMMERCIAL CODE. YOU MAY REQUIRE ME TO MAKE THE SECURED PROPERTY AVAILABLE TO YOU AT A PLACE WHICH IS REASONABLY CONVENIENT. YOU MAY TAKE POSSESSION OF THE SECURED PROPERTY AND SELL IT AS PROVIDED BY LAW. THE PROCEEDS WILL BE APPLIED FIRST TO YOUR EXPENSES AND THEN TO THE DEBT. I AGREE THAT 30 DAYS WRITTEN NOTICE SENT TO MY LAST KNOWN ADDRESS BY FIRST CLASS MAIL WILL BE REASONABLE NOTICE UNDER THE UNIFORM COMMERCIAL CODE. MY CURRENT ADDRESS IS ON PAGE 1.

PERFECTION OF SECURITY INTEREST - I AUTHORIZE YOU TO FILE A FINANCING STATEMENT COVERING THE PROPERTY. I WILL COMPLY WITH FACILITATE, AND OTHERWISE ASSIST YOU IN CONNECTION WITH OBTAINING POSSESSION OF, OR CONTROL OVER THE PROPERTY FOR PURPOSES OF PERFECTING YOUR SECURITY INTEREST UNDER THE UNIFORM COMMERCIAL CODE.

ADDITIONAL TERMS OF THE NOTE

DEFINITIONS - AS USED ON PAGES 1, 2, AND 3, "YOU" MEANS THE TERMS THAT APPLY TO THIS NOTE. "I," "ME" OR "MY" MEANS EACH BORROWER WHO SIGNS HIS NOTE AND EACH OTHER PERSON OR LEGAL ENTITY (INCLUDING GUARANTORS, ENDORSERS, AND CURETIES) WHO AGREES TO PAY THIS NOTE TOGETHER REFERRED TO AS "US". "YOU" OR "YOUR" MEANS THE LENDER AND ITS SUCCESSORS AND HEIRS.

APPLICABLE LAW - THE LAW OF THE STATE OF GEORGIA WILL GOVERN THIS AGREEMENT. ANY TERM OF THIS AGREEMENT WHICH IS CONTRARY TO APPLICABLE LAW WILL NOT BE EFFECTIVE, UNLESS THE LAW PERMITS YOU AND ME TO SIGN TO USE A VARIATION. IF ANY PROVISION OF THIS AGREEMENT CANNOT BE ENFORCED ACCORDING TO ITS TERMS, THIS FACT WILL NOT AFFECT THE ENFORCEABILITY OF THE REMAINDER OF THIS AGREEMENT. NO MODIFICATION OF THIS AGREEMENT MAY BE MADE WITHOUT YOUR EXPRESS WRITTEN CONSENT. TIME IS OF THE ESSENCE IN THIS AGREEMENT.

PAYMENTS - EACH PAYMENT I MAKE ON THIS NOTE WILL FIRST REDUCE THE AMOUNT I OWE YOU FOR CHARGES WHICH ARE NEITHER INTEREST NOR PRINCIPAL. THE REMAINDER OF EACH PAYMENT WILL THEN REDUCE ACCRUED UNPAID INTEREST, AND THEN UNPAID PRINCIPAL. IF YOU AND I AGREE TO A DIFFERENT APPLICATION OF PAYMENTS, WE WILL DESCRIBE OUR AGREEMENT ON THIS NOTE. I MAY PREPAY AN AMOUNT OF, OR THE ENTIRE BALANCE OF, THIS NOTE WITHOUT PENALTY, UNLESS WE SPECIFY IN THE CONTRARY ON THIS NOTE. ANY PARTIAL PREPAYMENT WILL NOT EXCUSE OR REDUCE ANY LATER SCHEDULED PAYMENT UNTIL THIS NOTE IS PAID IN FULL. UNLESS, WHEN I MAKE THE PREPAYMENT, YOU AND I AGREE IN WRITING TO THE CONTRARY.

INTEREST - INTEREST ACCRUES ON THE PRINCIPAL REMAINING UNPAID FROM TIME TO TIME, UNTIL PAID IN FULL. IF I RECEIVED THE PRINCIPAL IN MORE THAN ONE ADVANCE, EACH ADVANCE WILL START TO ACCRUE INTEREST ONLY WHEN I RECEIVE THE ADVANCE. THE INTEREST RATE IN EFFECT ON THIS NOTE AT ANY GIVEN TIME WILL APPLY TO THE ENTIRE PRINCIPAL OUTSTANDING AT THAT TIME, NOTWITHSTANDING ANYTHING TO THE CONTRARY. I HEREBY AGREE TO PAY YOU AND YOU DO NOT INTEND TO CHARGE ANY RATE OF INTEREST THAT IS HIGHER THAN THE MAXIMUM RATE OF INTEREST YOU COULD CHARGE UNDER APPLICABLE LAW FOR THE EXTENSION OF CREDIT THAT IS AGREED TO IN THIS NOTE (EITHER BEFORE OR AFTER SIGNATURE). IF ANY NOTICE OF INTEREST ACCRUAL IS SENT TO YOU AND YOU TOWARD ME BY LAW AND THIS AGREEMENT, YOU AGREE TO REFUND IT TO ME.

INDEX RATE - THE INDEX WILL SERVE ONLY AS A DEVICE FOR SETTING THE INTEREST RATE ON THIS NOTE. YOU DO NOT GUARANTEE BY SELECTING THIS INDEX, OR A MARGIN, THAT THE INTEREST RATE ON THIS NOTE WILL BE THE SAME RATE YOU LEAVE ON ANY OTHER LOAN OR CLASS OF LOANS YOU MAKE TO ME OR OTHER INVESTORS.

LAST MATURITY RATE - FOR PURPOSES OF DECIDING WHEN THE "LAST MATURITY RATE" (SHOWN ON PAGE 1) APPLIES, THE TERM "MATURITY" MEANS THE DATE OF THE LAST SCHEDULED PAYMENT INDICATED ON PAGE 1 OF THIS NOTE OR A DATE YOU ACCELERATE PAYMENT ON THE NOTE, WHICHEVER IS EARLIER.

SINGLE ADVANCE LOANS - IF THIS IS A SINGLE ADVANCE NOTE, YOU AND I AGREE THAT YOU WILL MAKE ONLY ONE ADVANCE OF PRINCIPAL. HOWEVER, YOU MAY ADD OTHER ACCOUNTS TO THE PRINCIPAL IF YOU MAKE ANY PAYMENTS DESCRIBED IN THE "PAYMENTS BY LENDER" PARAGRAPH ON PAGE 2.

SIGNATURES AND SEALS; IN WITNESS WHEREOF, I HAVE SIGNED MY NAME AND AFFIXED MY SEAL ON THIS 24TH DAY OF FEBRUARY, 2009. BY DOING SO, I AGREE TO THE TERMS OF THIS NOTE (INCLUDING THOSE ON PAGES 1, 2, AND 3). I HAVE RECEIVED A COPY ON TODAY'S DATE.

INITIATED ACADEMY, INC.

BY: JILLY WALLACE (SEAL)

BY: KRISTI ABERCROMBIE SECRETARY (SEAL)

(SEAL)

(SEAL)

(SEAL)

(SEAL)

BRIGHTEN ACADEMY, INC. ATTN: JOHN KING 1000 W. BROADWAY MUSCLE SHOALS, AL 35660	BANK OF NORTH GEORGIA 8025 WESTSIDE PARKWAY ALPHARETTA, GA 30004	Loan Number 43703041 / 10 Date 02/15/2009 Mat. Date 06/15/2009 Loan Amount \$ 1,146,644.28 Renewal of 43703041-10 /
BORROWER'S NAME AND ADDRESS "You" means the lender, its successors and assigns.		

hereby authorize and request the following disbursement from the loan referenced above:

- | | | |
|--|--------------------------|----|
| 1. Amount given to me directly | 1. APPRAISAL FEE | \$ |
| 2. Amount paid on my account # 43703041-10 | 2. FLOOD MONITORING | \$ |
| 3. To Lender | 3. ATTORNEY'S FEES | \$ |
| Amounts paid to others on my behalf: | 4. REC. FEE - MORTGAGE | \$ |
| 4. To Property Insurance Company | 5. REC. FEE - RELEASE | \$ |
| 5. To Credit Life Insurance Company | 6. REC. FEE - DEED | \$ |
| To Disability Insurance Company | 7. FLOOD DETERMINATION | \$ |
| 6. To Public Officials | 8. HMDA FEE | \$ |
| 7. COMM. ORGANIZATION / ETC. | 9. TITLE INSURANCE | \$ |
| Comments: | 10. CREDIT REPORT | \$ |
| | 11. STATE TAX STAMPS FEE | \$ |
| | 12. INSPECTION FEE | \$ |
- BRIGHTEN ACADEMY, INC.

Loan Officer: JK JOHN KING

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(page 1 of 1)

and your acceptance of its terms by completing the acknowledgement portion and returning a copy to the secured party.	holder or any other person (other than you, the secured party) has any right to make any withdrawals from the collateral until this agreement is released in writing by you.	described above has been released and the original certificate, or passbook or other evidence of the collateral (if any) has been returned to the account holder(s).
By:	By:	By:
For the secured party	For the depository	For the secured party

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(page 1 of 1)

NOTICE OF RIGHT TO RECEIVE COPY OF APPRAISAL

BANK OF NORTH GEORGIA 8025 WESTSIDE PARKWAY ALPHARETTA, GA 30004	Applicant(s): BRIGHTEN ACADEMY, INC	Loan No. 43703041
Lender's Name and Address	Current Address: 3264 BROOKMONT PKY DOUGLASSVILLE, GA 30135-2106	Date of Application 02/24/2009
	Property Address: 3264 BROOKMONT PKY DOUGLASSVILLE, GA 30135	Date of Notice 02/24/2009

"You" means the Applicant(s) and "I/We" means the Lender

You have the right to a copy of the appraisal report used in connection with your application for credit. If you wish a copy, please write to us at the mailing address we have provided. We must hear from you no later than 90 days after we notify you about the action taken on your credit application or you withdraw your application.

In your letter, give us the following information: Loan or application number, if known, date of application, name(s) of loan applicant(s), property address, and your current mailing address.

ACKNOWLEDGMENT

By signing below, you acknowledge that you have read and understood the Notice of your right to receive a copy of the appraisal.

Applicant BRIGHTEN ACADEMY, INC	Date	Applicant	Date
The Lender certifies that a completed copy of the notice was <input type="checkbox"/> mailed <input checked="" type="checkbox"/> delivered to the applicant(s) on _____ Date _____			
_____ Lender Signature	_____ Date		

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and your acceptance of its terms by
completing the acknowledgement portion
and returning it signed by the secured party.

By:

For the secured party

I hereby agree that the account
holder or any other person other than you,
the secured party has any right to make
any withdrawal from the collateral until this
agreement is released in writing by you.

By:

For the depository

and security interest in the collateral
described above has been released and the
original certificate or passbook or other
evidence of the collateral (if any) has been
returned to the account holder(s).

By:

For the secured party

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11-800-557-25411 FORM M-100 8/12/89 MCR EGAKM100

(page 1 of 1)

CORPORATE AUTHORIZATION RESOLUTION

BANK OF NORTH GEORGIA
8025 WESTSIDE PARKWAY
ALPHARETTA, GA 30004

ACCOUNT NUMBER: 43703041

By: BRIGHTEN ACADEMY, INC.
(Corporation)
3264 BROOKMONT PKY
(Address)

DOUGLASVILLE, GA 30135-2108
City State and Zip Code

A. I, _____, certify that I am Secretary of the above named corporation organized under the laws of GEORGIA, Federal Employer I.D. Number 57-1218112, engaged in business under the trade name of BRIGHTEN ACADEMY, INC., and that the following is a correct copy of resolutions adopted at a meeting of the Board of Directors of this corporation duly and properly called and held on 02/24/2009. These resolutions appear in the minutes of this meeting and have not been rescinded or modified.

B. Be it resolved that,

- (1) The Financial institution named above is designated as a depository for the funds of the corporation.
- (2) This resolution shall continue to have effect until express written notice of its rescission or modification has been received and recorded by this Financial institution.
- (3) All transactions, if any, with respect to any deposits, withdrawals, rediscards and borrowings by or on behalf of this corporation with this Financial institution prior to the adoption of this resolution are hereby ratified, approved and confirmed.
- (4) Any of the persons named below are authorized to make any and all other contracts, agreements, stipulations and orders which they may deem advisable for the effective exercise of the powers indicated below, from time to time with this Financial institution, concerning funds deposited in this Financial institution, monies borrowed from this Financial institution or any other business transacted by and between this corporation and this Financial institution subject to any restrictions stated below.
- (5) Any and all prior resolutions adopted by the Board of Directors of this corporation and certified to this Financial institution as governing the operation of this corporation's account(s), are in full force and effect, unless implemented or modified by this authorization.
- (6) This corporation agrees to the terms and conditions of any account agreement, properly opened by any authorized representative(s) of this corporation, and authorizes the Financial institution named above, at any time, to charge this corporation for all checks, drafts, or other orders, have been affixed so long as they resemble the facsimile signature specimen in section C, for the facsimile signature specimen that this corporation files with this Financial institution from time to time and contain the required number of signatures for this purpose.

C. If indicated, any person listed below (subject to any expressed restriction) is authorized to:

Name and Title	Signature	Facsimile Signature <small>If used</small>
(A) POLLY WALLACE, PRESIDENT		
(B) KRISTI ABERCROMBIE, SECRETARY		
(C)		
(D)		

Indicate A, B, C and/or D

- (1) Exercise all of the powers listed in (2) through (6), below
- (2) Open any deposit or checking account(s) in the name of this corporation
- (3) Endorse checks and orders for the payment of money and withdraw funds on deposit with this Financial institution
- Number of authorized signatures required for this purpose _____
- (4) Borrow money on behalf and in the name of this corporation, sign, execute and deliver promissory notes or other evidences of indebtedness.
- Number of authorized signatures required for this purpose _____
- (5) Endorse, assign, transfer, mortgage or pledge bills receivable, warehouse receipts, bills of lading, stocks, bonds, real estate or other property now owned or hereafter owned or acquired by this corporation as security for sums borrowed, and to discount the same, unconditionally guarantee payment of all bills received, negotiated or discounted and to waive demand, presentation, protest, notice of protest and notice of non-payment.
- Number of authorized signatures required for this purpose _____
- (6) Enter into written lease for the purpose of renting and maintaining a Safe Deposit Box in this Financial institution
- Number of authorized persons required to gain access and to terminate the lease _____

D. I further certify that the Board of Directors of this corporation has, and at the time of adoption of this resolution had, full power and lawful authority to adopt the foregoing resolutions and to confer the powers granted to the persons named who have full power and lawful authority to execute the same.

In Witness Whereof, I have hereunto subscribed my name and affixed the seal of this corporation on
02/15/2009

IMPRINT
SEAL
HERE

BRIGHTEN ACADEMY, INC.
Name of Corporation

Secretary

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(Page 1 of 1)

and your acceptance of its terms by completing the acknowledgement portion and returning a copy to the secured party	I, _____, agree that no account holder or any other person (other than you, the secured party) has any right to make any withdrawal from the collateral until this agreement is released in writing by you By: _____	and security interest in the collateral described above has been released and the original certificate, or passbook or other evidence of the collateral (if any) has been returned to the account holder(s). By: _____
For the secured party		For the depository
For the depository		

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(Page 2 of 2)

STATE OF GEORGIA
DOUGLAS COUNTY

PROMISSORY NOTE

FOR VALUE RECEIVED, BRIGHTEN ACADEMY, INC., promise to pay to the order of MAPLE FARMS FOUNDATION, the principal sum of SEVEN HUNDRED SIXTY THREE THOUSAND SEVEN HUNDRED SIXTY THREE DOLLARS AND TWENTY CENTS (\$763,763.20), in legal tender of the United States, Seven and One-Half Per Centum (7.5%), on the unpaid balance until paid, in monthly installments of FIVE THOUSAND THREE HUNDRED FORTY DOLLARS AND THIRTY FOUR CENTS (\$5,340.34) beginning on January 1, 2008 continuing until December 1, 2037, the time of maturity.

Principal and interest are payable at, 4750 Austell Road, Douglasville, Georgia 30106, or at such other place as the holder hereof may designate in writing.

Should the installment not be paid when due, or should the maker, or makers, hereof fail to comply with any of the terms or requirements of this note, the entire unpaid principal sum evidenced by this note, with all accrued interest, shall at the option of the holder, and without notice to the undersigned, become due and may be collected forthwith, time being of the essence of this contract. It is further agreed that failure of the holder to exercise this right of accelerating the maturity of the debt, or indulgence granted from time to time, shall in no event be considered as a waiver of such right of acceleration or estop the holder from exercising such right.

In case this note is collected by law, as through an attorney at law, all costs of collection, including fifteen per centum (15%) of the principal and interest as attorney's fees, shall be paid by the maker hereof.

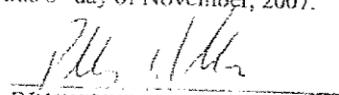
And each of us, whether maker, endorser, guarantor, or surety, hereby severally waives and renounces, for himself and family, any and all exemption rights either of us, or the family of either of us, may have under or by virtue of the Constitution or laws of Georgia, or any other State, or the United States, as against this debt or any renewal thereof; and each further waives demand protest and notice of demand, protest and non-payment.

This contract is to be construed in all respects and enforced according to the laws of the State of Georgia.

All parties acknowledge and agree that any dispute regarding this note shall have proper venue in the court of proper jurisdiction in Douglas County, Georgia.

The interest rate required by this note is the rate I will pay both before and after any default as described above.

WITNESS our hands and seals this 8th day of November, 2007.


BRIGHTEN ACADEMY, INC.
BY POLLY WALLACE
ITS. CEO

polly wallace

From: Brian Arnold (brianarnold@gmail.com)
Sent: Tuesday, October 30, 2007 3:25 PM
To: Victor Harrison, Doug Pudde, Polly Wallace
Subject: Maple Farms

Victor/Doug/Polly,

During our talks with Dana and Mike Pace, they mentioned that their understanding was that the \$300k loan was a long term loan but that the \$400k loan was not to be long term. I know that we are not in any position to pay either amount off any time soon but I was thinking that we might should separate the two amounts on two separate notes. Set both of the notes up for 30 years at 7.5% interest but this way we can treat the \$300k loan as a typical 30 year mortgage and the \$400k loan we can try to pay off over a shorter period of time if possible. Not sure if this really make a difference or not but thought that I would put it out there.

--
Brian Arnold
brianarnold@gmail.com
Home: 770-920-0233
Cell: 404-461-8385
Work: 678-794-4553

MAPLE FARMS LOAN AMORTIZATION SCHEDULE

Data Input:

Beginning Balance	763,763.20	Ann. Int. Rate:	7.500
Term, Months	360	First Pmt Month:	1
Calculated Pmt	\$6,340.34	First Pmt Year:	2008

	INTEREST	PRINCIPAL	BALANCE
January	4,773.52	568.82	763,196.38
February	4,769.80	570.36	762,626.02
March	4,766.41	573.83	762,052.00
April	4,762.83	577.51	761,474.58
May	4,759.22	581.12	760,893.46
June	4,755.88	584.76	760,308.70
July	4,751.93	588.41	759,720.28
August	4,748.25	592.09	759,128.20
September	4,744.53	595.79	758,532.41
October	4,740.83	599.51	757,932.90
November	4,737.95	603.26	757,339.64
December	4,733.31	607.03	756,722.61
Total 2008	\$7,043.49	7,842.59	

	INTEREST	PRINCIPAL	BALANCE
January	4,729.52	610.82	756,111.78
February	4,725.70	614.84	755,497.15
March	4,721.88	618.48	754,878.67
April	4,717.99	622.35	754,256.32
May	4,714.10	626.24	753,630.08
June	4,710.19	630.15	752,906.93
July	4,706.25	634.09	752,386.84
August	4,702.29	638.05	751,727.79
September	4,698.30	642.04	751,085.75
October	4,694.29	646.06	750,439.70
November	4,690.25	650.09	749,789.51
December	4,686.19	654.15	749,135.46
Total 2009	\$6,496.83	7,587.15	

MAPLE FARMS LOAN AMORTIZATION SCHEDULE

Data Input:

Beginning Balance:	763,763.26	Ann. Int. Rate:	7.500
Term, Months:	360	First Pmt Month:	1
Calculated Pmt:	\$6,340.34	First Pmt Year:	2008

	INTEREST	PRINCIPAL	BALANCE
January	4,882.18	658.24	748,477.22
February	4,877.95	662.35	747,814.85
March	4,873.84	666.50	747,148.36
April	4,869.66	670.68	746,477.70
May	4,865.49	674.85	745,802.85
June	4,861.27	679.07	745,123.78
July	4,857.02	683.32	744,440.46
August	4,852.75	687.59	743,752.87
September	4,848.46	691.88	743,060.99
October	4,844.13	696.21	742,364.78
November	4,839.76	700.56	741,664.22
December	4,835.40	704.94	740,960.28
Total 2010	\$5,907.90	\$176.18	

	INTEREST	PRINCIPAL	BALANCE
January	4,631.00	709.34	740,249.14
February	4,626.66	713.78	739,635.18
March	4,622.10	718.24	738,917.92
April	4,617.61	722.73	738,095.19
May	4,613.08	727.29	737,387.91
June	4,608.55	731.79	736,688.15
July	4,603.98	736.35	735,890.79
August	4,599.37	740.97	735,189.82
September	4,594.74	745.60	734,413.22
October	4,590.08	750.26	733,662.96
November	4,585.39	754.95	732,908.01
December	4,580.68	759.66	732,149.35
Total 2011	\$5,273.15	\$310.93	

MAPLE FARMS LOAN AMORTIZATION SCHEDULE

Data Input:

Beginning Balance:	763,763.20	Ave. Int. Rate:	7.500
Term, Months:	360	First Pmt Month:	1
Calculated Pmt:	\$6,340.34	First Pmt Year:	2008

Month	INTEREST	PRINCIPAL	BALANCE
January	4,575.33	764.41	721,383.84
February	4,571.15	768.19	720,614.75
March	4,566.34	774.00	720,060.75
April	4,561.60	776.84	720,061.91
May	4,556.64	783.70	720,278.21
June	4,551.74	788.60	720,489.81
July	4,546.81	793.53	720,686.08
August	4,541.85	798.49	720,887.59
September	4,536.86	803.46	720,094.11
October	4,531.84	808.50	720,285.81
November	4,526.79	813.56	720,472.06
December	4,521.70	818.64	720,653.42
Total 2012	54,589.15	9,494.93	

Month	INTEREST	PRINCIPAL	BALANCE
January	4,516.58	823.76	721,029.66
February	4,511.44	828.90	721,000.76
March	4,506.75	834.09	720,166.67
April	4,501.04	839.30	719,327.37
May	4,495.60	844.54	718,482.83
June	4,490.52	849.82	717,633.01
July	4,485.21	855.13	716,777.88
August	4,479.86	860.48	715,917.40
September	4,474.48	865.86	715,051.54
October	4,469.07	871.27	714,180.27
November	4,463.63	876.71	713,303.98
December	4,458.15	882.19	712,421.37
Total 2013	53,852.03	10,232.05	

MAPLE FARMS LOAN AMORTIZATION SCHEDULE

Data Input:

Beginning Balance	763,763.20	Ann. Int. Rate:	7.500
Term, Months	360	First Pmt Month:	1
Calculated Pmt:	\$5,340.34	First Pmt Year:	2008

	INTEREST	PRINCIPAL	BALANCE
January	4,452.83	987.71	711,325.66
February	4,447.09	983.25	710,640.41
March	4,441.50	988.84	709,741.57
April	4,436.88	984.49	708,857.11
May	4,430.23	910.11	707,927.00
June	4,424.54	915.89	707,011.20
July	4,418.82	921.52	706,089.68
August	4,413.06	927.28	705,162.40
September	4,407.27	933.07	704,229.33
October	4,401.43	938.81	703,290.42
November	4,395.57	944.77	702,345.65
December	4,389.66	950.88	701,394.97
Total 2014	53,057.88	11,026.46	

	INTEREST	PRINCIPAL	BALANCE
January	4,383.72	985.62	700,438.36
February	4,377.34	982.60	699,475.75
March	4,371.72	985.62	698,507.13
April	4,365.67	974.67	697,537.46
May	4,359.52	980.79	696,551.70
June	4,353.45	986.89	695,564.81
July	4,347.38	993.00	694,571.75
August	4,341.07	986.27	693,572.48
September	4,334.83	1,005.51	692,598.97
October	4,328.54	1,011.80	691,566.17
November	4,322.32	1,018.12	690,537.05
December	4,315.96	1,024.46	689,512.57
Total 2015	52,201.60	11,882.40	

MAPLE FARMS LOAN AMORTIZATION SCHEDULE

Data Input:

Begging Balance:	763,783.20	Ann. Int. Rate:	7.500
Term, Months:	360	First Pmt Month:	1
Calculated Pmt:	\$5,340.54	First Pmt. Year:	2008

	INTEREST	PRINCIPAL	BALANCE
January	4,309.45	1,030.69	689,481.88
February	4,303.01	1,037.33	687,444.35
March	4,296.53	1,043.81	686,400.54
April	4,280.00	1,050.34	685,350.20
May	4,283.44	1,056.90	684,293.30
June	4,276.63	1,063.51	683,229.79
July	4,270.19	1,070.15	682,159.64
August	4,263.50	1,076.64	681,082.80
September	4,256.77	1,083.57	679,999.23
October	4,250.00	1,090.34	678,908.89
November	4,243.18	1,097.16	677,811.73
December	4,236.32	1,104.02	676,707.71
Total 2016	51,279.22	12,804.86	

	INTEREST	PRINCIPAL	BALANCE
January	4,229.42	1,110.92	675,595.79
February	4,222.48	1,117.86	674,478.93
March	4,215.49	1,124.85	673,354.08
April	4,208.46	1,131.88	672,222.20
May	4,201.39	1,138.86	671,083.25
June	4,194.27	1,145.87	669,937.18
July	4,187.11	1,153.23	668,783.96
August	4,179.90	1,160.44	667,629.51
September	4,172.65	1,167.85	666,455.82
October	4,165.35	1,174.99	665,280.83
November	4,158.01	1,182.31	664,098.58
December	4,150.62	1,189.72	662,908.78
Total 2017	50,285.15	13,738.83	

MAPLE FARMS LOAN AMORTIZATION SCHEDULE

Data Input:

Beginning Balance:	763,783.20	Ann. Int. Rate:	7.50%
Term, Months:	360	First Pmt Month:	1
Calculated Pmt:	\$5,340.54	First Pmt Year:	2008

Month	INTEREST	PRINCIPAL	BALANCE
January	4,309.45	1,030.69	689,481.88
February	4,303.01	1,037.33	687,444.35
March	4,296.53	1,043.81	686,400.54
April	4,290.00	1,050.34	685,350.20
May	4,283.44	1,056.80	684,293.39
June	4,276.83	1,063.51	683,229.79
July	4,270.19	1,070.15	682,159.64
August	4,263.50	1,076.64	681,082.80
September	4,256.77	1,083.57	679,999.23
October	4,250.00	1,090.34	678,908.89
November	4,243.18	1,097.16	677,811.73
December	4,236.32	1,104.02	676,707.71
Total 2016	51,279.22	12,804.86	

Month	INTEREST	PRINCIPAL	BALANCE
January	4,229.42	1,110.92	675,595.79
February	4,222.48	1,117.86	674,478.93
March	4,215.49	1,124.85	673,354.08
April	4,208.46	1,131.88	672,222.20
May	4,201.39	1,138.95	671,083.25
June	4,194.27	1,146.07	669,937.18
July	4,187.11	1,153.23	668,783.95
August	4,179.90	1,160.44	667,623.51
September	4,172.65	1,167.65	666,455.82
October	4,165.35	1,174.95	665,280.83
November	4,158.01	1,182.31	664,098.58
December	4,150.62	1,189.72	662,908.78
Total 2017	50,285.15	13,798.93	

MAPLE FARMS LOAN AMORTIZATION SCHEDULE

Data Input:

Beginning Balance:	763,763.20	Ann. Int. Rate:	7.500
Term, Month:	360	First Pmt Month:	1
Calculated Pmt:	\$5,340.34	First Pmt Year:	2008

Month	INTEREST	PRINCIPAL	BALANCE
January	3,950.09	1,330.25	630,623.75
February	3,941.40	1,336.94	629,284.81
March	3,932.66	1,407.68	627,817.13
April	3,923.86	1,416.48	626,400.66
May	3,915.00	1,425.34	624,975.31
June	3,906.10	1,434.24	623,541.07
July	3,897.13	1,443.21	622,097.86
August	3,888.11	1,452.23	620,645.83
September	3,879.04	1,461.30	619,184.83
October	3,869.90	1,470.44	617,713.89
November	3,860.71	1,479.63	616,234.26
December	3,851.46	1,488.83	614,745.38
Total 2008	46,815.46	17,268.82	

Month	INTEREST	PRINCIPAL	BALANCE
January	3,842.16	1,438.18	613,247.20
February	3,832.80	1,437.54	611,739.68
March	3,823.37	1,516.97	610,222.69
April	3,813.89	1,526.45	608,696.24
May	3,804.36	1,535.89	607,160.25
June	3,794.75	1,545.59	605,614.66
July	3,785.09	1,555.26	604,069.41
August	3,775.37	1,564.97	602,434.44
September	3,765.62	1,574.75	600,818.80
October	3,755.75	1,584.59	599,338.10
November	3,745.84	1,594.50	597,740.60
December	3,735.88	1,604.46	596,136.14
Total 2009	46,474.84	18,609.34	

MAPLE FARMS LOAN AMORTIZATION SCHEDULE

Data Input:

Beginning Balance:	763,783.20	Ann. Int. Rate:	7.500
Term, Months:	360	First Pmt Month:	1
Calculated Pmt:	\$5,340.04	First Pmt Year:	2008

	INTEREST	PRINCIPAL	BALANCE
January	3,725.85	1,614.49	594,561.85
February	3,715.76	1,624.58	592,857.07
March	3,705.61	1,634.73	591,262.34
April	3,695.39	1,644.95	589,617.39
May	3,685.11	1,655.23	587,952.16
June	3,674.76	1,665.58	586,296.58
July	3,664.35	1,675.98	584,620.68
August	3,653.89	1,686.40	582,934.13
September	3,643.34	1,697.00	581,237.13
October	3,632.73	1,707.61	579,530.52
November	3,622.06	1,718.28	577,811.24
December	3,611.32	1,729.02	576,082.22
Total 2008	44,030.16	20,053.92	

	INTEREST	PRINCIPAL	BALANCE
January	3,800.51	1,739.83	574,342.39
February	3,569.64	1,750.70	572,581.89
March	3,576.70	1,761.64	570,820.05
April	3,587.69	1,772.65	569,057.40
May	3,598.61	1,783.73	567,273.87
June	3,615.46	1,794.88	566,478.79
July	3,634.24	1,806.10	565,672.69
August	3,652.95	1,817.39	564,855.30
September	3,671.60	1,828.74	563,026.56
October	3,690.17	1,840.17	562,186.39
November	3,488.66	1,851.88	560,334.71
December	3,477.05	1,863.28	558,471.46
Total 2009	42,471.32	21,810.76	

MAPLE FARMS LOAN AMORTIZATION SCHEDULE

Data Input:

Beginning Balance:	763,763.20	Ann. Int. Rate.:	7.500
Term, Months:	360	First Pmt Month:	1
Calculated Pmt:	\$5,340.34	First Pmt Year:	2008

	INTEREST	PRINCIPAL	BALANCE
January	3,465.45	1,874.89	552,598.57
February	3,453.73	1,896.61	540,709.98
March	3,441.94	1,898.40	548,811.56
April	3,430.07	1,910.27	546,901.29
May	3,418.13	1,922.21	544,979.08
June	3,406.12	1,934.22	543,044.86
July	3,394.03	1,946.21	541,083.55
August	3,381.87	1,958.47	539,140.08
September	3,369.63	1,970.71	537,169.37
October	3,357.31	1,983.03	535,186.34
November	3,344.91	1,995.43	533,190.91
December	3,332.44	2,007.99	531,183.07
Total 2008	40,795.63	23,288.45	

	INTEREST	PRINCIPAL	BALANCE
January	3,319.89	2,020.45	529,162.56
February	3,307.27	2,033.07	527,129.49
March	3,294.56	2,045.78	525,083.71
April	3,281.77	2,058.57	523,025.14
May	3,268.91	2,071.43	520,953.71
June	3,256.96	2,084.39	518,869.33
July	3,242.93	2,097.41	516,771.92
August	3,229.82	2,110.52	514,661.40
September	3,216.63	2,123.71	512,537.69
October	3,203.36	2,136.98	510,406.71
November	3,190.00	2,150.34	508,250.37
December	3,176.56	2,163.78	506,096.59
Total 2009	36,997.66	23,096.42	

MAPLE FARMS LOAN AMORTIZATION SCHEDULE

Data Input:

Beginning Balance:	763,763.20	Ann. Int. Rate:	7.500
Term, Months:	360	First Pmt Month:	1
Calculated Pmt:	\$5,340.34	First Pmt Year:	2008

	INTEREST	PRINCIPAL	BALANCE
January	3,163.04	2,177.30	760,595.29
February	3,149.43	2,190.91	764,715.78
March	3,135.74	2,204.60	769,512.78
April	3,121.96	2,218.38	773,295.40
May	3,108.10	2,232.24	776,063.16
June	3,094.14	2,246.20	778,816.98
July	3,080.11	2,260.23	780,556.73
August	3,066.98	2,274.38	782,287.37
September	3,051.76	2,288.58	783,993.79
October	3,037.46	2,302.88	785,690.91
November	3,023.07	2,317.27	787,373.64
December	3,008.59	2,331.75	789,041.89
Total 2008	37,639.38	27,044.70	

	INTEREST	PRINCIPAL	BALANCE
January	2,994.01	2,346.03	476,695.96
February	2,979.35	2,360.89	474,334.57
March	2,964.69	2,375.75	471,968.82
April	2,949.74	2,390.60	469,598.22
May	2,934.80	2,405.54	467,192.68
June	2,919.77	2,420.57	464,742.11
July	2,904.64	2,435.70	462,305.41
August	2,889.42	2,450.92	460,855.49
September	2,874.10	2,466.24	457,389.25
October	2,858.68	2,481.66	454,907.59
November	2,843.17	2,497.17	452,410.42
December	2,827.57	2,512.77	450,907.85
Total 2009	34,939.84	29,144.24	

BRIGHTEN ACADEMY APPENDICES

APPENDIX T

SCHOOL EMERGENCY PLAN

SCHOOL Brighten Academy PRINCIPAL Lisa McDonald

School Year 2010-2011

1. **Chain of Command in case the Building Principal is not in the building:**

	Name	Position
(1)	<u>Connie Arnold</u>	<u>Asst. Dir. /Media Specialist</u>
(2)	<u>Angi Andrews</u>	
(3)		
(4)		
(5)		

2. **Date Emergency drill conducted:**

Teachers Preplanning	Training for office, custodian and cafeteria staff-School Emergency Plan.
Teachers Preplanning	Lock-Down Drill - All staff – includes custodians, cafeteria workers.
Teachers Preplanning	Phone Tree Drill-Principal will start the drill with something not normally requested.
Next Day after Drill	Evaluation of the Phone Tree
By August 31 of each school year	Silent evacuation - Do not use intercom, walkie-talkie, or any other electronic device.
1 st By Aug. 31 of each school year	Lock Down Drill
2 nd By Jan. 31 of each school year	Lock Down Drill

A schedule for the 2nd semester will be given to each school before the end of 1st semester.

3. **Security Coordinator** Angi Andrews

School Resource Officer N/A

Life Skills Officer _____

- 1) will develop a plan to secure the building from unauthorized personnel.
- 2) will develop a plan to secure the building from looting or other dangers that the crisis may present.

(11)

- 3) secure a perimeter where law enforcement personnel can prevent any unauthorized individual from entering school property and provide access to emergency vehicle(s).
- 4) established a procedure to insure that only authorized personnel are allowed on school property. How will the law enforcement personnel know who is to be allowed in or who is to be turned away?

4. Identification and Check out Coordinator- Darlene Wheeler

- 1) identify staff and students in the building.
- 2) plan the orderly release of students and staff.

5. Transportation Coordinator- Connie Arnold

- 1) identify staff and students by his/her bus number and driver.
- 2) copy of medical release forms for each student.
- 3) means of communication.
 - a) walkie-talkie
 - b) cell phone
 - c) mega-phone

The safety of students is the responsibility of the bus driver upon entrance on the bus to and from school. Each bus is equipped with a two-way radio and video cameras to insure all student actions are monitored. Elementary schools use a bus loading card procedure to insure students in fact get on the correct bus when going home in the afternoon. Students are not allowed to get on a bus until their card number, animal, etc. matches the same on the bus. Bus drivers allow students to exit only at the designated location.

6. What plan does your school have to handle a crisis situation outside of the normal school day?
(Be specific)

Contact : Lisa McDonald 678-982-1956
Alternate: Connie Arnold 770-605-3943
Angi Andrews 770-364-0393

Phone tree and email

7. Designated school personnel to report to the hospital to coordinate information from the hospital to school and central office:
Angi Andrews (take to the hospital a Demographic Alfa list of students by grade and faculty-STAR can generate list)
8. Location of school's news media area Cafeteria (End of Bldg. 2)
9. Designated school news media spokes person: PRINCIPAL - talk with Karen Stroud, Community Relations Director, before talking with the media.
10. Staff members certified in CPR:

	Name:	Certification date:	
Darlene Wheeler 7/09	<u>Lisa McDonald</u>	<u>Aug. 2009</u>	*plus 4 staff members in preschool
Megan Crawford 8/09	<u>Angi Andrews</u>	<u>Aug. 2009</u>	
Maudie Hardeman 8/09	<u>Connie Arnold</u>	<u>Aug. 2009</u>	
	<u>Sandi Gore</u>	<u>Aug. 2009</u>	
	<u>Christy House</u>	<u>Aug. 2009</u>	

11. List alternate available means of communication:

- (a) walkie-talkie
- (b) cell phones
- (c) staff/student runners
- (d) email

12. Student Enrollment 424. Demographic Alfa listing of students by grade. (STAR can generate list)
13. Number of Faculty and Staff 36. Demographic Alfa listing of certified and non-certified. (STAR can generate list)

- 1) Name of Spouse
 - a) Place of employment
 - b) Phone number
- 2) Name of each child of each faculty member
- 3) Name and phone number of child's school
- 4) Name and phone number of child's day care

(13)

BUILDING TEAM ASSIGNMENTS

see CRISIS MANUAL – page 9

School Brighten Academy Year 2010-2011

(Must be completed during Preplanning of each school year)

Assign team responsibilities and room locations. You may have more than one function take place in the same area or room.

Room Number	Team assignments	Primary	Secondary
Admin. Office	Crisis Center	<u>McDonald</u>	<u>Aybar</u>
Admin. office	Team Leader	<u>Andrews</u>	<u>Aybar</u>
Admin. Office	Alternate Team Leader	<u>Wheeler</u>	<u>Engleson</u>
Media Center	Communications: Technology	<u>Arnold</u>	<u>Andrey</u>
	Media	<u>Arnold</u>	<u>Andrey</u>
Medin Center	Counseling Team	<u>Aybar</u>	<u>Andrade</u>
Cott. 5	ESOL	<u>S. Davis</u>	<u>Rogers</u>
Cafetena	First Aid	<u>House</u>	<u>Gore</u>
Cafetena	Food/Refreshment Coordinator	<u>Chaves</u>	<u>Roskraft</u>
Cafetena	Hospitality Coordinator	<u>Caro</u>	<u>Sneed</u>
Cafetena	Host Family Center	<u>Rogers</u>	<u>Helms</u>
Reception/ Front Office	Identification/Check Out	<u>Triplett</u>	<u>DeNucci</u>
Cafetena	Journal Recorder	<u>Hamlin</u>	<u>Crawford</u>
107	Special Education Chairperson	<u>Andrey</u>	<u>Richison</u>
Cafetena, Reception/ front office	Supply Coordinator	<u>W. White</u>	<u>T. White</u>
	Transportation	<u>Hardeman</u>	<u>Andrey</u>
	Others as needed	<u>Gore</u>	<u>T. White</u>

(15)

CRISIS MANAGEMENT: BUILDING PLAN

School Brighten Academy Date 8/5/10

(Must be completed - call Maintenance for information)

1. Location of Alarm and Utility controls:

Generator: N/A

Alarm System: Keypad Bldg. 1-near front office, Bldg. 2 near Cafeteria doors

Master Gas Valve: N/A

Gas Supplier: N/A

Section Valves: N/A

Master Power Panel: outside bldg - east end

Power Supplier: Greystone

Section Switches: Individual Breakers outside each modular

Master Water Valve: Bldg. 1 -SW corner ; Bldg. 2 -NE corner

Water Supplier: WSA

Line Shut-Offs: Shut off above master valve

2. Location of Emergency Equipment (Shovels, Axes, Hoses, etc.)

<u>Items</u>	<u>Location</u>
<u>Hoses</u> <u>shovels, rakes</u>	<u>outside Bldg. 1 + 2</u> <u>in between bldgs.</u>

3. Location of any Hazardous Materials

<u>Material</u>	<u>Location</u>
<u>N/A</u>	

(16)

CRISIS MANAGEMENT: BUILDING PLAN

ISSUES TO BE CONSIDERED AND ADDRESSED IN SCHOOL EMERGENCY PLAN

**Personal and
Building
Security
Procedures**

Personal and Building Security:

1. What procedures are used to secure the building during times of occupancy?
*- admin/custodian lock exterior
- teacher lock interior*
2. What procedures or system are used to monitor the security of the campus during times of building occupancy?
*Card system yellow -
Red - emergency green ok Caution*
3. What procedures or code words are used to signify that an unknown or suspicious person is in the building?
intercom/unlock - Code Red (if appropriate)
4. What other security concerns exist in your building that you should address and make plans for implementation?
Custody

**Preparation
and Planning**

Standardized response procedures for a crisis situation

1. What plans need to be completed to be prepared for a crisis event?
How will you implement these plans?
*- Review with staff
- Practice drills*
2. How will you activate the Building Crisis Team to assess the potential crisis situation?
*- Radio
- Phone tree*
3. How will you handle the initial emergency communication responses?
delegate to assigned person

CRISIS MANAGEMENT: BUILDING PLAN

Preparation and Planning Continued

4. Where are some locations that you can establish as the crisis control center? *noted in plan*
5. What are your plans so that each Building Crisis Team member understands his or her specific role and location of service? *discuss @ faculty meeting, give assignment*
6. How will you handle communication about a crisis situation to: staff, students, parents, media and community? *Follow response guidelines*
7. What plans have you made for alternative communications equipment and procedures? *use cell phones + walkie talkies*
8. What are additional areas that should have a pre-planned response? *Brookmont Clubhouse
Clubhouse across street*

The following list of events can lead to a crisis situation. These events have been categorized into three major areas: people crisis issues; natural disasters; and physical plant failures.

For each crisis event listed, please outline a basic response plan of action for your building.

Building Plans for People Crisis:

PEOPLE CRISIS

A people crisis is an event dealing with people and their physical or emotional well-being that impacts upon the school population. These events are classified into three categories: death, disruption, and medical emergencies.

CRISIS MANAGEMENT: BUILDING PLAN

Deaths Unexpected death: the death of a student, staff member or prominent person.

Natural death due to illness:

Email facts; counselor speak to classes

Accidental death:

Email facts; counselor speak to classes

Homicide:

Email facts; counselor speak to classes

Suicide:

Email facts; counselor speak to classes

Disruptions Disruptions: any unauthorized event that would significantly impact the normal daily routine of the school.

Unauthorized entries:

See crisis plan for intruder

Riots:

Call law enforcement; code yellow outside

Protests:

Same as riots

Walkouts:

Same as riots

Unlawful assembly:

Same as riots

CRISIS MANAGEMENT: BUILDING PLAN

Gang-related activity:

call law enforcement; code yellow outside

Hostage situations:

call law enforcement; code red (911) inside

Weapons - assault/shooting:

call 911; code red inside

Bomb threats:

Code blue; call 911

Others:

Medical Emergencies

Medical Emergency: a sudden or unexpected occurrence which requires immediate medical attention.

Building Plans for Natural Disasters

NATURAL DISASTERS:

A natural disaster is a potential problem brought about by a natural occurrence, which results in a disruption of the normal operation of the school district. This type of crisis may range from minor inconveniences to catastrophic property damage or personal injuries and loss of life.

Severe Weather:

Code yellow

Tornado:

Code yellow - emergency positions

**BRIGHTEN ACADEMY
APPENDICES**

APPENDIX U

Brighten Academy Parent Survey

[Exit this survey](#)

1. Mission and Core Beliefs

*

1. The mission of Brighten Academy is to provide a productive learning environment with a highly qualified staff, committed to using an innovative, research-based instructional model that produces measured growth in every student every year.

I believe the staff and administration are focused on the mission.

- The mission of Brighten Academy is to provide a productive learning environment with a highly qualified staff, committed to using an innovative, research-based instructional model that produces measured growth in every student every year. I believe the staff and administration are focused on the mission. Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

Other (please specify)



*

2. The administration and teachers are fulfilling the mission.

- The administration and teachers are fulfilling the mission. Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

*

3. The staff believes and expects that all students will learn.

- The staff believes and expects that all students will learn. Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree



Other (please specify)

*

4. The staff modifies instruction to accommodate for varying levels of achievement (addresses needs of gifted, average, and remedial students).

- The staff modifies instruction to accommodate for varying levels of achievement (addresses needs of gifted, average, and remedial students). Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree



Other (please specify)

*

5. The school has high expectations for all learners.

- The school has high expectations for all learners. Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

Other (please specify)



*

6. Students are required to apply what they learn to the world around them.

- Students are required to apply what they learn to the world around them.
Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

Other (please specify)



*

7. The school demonstrates that they believe educating a child is a shared accountability among the school, student, and home.

- The school demonstrates that they believe educating a child is a shared accountability among the school, student, and home. Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree

- Disagree
- Strongly Disagree

Other (please specify)



*

8. Appropriate behavior is required of all students and members of the learning community to maximize safety and learning.

- Appropriate behavior is required of all students and members of the learning community to maximize safety and learning. Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

Other (please specify)



*

9. Overall, the discipline code is fairly and consistently enforced.

- Overall, the discipline code is fairly and consistently enforced. Strongly Agree
- Agree
- Somewhat Disagree
- Somewhat Disagree
- Disagree
- Strongly Disagree

Other (please specify)



*

10. The school has a caring attitude toward my child and family.

- The school has a caring attitude toward my child and family. Strongly agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

Other (please specify)



*

11. Instructional decisions are made based on the needs of the students.

- Instructional decisions are made based on the needs of the students.
Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

her (please specify)

[Next](#)

BRIGHTEN ACADEMY APPENDICES

APPENDIX V



Renewal of ZBA 4702178 00

Hanover Insurance Company, 440 Lincoln Street, Worcester MA 01605
Commercial Line Policy
Common Declarations

Policy Number	Policy Period	Coverage is Provided in the:	CM	Agency Code
From	To			
ZHA 4702178 01	11/12/2009	11/12/2010	Hanover Insurance Company	2909465

Named Insured and Address : Agent :

BRIGHTEN ACADEMY INC 3264 BROOKMONT PARKWAY DOUGLASVILLE GA 30135	SOUTHERN STATES INSURANCE BYRD & LANCASTER PO BOX 1117 DOUGLASVILLE GA 30133
---	---

Branch : Atlanta Branch Office
Policy Period : From 11/12/2009 To 11/12/2010

12:01 A.M. Standard Time at Your Mailing Address Shown Above.

Business Description: Charter School
Legal Entity : Corporation

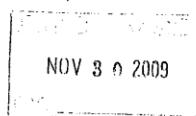
In Consideration of the premium, insurance is provided the Named Insured with respect to those premises described in the attached schedule(s) for which a specific limit of insurance is shown. This is subject to all terms of this policy including Common Policy Conditions. Coverage Parts, Forms and Endorsements may be subject to adjustment and/or a policy minimum premium.

Commercial Property Coverage	\$7,206.00
Commercial General Liability Coverage	\$4,723.00
Professional Liability Coverage	Not Covered
Commercial Inland Marine Coverage	\$540.00
Commercial Crime Coverage	Not Covered
Commercial Auto Coverage	\$398.00
Total Surcharges Premium	N/A
Additional Premium For Policy Minimum	N/A
** Total	\$12,867.00

**INCLUDES PREMIUM, IF ANY, FOR TERRORISM; REFER TO DISCLOSURE NOTICE

Countersigned _____ By _____ Direct Bill/10 Equal Installments W/Svc Charge

Group Number ZSQ



401-0151 01/05

Page 1
Agent

Issued 11/19/2009

4202



RLI Surety
A Division of RLI Insurance Company
P.O. Box 3967 Peoria, IL 61612-3967
Phone: 309-692-1000 Fax: 309-692-8637

DISHONESTY BOND (FOR ANY TYPE OF BUSINESS)

Bond No. - PRC1016115

Item 1. Name of Insured: Brighten Academy, Inc.

(the "Insured")

Principal Address: P.O. Box 5308
Douglasville, GA 30154

Item 2. Bond Period: The term of this bond begins with the 6th day of September, 2006, at 12:00 o'clock night, standard time, at the address of the insured given above, and ends at 12:00 o'clock night, standard time, on the effective date of the cancellation of this Bond in its entirety.

Item 3. Limit of liability: \$10,000.00

I. INSURING AGREEMENT

In consideration of the agreed premium, **RLI Insurance Company**, an Illinois corporation (the "Company"), hereby agrees to indemnify the Insured, against any loss of money or other property which the Insured shall sustain or for which the Insured shall incur liability to any customer or subscriber of the Insured through any fraudulent or dishonest act or acts committed by any **Employee or Employees** of the Insured acting alone or in collusion with others, an amount, not exceeding, in the aggregate, the amount stated in Item 3.

II. DEFINITIONS

Employee. The word **Employee or Employees**, as used in this Bond, shall be deemed to mean, respectively, one or more of the natural persons (except directors or trustees of the Insured, if a corporation, who are not also officers or employees thereof in some other capacity) while in the regular service of the Insured in the ordinary course of the Insured's business during the term of this Bond, and whom the Insured compensates by salary, or wages and has the right to govern and direct in the performance of such service, and who are engaged in such service within any of the States of the United States of America, or within the District of Columbia, Puerto Rico, the Virgin Islands, or elsewhere for a limited period, but not to mean brokers, factors, commission merchants, consignees, contractors, or other agents or representatives of the same general character.

III. GENERAL EXCLUSIONS

- A. **Acts Committed by You or Your Partners:** This Bond will not pay for loss resulting from any dishonest or criminal act committed by you or any of your partners whether acting alone or in collusion with other persons.
- B. **Indirect Loss:** This Bond will not pay for loss that is an indirect result of any act covered by this Bond including, but not limited to, loss resulting from:
 - (1) Your inability to realize income that you would have realized had there been no loss of, or loss from damage to, covered property.

- (2) Payment of damages of any type for which you are legally liable; but, we will pay compensatory damages arising directly from a loss covered under this Bond.
 - (3) Payments of costs, fees or other expenses you incur in establishing either the existence or the amount of loss under this Bond.
- C. Legal Expenses:** This Bond will not pay for expenses related to any legal action.

IV. EXCLUSIONS

This Bond does not apply to loss, or to that part of any loss, as the case may be, the proof of which, either as to its factual existence or as to its amount, is dependent upon an inventory computation or a profit and loss computation. In addition, the Bond does not apply to the defense of any legal proceedings brought against the Insured, or to fees, costs or expenses incurred or paid by the Insured in prosecuting or defending any legal proceedings whether or not such proceedings results or would result in a loss to the Insured covered by this Bond. In addition, the Company shall not be liable for any costs, fees and other expenses incurred by the Insured in establishing the existence or the amount of loss covered under this Bond.

V. CONDITIONS

- A. Consolidation-Merger.** If any natural persons shall be taken into the regular service of the Insured through merger or consolidation with some other concern, the Insured shall give the Company written notice thereof and shall pay an additional premium on any increase in the number of Employees covered under this Bond as a result of such merger or consolidation computed pro rata from the date of such merger or consolidation to the end of the current premium period.
- B. Discovery Period.** Loss is covered under this Bond only (a) if sustained through any act or acts committed by any Employee of Insured while this Bond is in force as to such Employee, and (b) if discovered prior no later than one (1) year from the expiration or sooner cancellation of this Bond in its entirety as provided in **Section V, Cancellation**, or from its cancellation or termination in its entirety in any other manner, whichever shall first happen.
- C. Fraudulent or Dishonest Act.** A Fraudulent or Dishonest Act of an Employee of the insured shall mean an act which is punishable under the criminal code in the jurisdiction within which act occurred, for which said Employee is tried and convicted by a court of proper jurisdiction.
- D. Limit of Liability Under This Bond and Prior Insurance.** With respect to loss or losses caused by an Employee or which are chargeable to such Employee as provided in CONDITION C and which occur partly under this Bond and partly under other bonds or policies issued by the Company to the Insured or to any predecessor in interest of the Insured and terminated or cancelled or allowed to expire and in which the period for discovery has not expired at the time any such loss or losses thereunder are discovered, the total liability of the Company under this Bond and under such other bonds or policies shall not exceed, in the aggregate, the amount carried under this Bond on such loss or losses or the amount available to the Insured under such other bonds or policies, as limited by the terms and conditions thereof, for any such loss or losses, if the latter amount be the larger.
- E. Non-Accumulation of Liability.** Regardless of the number of years this Bond shall continue in force and the number of premiums which shall be payable or paid, the liability of the Company under this Bond shall not be cumulative in amounts from year to year or from period to period.

-
- F. Salvage.** If the Insured shall sustain any loss or losses covered by this Bond which exceed the amount of coverage provided by this Bond, the Insured shall be entitled to all recoveries, except from suretyship, insurance, reinsurance security and indemnity taken by or for the benefit of the Company, by whomsoever made, on account of such loss or losses under this Bond until fully reimbursed, less the actual cost of effecting the same; and less the amount of the deductible carried on the Employee causing such loss or losses; and any remainder shall be applied to the reimbursement of the Company.
 - G. Prior Fraud, Dishonesty or Cancellation.** No Employee, to the best of the knowledge of the Insured, or of any partner or officer thereof not in collusion with such Employee, has committed any Fraudulent or Dishonest Act in the service of the Insured or otherwise. If prior to the issuance of this Bond, any fidelity insurance in favor of the Insured or any predecessor in interest of the Insured and covering one or more of the Insured's employees shall have been cancelled as to any of such employees by reason of (a) the discovery of any fraudulent or dishonest act on the part of such employees, or (b) the giving of written notice of cancellation by the Insurer issuing such fidelity insurance, whether the Company or not, and if such employees shall not have been reinstated under the coverage of such fidelity insurance or superseding fidelity insurance, the Company shall not be liable under this Bond on account of such Employees unless the Company shall agree in writing to include such Employees within the coverage of this Bond.
 - H. Loss, Notice, Proof, Legal Proceedings.** At the earliest practical moment, and at all events not later than fifteen days after discovery of any fraudulent or dishonest act on the part of any Employee by the Insured, or by any partner or officer thereof not in collusion with such Employee, the Insured shall give the Company written notice thereof and within four months after such discovery shall file with the Company affirmative proof of loss, itemized and duly sworn to, and shall upon request of the Company render every assistance, not pecuniary, to facilitate the investigation and adjustment of any loss. No suit to recover on account of loss under this Bond shall be brought before the expiration of two months from the filing of proof as aforesaid on account of such loss, nor after the expiration of fifteen months from the discovery as aforesaid of the fraudulent or dishonest act causing such loss. If any limitation in this Bond for giving notice, filing claim or bringing suit is prohibited or made void by any law controlling the construction of this Bond, such limitation shall be deemed to be amended so as to be equal to the minimum period of limitation permitted by such law.
 - I. Part-Time or Temporary Employees.** The named Insured shall not at any time while this Bond is in force direct any temporary or part time Employee(s) to any subscriber's premises unless such Employee(s) is accompanied by a foreman who is in the regular employ of the Insured.
 - J. Valuation - Settlement.** Subject to the applicable Limit of Liability provision we will pay for:
 - (1) Loss of "money" but only up to and including its face value.
 - (2) Loss of "securities" but only up to and including their value at the close of business on the day the loss was discovered. We may, at our option:
 - (a) Pay the value of such "securities" or replace them in kind, in which event you must assign to us all your rights, title and interest in and to those "securities;"
 - (b) Pay the cost of any Lost Securities Bond required in connection with issuing duplicates of the "securities." However, we will be liable only for the payment of so much of the cost of the bond as would be charged for a bond having a penalty not exceeding the lesser of the:
 - (i) Value of the "securities" at the close of business on the day the loss was discovered; or
 - (ii) Limit of liability.

-
- (3) Loss of, or loss from damage to, "property other than money and securities" or loss from damage to the "premises" for not more than the:
- Actual cash value of the property on the day the loss was discovered;
 - Cost of repairing the property or "premises;" or
 - Cost of replacing the property with property of like kind and quality.

We may, at our option, pay the actual cash value of the property or repair or replace it.

If we cannot agree with you upon the actual cash value or the cost of repair or replacement, the value or cost will be determined by arbitration.

VI. CANCELLATION

This Bond shall be deemed cancelled as to any **Employee**: (a) immediately upon discovery by the Insured, or by any partner or officer thereof not in collusion with such **Employee**, of any fraudulent or dishonest act on the part of such **Employee**; or (b) at 12:00 o'clock night, standard time, upon the effective date specified in a written notice served upon the Insured or sent by mail. Such date, if the notice be served, shall be not less than ten days after such service, or, if sent by mail, not less than fifteen days after the date of mailing. The mailing by the Company of notice, as aforesaid, to the Insured at its principal office shall be sufficient proof of notice.

This Bond shall be deemed cancelled in its entirety at 12:00 o'clock night, standard time, upon the effective date specified in a written notice served by the Insured upon the Company or by the Company upon the Insured, or sent by mail. Such date, if served by the Company, shall be not less than ten days after such service, or if sent by the Company by mail, not less than fifteen days after the date of mailing. The mailing by the Company of notice, as aforesaid, to the Insured at its principal office shall be sufficient proof of notice. The Company shall refund to the Insured the unearned premium computed pro rata if this Bond is cancelled at the instance of the Company, or at short rates if cancelled or reduced at the instance of the Insured.

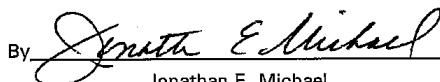
Dated this 6th day of September, 2006.

Countersigned

RLI Insurance Company

By _____

Authorized Individual



Jonathan E. Michael

President

BRIGHTEN ACADEMY APPENDICES

APPENDIX W

WHERE WE'VE BEEN

- Temporary church facility; Procured property, property development and procurement of modulars
- Transitioned from a Founding Board to a Governing Board
- Established key policies and procedures (academic and operational), policy manual, and staff and student handbooks
- Implemented discipline and school culture training and processes
- Developed Brighten Basics parent training program introducing them to the charter, policies, procedures, expectations, school culture, etc.
- Implemented Connections Framework and 7 Cs Deck
- Developed curriculum maps, define mastery and assessment and reporting definitions, processes, and tools
- Implemented student, parent, and staff training on project based learning and standards based assessment and reporting
- Implemented service learning
- Defined and implemented parent and community engagement mechanisms (committees, Parent Work Days, surveys, PTO, etc.)
- Established new staff mentor program
- Implemented focus walks
- Developed RTI Process
- Established extracurricular and specials
- Grew middle school program (added classes)
- Separated pre-school and procured licensing
- Implemented Individualized Learning Plans for every student
- Developed School Improvement Plan and Staff Development Plan and processes
- Began building relationships with school district, state charter schools office, DC school leaders and teachers, charter association, other charters, and the business community through the Chamber of Commerce
- Established signature fundraising events and identify new funding streams other than QBE: Birdies for Brighten, Luxury Lock Up, Capital Campaign, facilities grant, Maple Farms Foundation, Dollar General, UPS, Experian, Employee Match, Network for Good, Partnerships for Spirit Nights (Chick-Fil-A, Texas Road House, Dazzles, Stevie B's)
- Full with waiting list in K-5; some openings in middle school program
- Transitory leadership and middle school positions

WHERE WE ARE

- Maintain existing modulars to extend the life; improve on existing land to make more usable
- Governing Board training, development, and capacity building
- Review and refine policy and procedures manuals and processes
- Enhanced 7Cs Deck and Connections Framework
- Refined tribunal and due process procedures
- Focused on school-wide consistency in routines and instructional practices
- Aligned instructional program and operations with Class Keys and School Keys
- Revamped school and board committees and vertical teams (more content based)
- Retooled Brighten Basics (created video), track parental compliance with participating in training; offered several sessions
- Diversified and improve extracurricular and specials classes, especially in middle school and PE Program
- Improved the staff mentor program following 1-2 mentor model and developed New Staff Academy
- Implemented e-Walk focus walks
- Shared RTI process and successes with DCSS
- Established universal screening for RTI: DOMA, DORA, DIBELS, AimsWeb
- Aligned School Improvement Plan and Staff Development Plan and processes with charter goals and objectives and align committees to the SIP/SDP
- Diversify funding streams other than QBE: Tennis Tournament, Spring Fling, Trunk or Treat, Scrip Cards, Blazer Fun Run,
- Implement Student Led Conferences in grades 3-8
- Tied Individualized Learning Plans to the standards
- Maximized QBE funding by correcting certification, scheduling, and reporting
- 67% of the certified staff has obtained Gifted Endorsement or is currently enrolled in classes
- Have increased achievement, despite reduction of EIP staff – have identified way to support at-risk students within a heterogeneous classes
- Established collaborative relationship with school district, state charter schools office, charter association, DC school principals and leaders, other charter schools, and the business community through the Chamber of Commerce
- 2 office staff trained in proper restraint and de-escalation techniques using Mind Set training; office staff and several certified staff trained in first aid and CPR
- Added part-time assistant principal and instructional clerk and stabilized leadership
- Assigned part-time assistant principal to middle school program and stabilized middle school staffing
- All grade levels full and carry a waiting list
- Review and shore up OSHA Compliance and implement active Safety and Risk Management Committee
- Review insurance levels, policies, and terms
- Requested and had conducted an external operational assessment to assist with strategic planning and school improvement planning

- Conducted strategic planning and began development of: Succession Plan (board and leadership), Fiscal Health Monitoring Plan, Community Engagement Plan, Facility Plan, and Risk Management Plan

WHERE WE ARE GOING

- Build or relocate to better accommodate long term sustainability of school and its programs
- Pay off 5 cottages in 2012 (+60,000/yr.) and save for 2 years to improve facility through building or relocations and pay down a total of 10 years (1/3) of our mortgage
- Build capacity of board and school by bringing in community business and education experts in core areas (i.e., finance, facility, education, marketing, fundraising, human resources, risk management, etc.)
- Continue to review and refine policy and procedures manuals and processes
- Institute a Parent University to include specialized training and building parent efficacy and implement Brighten Family Mentors for new Brighten families
- Focus on Science and Math initiatives through: Odyssey of the Mind, Math Olympiad, FPSA, LegoBots, Future Cities, and other instructional programs and extracurricular offerings
- Partner with local universities and businesses who are content area experts and team with teachers to build content knowledge as part of Staff Development Plan and Building Community Partnerships Plan
- Procure funding for and develop a Junior Ambassador Program for middle school students that comprehensively addresses all aspects of leadership development and a thorough understanding of the components of American society including: core leadership competencies, finance, government, personal development, economic development, personal health and wellness, community health and wellness, volunteerism and advocacy, self actualization
- Institute a Elementary Capstone project for 5th graders and a Middle School Capstone project for 8th grade (through the Junior Ambassador Program) including a community mentor
- Implement Renzulli learning system for on-grade level students to move students from “meets” to “exceeds”, and utilize the system with currently identified gifted students to individualize and meet needs
- Institute an Independent Study option for middle grades students using Renzulli learning system and align with Junior Ambassador and Capstone project
- Fund and hire a Business Director/Community Outreach, part-time counselor, and data and intervention specialist
- Create a leadership ladder following the Master Teacher model (academic coaches)
- Seek SACS accreditation
- Reach 100% Highly Qualified status
- Obtain an external operational audit each year to use with strategic planning and school improvement planning
- Research and consider implementation of a growth model and performance management data system – seek partnership with DCSS and seek out a dissemination grant together

INNOVATION: Brighten Academy has many unique and innovative organizational and academic features. Below is a summary of these features (not exhaustive) categorized into 4 key areas:

Organizational

Exercise full privilege of blanket waiver in finance/budget, local governance, and staffing
Financial decisions based on student and school needs versus programmatic funding
Local board comprised of parents, staff, and community - elected by school community it serves
Flexibility with non-core subject area teachers, alternative contracts and performance expectations and assessment, alternative work schedules,
Calendar includes additional days for collaboration and staff development; Block scheduling for middle school
K-8 instructional model (teaming K, 1-2, 3-4, 5-6, 7-8 rather than traditional K-5, 6-8 grouping)
No tenure for certified staff grandfathered in traditional system - contract based on performance and contribution to total school program

Culture and Community

- 7 C's Curricular Framework and 7 C's Deck and assemblies planned around 7 C's Framework
- Preschool program
- 2 Service Learning projects yearly for each student and school commitment to at least 1
- Parent Involvement Compact - structured to encourage not just volunteerism, but also active engagement in the educational process; Multiple opportunities provided for volunteerism and involvement; Opportunity for parent and community input in committees, advisory boards, governing board, surveys, CCC nights,
- Mentor Program for new teachers and new families
- Curriculum, Community, and Conversation Nights (CCC Nights) to showcase academic performance and extracurricular progress, build community relations, and to provide a forum for parents and community members to talk with staff and board
- Scheduled and structured Vertical and Horizontal Teaming and peer observations and mentoring
- At least 1 parent serves on the hiring committee

Distributed Leadership and Teacher Empowerment

- Education/Business leadership model
- Leadership team with authority to make school level decisions on curriculum, school procedures, policy recommendations to the Board, input in evaluation measures and tools, establishing committee goals, School Improvement Plan/Staff Development Plan, sit on discipline review committee, sit on hiring committee, selecting instructional materials, scheduling, monitoring compliance of instructional responsibilities for their team
- All certified staff have access to the building at all times to accommodate family and work schedules and requirements, which enables them to be more effective and efficient with planning and administrative duties
- Teachers are on the hiring committee when hiring for their team
- 1-2 staff members serve on the Board
- Mid year self reflection and assessment

Instruction and Assessment

- Defined mastery and levels of mastery against the standards - based on cognitive level, independence level, and application
- Added rigor to the standards by adding higher level cognitive verbs and publish on the report card
- Unique report card with clustered standards and elements and 7 C's skills for citizenship and work habits
- Differentiated instruction, data collection, use of tiered assessments, and individual tracking of student growth using data and ILP
- Project based learning requirement and implementation school-wide
- Math Model - use Investigations
- Student led conferences in grades 3-8
- RTI model
- Partnership with preschool to provide opportunities for building confidence in at-risk students, mentoring opportunities, and application of skills such as Spanish
- Extensive use of mastery based learning strategies (such as corrections)
- 6th grade partnered with 5th grade to better meet academic and social/emotional needs of students and Co-taught Kindergarten class
- Specials and extracurricular offerings (Dance and Movement, BlazerBots, Leadership, Science Investigations, Optimist Club, Critical Thinking, Performing Stars Show Group, Drama Troupe, Box Top Club, Apprentice Program, etc.

**BRIGHTEN ACADEMY
APPENDICES**

APPENDIX X

Data Used for Performance Goal One Objective One

First Grade							
	2007-2008	2008-2009	2009-2010	Average %	Growth 2007-2009	Growth 2008-2010	Avg Growth
Reading	78	66	78	74	-12	12	0
Math	72	69	58	66	-3	-11	-7
Science							
			avg %	70		Avg. growth	-3.5
Second Grade							
	2007-2008	2008-2009	2009-2010	average %	Growth 2007-2009	Growth 2008-2010	Avg Growth
Reading	47	64	77	63	17	13	15
Math	50	42	44	45	-8	2	-3
Science					0	0	0
			avg %	54			4
Third Grade							
	2007-2008	2008-2009	2009-2010	average %	Growth 2007-2009	Growth 2008-2010	Avg Growth
Reading	45	45	59	50	0	14	7
Math	27	43	59	43	16	16	16
Science	36	43	31	37	7	-12	-2.5
			avg %	43		Avg. growth	6.83333333
Fourth Grade							
	2007-2008	2008-2009	2009-2010	average %	Growth 2007-2009	Growth 2008-2010	Avg Growth
Reading	52	48	50	50	-4	2	-1
Math	27	30	30	29	3	0	1.5
Science	55	44	50	50	-11	6	-2.5
			avg %	43		Avg. growth	-0.6666667
Fifth Grade							
	2007-2008	2008-2009	2009-2010	average %	Growth 2007-2009	Growth 2008-2010	Avg Growth

Reading	40	46	52	46	6	6	6
Math	81	88	83	84	7	-5	1
Science	63	56	52	57	-7	-4	-5.5
			avg %	62		Avg. growth	0.5

Sixth Grade

	2007-2008	2008-2009	2009-2010	average %	Growth 2007-2009	Growth 2008-2010	Avg Growth
Reading	43	60	63	55	17	3	10
Math	20	37	38	32	17	1	9
Science	14	25	21	20	11	-4	3.5
			avg %	36		Avg. growth	7.5

Seventh Grade

	2007-2008	2008-2009	2009-2010	average %	Growth 2007-2009	Growth 2008-2010	Avg Growth
Reading	25	29	52	35	4	23	13.5
Math	32	31	52	38	-1	21	10
Science	34	31	33	33	-3	2	-0.5
			avg %	35		Avg. growth	7.66666667

Eighth Grade

	2007-2008	2008-2009	2009-2010	average %	Growth 2007-2009	Growth 2008-2010	Avg Growth
Reading		51	43	47		-8	-8
Math		38	39	39		1	1
Science		15	20	18		5	5
			avg %	34		Avg. growth	-0.6666667

Average School Wide Growth over 3 year Period Grades 1-8, Math, Reading, Science

2.7

Average School Wide % Exceeds over 3 year Period Grades 1-8, Math Reading, Science

47

Data used for Performance Goal 1 Objective 2

Brighten Academy Charter Cohort Group Growth Report

Student ID	Grade	Sex	Ethnicity	SPED	EIP/REP	GIFTED	2008-2009 CRCT Reading	2009-2010 CRCT Reading
3A	3	F	B		X		832	807
3B	3	F	M			X	920	866
3C	3	M	W				832	844
3D	3	M	M	X			837	816
4A	4	F	W			X	850	864
4B	4	M	W				828	824
4C	4	M	W			X	870	831
4D	4	M	W				828	840
4E	4	M	W				835	864
5A	5	F	B				836	846
5B	5	F	B			X	870	870
5C	5	F	B				824	856
5D	5	M	W			X	870	870
5E	5	F	W				818	827
5F	5	F	W	X			763	787
6A	6	F	A			X	878	864
6B	6	M	B			X	859	864
6C	6	F	W				835	857
6D	6	F	W			X	878	864
6E	6	M	W				821	800
7A	7	F	B				834	804
7B	7	F	W			X	874	883
7C	7	M	W			X	864	868
7D	7	M	W	X			800	800
7E	7	F	W				850	842
8A	8	F	B				824	843
8B	8	F	W				816	835
8C	8	M	W				821	826
8D	8	M	H			X	850	870
8E	8	M	B				811	839

CRCT Data Used for Performance Goal One Objective Three

		2006-2007	2007-2008	2008-2009	2009-2010
Brighten	Grade	Meets & Exceeds	Meets & Exceeds	Meets & Exceeds	Meets & Exceeds
		%	%	%	%
Reading	1	97%	100%	97%	100%
Reading	2	91%	92%	97%	100%
Reading	3	89%	91%	86%	95%
Reading	4	91%	98%	91%	93%
Reading	5	98%	96%	100%	94%
Reading	6	100%	100%	92%	100%
Reading	7	NA	89%	100%	100%
Reading	8	NA	NA	95%	100%
Language	1	95%	100%	91%	97%
Language	2	91%	92%	100%	100%
Language	3	98%	93%	89%	95%
Language	4	91%	100%	91%	90%
Language	5	100%	98%	100%	94%
Language	6	100%	96%	89%	98%
Language	7	NA	93%	98%	98%
Language	8	NA	NA	95%	98%
Math	1	95%	97%	94%	97%
Math	2	91%	92%	94%	100%
Math	3	100%	77%	86%	88%
Math	4	86%	82%	80%	84%
Math	5	100%	94%	100%	94%
Math	6	100%	92%	87%	88%
Math	7	NA	82%	90%	90%
Math	8	NA	NA	77%	86%
Science	3	82%	89%	82%	86%
Science	4	88%	91%	88%	86%

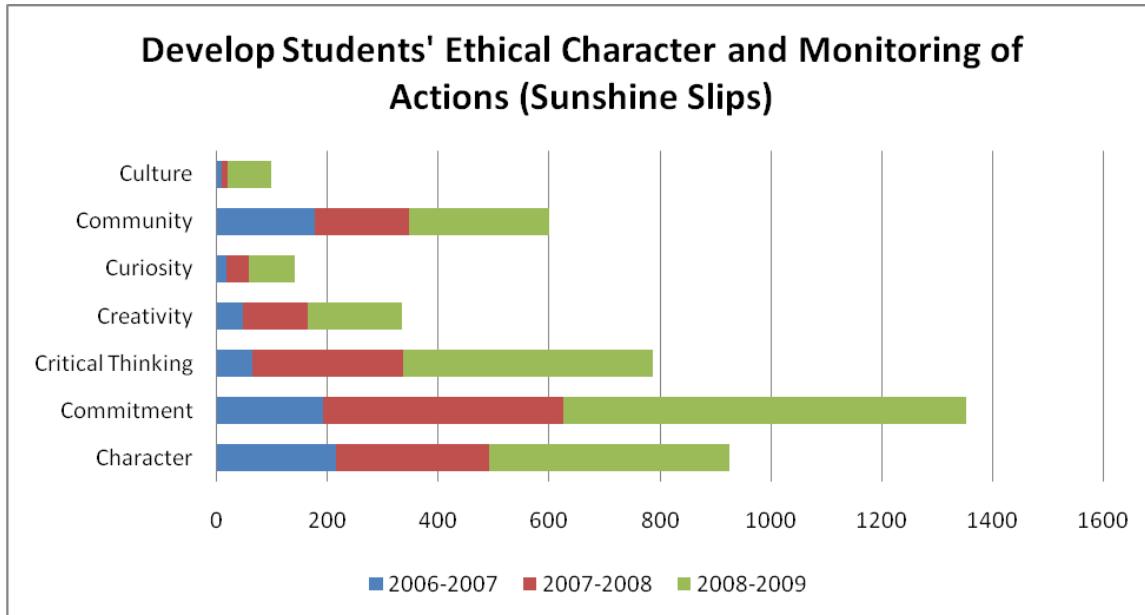
Science	5	98%	90%	98%	90%
Science	6	92%	90%	83%	82%
Science	7	NA	84%	88%	86%
Science	8	NA	NA	84%	68%
Social Studies	3	93%	95%	95%	86%
Social Studies	4	95%	98%	98%	81%
Social Studies	5	100%	96%	96%	94%
Social Studies	6	100%	22%	NA	75%
Social Studies	7	NA	43%	NA	73%
Social Studies	8	NA	NA	72%	74%

		2006-2007	2007-2008	2008-2009	2008-2009
System	Grade	Meets & Exceeds	Meets & Exceeds	Meets & Exceeds	Meets & Exceeds
		%	#	#	#
Reading	1	89%	90%	89%	92%
	2	90%	90%	90%	89%
	3	85%	87%	91%	89%
	4	84%	85%	85%	88%
	5	84%	84%	91%	89%
	6	90%	92%	90%	90%
	7	85%	89%	90%	91%
	8	NA	NA	96%	93%
Language	1	81%	83%	81%	85%
	2	82%	82%	82%	83%
	3	85%	87%	83%	84%
	4	81%	84%	83%	85%
	5	86%	88%	87%	90%
	6	87%	86%	90%	90%
	7	89%	91%	89%	90%

	8	NA	NA	91%	91%
Math	1	82%	86%	85%	91%
	2	79%	83%	87%	93%
	3	89%	73%	76%	85%
	4	76%	68%	72%	81%
	5	88%	71%	83%	83%
	6	65%	68%	71%	71%
	7	70%	79%	79%	75%
	8	NA	NA	74%	65%
Science	3	69%	76%	80%	80%
	4	70%	73%	76%	76%
	5	64%	71%	75%	76%
	6	63%	67%	67%	67%
	7	67%	58%	76%	75%
	8	NA	NA	62%	61%
Social Studies	3	87%	91%	79%	79%
	4	86%	89%	72%	68%
	5	89%	89%	71%	66%
	6	85%	21%	NA	
	7	86%	23%	NA	
	8	NA	NA	59%	58%

Data Used to monitor Performance Goal 2, Objective 1

Note: This is a new goal so baseline data is not available. This is provided for your reference on how we internally track positive reinforcement for our 7Cs program.



Data Used for Performance Goal 4, Objective 1

Parent Volunteer Hours

	2009-2010
Total Number of Hours	7083
Total # of Families Meeting Requirements	231
Total # of Families	234
Percentage of Families Meeting Requirements	98.7%

GAPSS Analysis

1: Not Addressed	2: Emergent	3: Operational	4: Fully Operational
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CURRICULUM

A system for managing and facilitating student achievement and learning based upon consensus-driven content and performance standards.

		2008	2009
C 1.1	Written and Aligned Curriculum Documents	3	3
C 1.2	Horizontal and Vertical Alignment	3	3
C 1.3	Curriculum Planning Process	3.5	3
C 2.1	School-wide Curriculum Collaboration	3	3
C 2.2	Systematic and Consistent Approach to Collaborative Planning	2	3
C 3.1	Monitor and Evaluate Curriculum Implementation	3	4
C 3.2	Curriculum Monitoring System	3	4

LEADERSHIP

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

		2008	2009
L 1.1	School Leadership Understanding of Curriculum, Assessment, and Instruction	3	4
L 1.2	School Leadership Demonstrates the Role of Lead Learners	3	4
L 1.3	Impact of School Leadership as Lead Learners	3	3
L 1.4	School Leadership Coaches, Supervises, and Monitors Curriculum, Assessment, and Instruction	2.5	4
L 2.1	Development and Implementation of Policies, and Procedures	3	3
L 2.2	Availability and Distribution of Instructional Resources	2	4
L 2.3	Visibility of School Leaders	3	4
L 3.1	Distributed Leadership and Governance	2	3
L 3.2	Development and Use of Staff Leadership	2	4
L 3.3	Use of Central Office, Regional, and State Resources	2	4
L 4.1	School Leadership Team Operational and Representative	3	4
L 4.2	Protocols for School Leadership Team Operation	3	3
L 4.3	School Leadership Team Data-Driven	3	4

INSTRUCTION

Designing and implementing teaching- learning- assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).

I 1.1	Shared Framework For Instruction	3
I 1.2	Consensus- Driven Framework for Instruction	4
I 1.3	Learning Goals Aligned with GPS	3
I 2.1	Research- Based Learning Strategies and Processes	3
I 2.2	Higher-Order Thinking Skills, Processes, and Habits	4
I 2.3	Differentiated Instruction	3
I 2.4	Student Work Products	4
I 2.5	Flexible Grouping of Students	3
I 2.6	Timely, Systematic, Data-Driven Interventions	3
I 2.7	Use of Technology	2
I 3.1	High and Clear Expectations	3
I 3.2	Clear, Challenging, Aligned Learning Goals	4
I 3.3	Students' Personal Efficacy and Responsibility	3

ASSESSMENT

The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

		2008	2009
A 1.1	Cohesive, Comprehensive System for Assessing Student Progress		3
A 1.2	Teacher Articulation of Standards and Assessments		3
A 1.3	Teacher Collaboration Regarding Desired Results and Assessments		3
A 1.4	Instruction Aligned to GPS and Adjusted to Meet Student Needs		3
A 2.1	Diagnostic Assessment		2.5
A 2.2	Formative Assessment		3
A 2.3	Summative Assessment		3
A 2.4	Balanced Assessment		3
A 3.1	Comprehensive Feedback-Adjustment Process		3

SCHOOL CULTURE

The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

		2008	2009
SC 1.1	School Culture Supports Academic Achievement of Learners	2	3
SC 1.2	School Cultures Support Social Growth and Development of Learners	2	3
SC 1.3	School Culture Supports Emotional Growth and Development of Learners	2.5	2.5
SC 1.4	School Culture Supports Relational Growth and Development of Learners	2.5	3
SC 1.5	School Culture Supports Professional Growth of Adults	3	3
SC 2.1	Rules, Practices, and Procedures Support Positive Relationships and Interactions	2	3
SC 2.2	School Celebrates and Acknowledges Achievement and Accomplishments	2	3
SC 2.3	School Fosters Inclusion and Celebrates Diversity	3	3
SC 2.4	School Reinforces Self-Governance and Self-Improvement of Student and Staff	2	3

PROFESSIONAL LEARNING

Professional learning is the means by which teachers, administrators and other school system employees acquire, enhance and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students

		2008	2009
PL 1.1	Learning Teams	2	3
PL 1.2	Learning Community	2.5	3
PL 1.3	Instructional Leadership Development and Services	3	3
PL 1.4	School Culture for Team Learning and Continuous Improvement	2.5	4
PL 1.5	Job-Embedded Learning and Collaboration	2.5	3
PL 1.6	Resources Support Job-Embedded Professional Learning	2	3

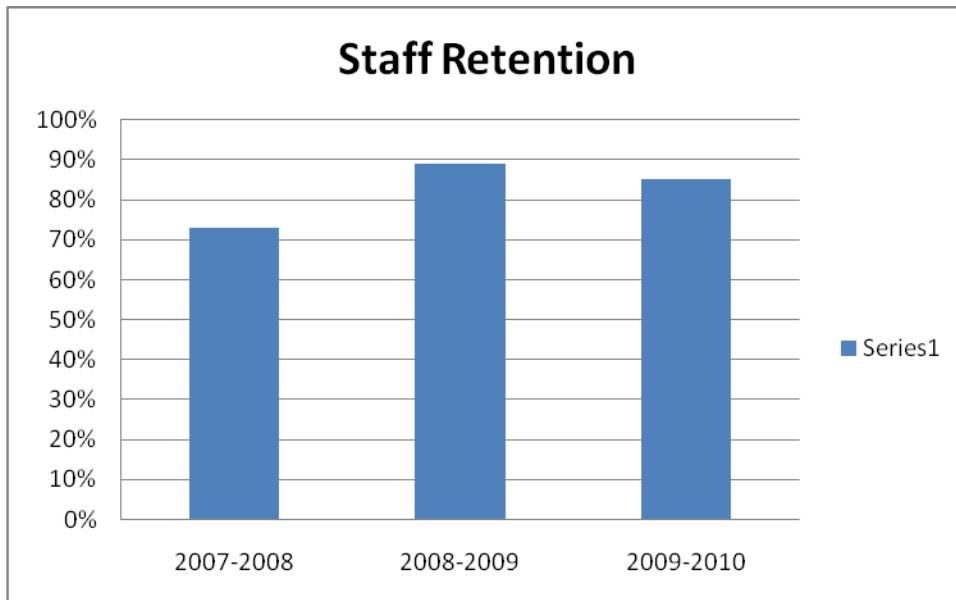
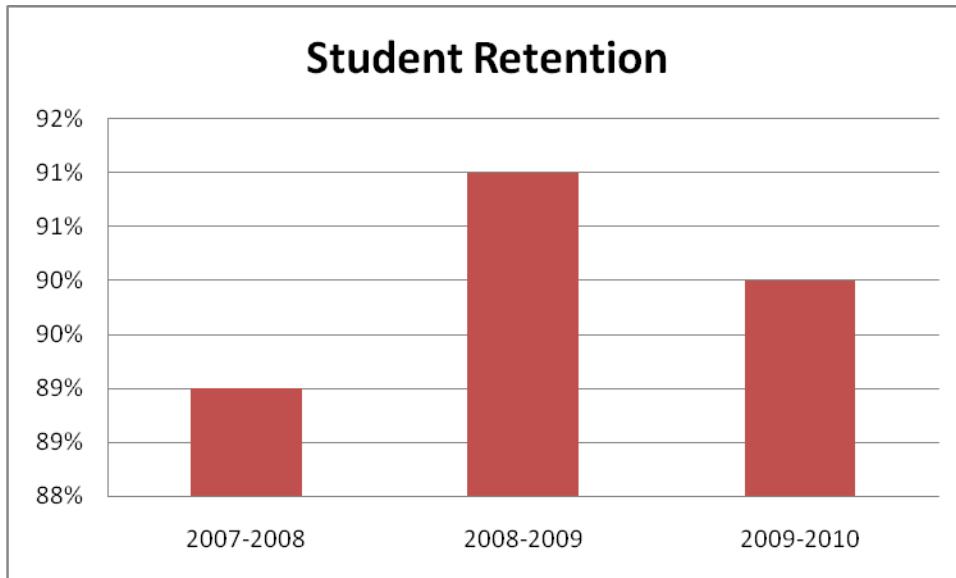
PL 2.1	Collaborative Analysis of Data	3	3
PL 2.2	Evaluating Impact of Professional Learning	2	2
PL 2.3	Interpreting and Using Research Results	2	3
PL 2.4	Long-Term, In Depth Professional Learning	1	2
PL 2.5	Alignment of Professional Learning with Expected Outcomes	1	1
PL 2.6	Building Capacity to Use Research Results	1	3
PL 2.7	Knowledge about Effective Group Processes	2	3
PL 3.1	Classroom Practices Reflect an Emotionally and Physically Safe Learning Environment	2	3
PL 3.2	Deep Understanding of Subject Matter and Instructional Strategies	2.5	3
PL 3.3	Sustained Development of Deep Understanding of Content and Strategies	2	3
PL 3.4	Partnership to Support Student Learning	2	3

STUDENT, FAMILY, AND COMMUNITY INVOLVEMENT AND SUPPORT

The school as a community of learning involves parents and community members as active participants. There is consistent and growing evidence of parental involvement and volunteerism, participation in workshops and enrichment activities, and a process of two-way communication. Everyone collaborates to help the school achieve its continuous improvement targets and short-and long range goals.

		2008	2009
SFC1.1	Communication Between School and Parents and Community		2.5
SFC1.2	School Promotes Parenting Skills		2.5
SFC1.3	Parent Outreach and Training Programs		3.5
SFC1.4	Parents and Community Members Feel Welcomed in the School		4
SFC2.1	Organizational Structures and Processes Encourage Student, Family, Community Involvement		4
SFC3.1	Seamless Connection Between School and Community Agencies		3
SFC3.2	Cross-Institutional Partnership		2.5

Data Used for Performance Goal 5, Objective 2



BRIGHTEN ACADEMY APPENDICES

APPENDIX Y

BRIGHTEN ACADEMY

Homeroom Classrooms

	Year 6	Year 7	Year 8	Year 9	Year 10
Kindergarten	2.00	2.00	2.00	2.00	2.00
1st Grade	2.00	2.00	2.00	2.00	2.00
2nd Grade	2.00	2.00	2.00	2.00	2.00
3rd Grade	2.00	2.00	2.00	2.00	2.00
4th Grade	2.00	2.00	2.00	2.00	2.00
5th Grade	2.00	2.00	2.00	2.00	2.00
6th Grade	2.00	2.00	2.00	2.00	2.00
7th Grade	2.00	2.00	2.00	2.00	2.00
8th Grade	0.00	2.00	2.00	2.00	2.00
9th Grade	0.00	0.00	0.00	0.00	0.00
10th Grade	0.00	0.00	0.00	0.00	0.00
11th Grade	0.00	0.00	0.00	0.00	0.00
12th Grade	0.00	0.00	0.00	0.00	0.00
	16	18	18	18	18.00

Student Teacher Ratio

	Year 6	Year 7	Year 8	Year 9	Year 10
Kindergarten	19.00	19.00	19.00	19.00	19.00
1st Grade	20.00	20.00	20.00	20.00	20.00
2nd Grade	21.00	21.00	21.00	21.00	21.00
3rd Grade	22.00	22.00	22.00	22.00	22.00
4th Grade	24.00	24.00	24.00	24.00	24.00
5th Grade	25.00	25.00	25.00	25.00	25.00
6th Grade	27.00	27.00	27.00	27.00	27.00
7th Grade	27.00	27.00	27.00	27.00	27.00
8th Grade	27.00	27.00	27.00	27.00	27.00
9th Grade	0.00	0.00	0.00	0.00	0.00
10th Grade	0.00	0.00	0.00	0.00	0.00
11th Grade	0.00	0.00	0.00	0.00	0.00
12th Grade	0.00	0.00	0.00	0.00	0.00

		Increase in FTE															
		2011 Per Pupil	2012	FTE Diff	\$ Diff	2013	FTE Diff	\$ Diff	2014	FTE Diff	\$ Diff	2015	FTE Diff	\$ Diff	2016	FTE Diff	\$ Diff
K		32 4603.67	34	2	900	34	2	9207	34	2	9207	34	2	9207	34	2	
1-3		102 3564.55	108	6	7187	108	6	21587	108	6	21587	108	6	21387	108	6	
4-5		74 2860.55	80	6	17162	82	8	22883	82	8	22883	82	8	22883	82	8	
6-8		101 2815.74	115	14	39420	115	14	39420	115	14	39420	115	14	39420	115	14	
KEIP		4 5691.71	4	0	0	6	2	11383	6	2	11383	6	2	11383	6	2	
1-3EIP		2 5004.6	3	-1	5005	4	2	10009	4	2	10009	4	2	25023	5	1	
4-5EIP		1 4989.12	0	-1	4989	2	1	4989	2	1	4989	2	1	4989	2	1	
Gifted		60 4626.98	61	1	4627	60	0	0	60	0	0	60	63	3	13881	3	3
Remedial		4 3641.72	3	-1	-3642	0	-4	-14567	0	-4	-14567	0	-4	-14567	0	-4	
ESOL		0 7031.37	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
I		0 6645.11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
II		0 7822.15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
III		8 9966.44	9	1	9966	8	0	0	8	0	0	8	8	0	0	0	
IV		2 16168.84	2	0	0	1	-1	-16169	1	-1	-16169	1	-1	-16169	1	-1	
V		1 6818.57	1	0	0	1	0	1	0	0	1	1	1	0	0	0	
		391	418	27	88,135	421	30	88,544	421	30	88,544	421	33	101,738	33	33	

2012 Revenue

District Information Used in Calculations	
District Total QBE Earnings	131,633,234
District 5 Mill Share	21,100,899
District Austerity	16,328,171
District Transportation	1,630,529
District Nursing	3,683,388
District Other Categorical Grants	1,916,720
District Budgeted Local Taxes	60,780,487
District Budgeted Other Revenue	500,000
District Equalization	7,500,778

Ratio:
Brighten QBE Earnings/District QBE Earnings

0.014399724

Brighten Information Used in Calculations	
Brighten Total QBE Earnings	1,895,511
Brighten FTE	418
Notes on Information Used in Calculations	
• Utilize allotment sheets (most current available)	
• For years with substantial growth, use actual or projected revenue as provided for in statute.	

State Earnings	
QBE Earnings	1,895,511
Proportionate Share of Austerity	235,121
Total State Earnings	1,660,390

Notes

Brighten's Total QBE Earnings (E2)
District's Austerity Reduction * Ratio (B4*B11)
Brighten's QBE Earnings - Proportionate Share of Austerity

Local Earnings	
Proportionate Share of Local Funds	882,422
Proportionate Share of Equalization	108,099
Proportionate Share of Transportation	23,479
Proportionate Share of Nursing	5,305
Proportionate Share of Other Categorical Grants	27,600
Proportionate amount of 5 Mill Share	303,847
Total Local Funds	742,968

Notes

District Budgeted Local Taxes + District Budgeted Other Revenue * Ratio (B8+B9) * B14
District Equalization * Ratio (B10 * B14)
District Transportation * Ratio (B5 * B14)
District Nursing * Ratio (B6 * B14)
District Other Categorical Grants * Ratio (B7 * B14)
District 5 Mill Share * Ratio (B3 * B14)
Amount of 5 Mill Share (B24 + B25 + B26 + B27 - B28)

Total Earnings	
Total State and Local Earnings	2,403,358
Authorizer Fee	72,101
Total Earnings	2,331,257

Notes

Total State Earnings + Total Local Earnings (B20 + B29)
Total Earnings * Authorizer fee allowable by law (currently not to exceed 3% of expenses actually incurred for administrative services)
Total State and Local Earnings - Authorizer Fee (B33 - B34)

Summary Information	
Brighten Monthly Drop	194,271
Brighten Total Per Pupil Funding	5,577

Notes

Brighten Total Earnings/12 months (B36/12)
Brighten Total Earnings/FTE (B36/E3)

2013-2014 Revenue

District Information Used in Calculations	
District Total QBE Earnings	131,635,234
District 5 Mill Share	21,100,899
District Austerity	16,328,171
District Transportation	1,630,529
District Nursing	388,388
District Other Categorical Grants	1,916,720
District Budgeted Local Taxes	60,780,487
District Budgeted Other Revenue	500,000
District Equalization	7,500,778

Ratio:
Brighten QBE Earnings/District QBE Earnings

0.014402829

Use this for Years 2013 and 2014

Brighten Information Used in Calculations	
Brighten Total QBE Earnings	1,895,920
Brighten FTE	421
Notes on Information Used in Calculations	
Utilize allotment sheets (most current available) For years with substantial growth, use actual or projected revenue as provided for in statute.	
State Earnings	
QBE Earnings	1,895,920
Proportionate Share of Austerity	235,172
Total State Earnings	1,660,748
Local Earnings	
Proportionate Share of Local Funds	892,612
Proportionate Share of Equalization	198,032
Proportionate Share of Transportation	23,484
Proportionate Share of Nursing	5,306
Proportionate Share of Other Categorical Grants	27,606
Proportionate amount of 5 Mill Share	303,913
Total Local Funds	743,128
Notes	
Total State Earnings + Total Local Earnings * Ratio (B8+B9) * B14	
District Equalization * Ratio (B10 * B14)	
District Transportation * Ratio (B6 * B14)	
District Other Categorical Grants * Ratio (B7 * B14)	
District 5 Mill Share * Ratio (B3 * B14)	-
Amount of 5 Mill Share (B24 + B25 + B26 + B27 - B28)	
Total Earnings	
Total State and Local Earnings	2,403,876
Authorizer Fee	72,116
Total Earnings	2,331,760
Notes	
Total State Earnings + Total Local Earnings (B20 + B29)	
Total Earnings * authorizer fee allowable by law (currently not to exceed 3% of expenses actually incurred for administrative services)	
Total State and Local Earnings - Authorizer Fee (B33 - B34)	
Summary Information	
Brighten Monthly Drop	194,313
Brighten Total Per Pupil Funding	5,539
Notes	
Brighten Total Earnings/12 months (B36/12)	
Brighten Total Earnings/FTE (B36/E23)	

2015 2016 Revenue

District Information Used in Calculations		Brighten Information Used in Calculations	
District Total QBE Earnings	131,635,234	Brighten Total QBE Earnings	1,909,114
District 5 Mill Share	21,100,899	Brighten FTE	424
District Austerity	16,238,171		
District Transportation	1,630,529		
District Nursing	368,388		
District Other Categorical Grants	1,916,720		
District Budgeted Local Taxes	60,780,487		
District Budgeted Other Revenue	500,000		
District Equalization	7,500,778		
Ratio:			
Brighten QBE Earnings/District QBE Earnings	0.01456306		
State Earnings		Notes	
OBE Earnings	1,909,114	Brighten's Total QBE Earnings (E2)	
Proportionate Share of Austerity	236,808	District's Austerity Reduction * Ratio (B4*B11)	
Total State Earnings	1,672,305	Brighten's QBE Earnings - Proportionate Share of Austerity	
Local Earnings		Notes	
Proportionate Share of Local Funds	888,755	District Budgeted Local Taxes + District Budgeted Other Revenue * Ratio (B8+B9) * B14	
Proportionate Share of Equalization	108,784	District Equalization * Ratio (B10 * B14)	
Proportionate Share of Transportation	23,648	District Transportation * Ratio (B5 * B14)	
Proportionate Share of Nursing	5,343	District Nursing * Ratio (B6 * B14)	
Proportionate Share of Other Categorical Grants	27,798	District Other Categorical Grants * Ratio (B7 * B14)	
Proportionate amount of 5 Mill Share	306,028	District 5 Mill Share * Ratio (B3 * B14)	
Total Local Funds	748,300	Amount of 5 Mill Share (B24 + B25 + B26 + B27 - B28)	
Total Earnings		Notes	
Total State and Local Earnings	2,420,605	Total State Earnings + Total Local Earnings (B20 + B29)	
Authorizer Fee	72,618	Total Earnings * authorizer fee allowable by law (currently not to exceed 3% of expenses actually incurred for administrative services)	
Total Earnings	2,347,987	Total State and Local Earnings - Authorizer Fee (B33 - B34)	
Summary Information		Notes	
Brighten Monthly Drop	195,666	Brighten Total Earnings/12 months (B36/12)	
Brighten Total Per Pupil Funding	5,538	Brighten Total Earnings/FTE (B36/E)	

Staffing Matrix					FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
				BASE					
SST Para (Para III, step 7)(Part Time)				6,992.40	7,272.10	7,562.98	7,865.50	8,180.12	8,507.32
Director				80,000.00	81,600.00	83,232.00	84,896.64	86,594.57	88,326.46
Business Manager				37,400.00	38,148.00	38,910.96	39,689.18	40,482.96	41,292.62
Receptionist				13,500.00	13,770.00	14,045.40	14,326.31	14,612.83	14,905.09
Para-Instruction Aybar (Specials Level1, Office level 3)				14,202.00	14,486.04	14,775.76	15,071.28	15,372.70	15,680.16
Clerk (9.00/hr)				8,450.00	9,639.00	9,831.78	10,028.42	10,228.98	10,433.56
Business Director						-	-	-	-
Counselor						7,000.00	7,140.00	7,282.80	7,428.46
Custodial Staff				20,000.00	20,400.00	20,808.00	21,224.16	21,648.64	22,081.62
Employee Benefits				75,123.07	76,625.53	78,158.04	79,721.21	81,315.63	82,941.94
Total Administration Staff				261,940.67	274,324.93	279,962.68	285,719.25	291,597.23	
Instruction Staff	Sal. Yr.	Step							
Special Ed (BT4)	4	E		32,460.25	33,109.46	33,771.64	34,447.08	35,136.02	35,838.74
Gifted (T5) (second year)	12	L1		51,124.00	52,146.48	53,189.41	54,253.20	55,338.26	56,445.03
Gifted (T4)	15	L3		54,226.50	55,311.03	56,417.25	57,545.60	58,696.51	59,870.44
6 - (SS/LA) (T5)	8	6		48,198.25	49,162.22	50,145.48	51,148.37	52,171.34	53,214.76
MSS T4 (TBV)	6	4		38,999.14	39,779.12	40,574.71	41,386.20	42,213.92	43,058.20
K - (T4)	8	6		43,222.75	44,087.21	44,968.95	45,868.33	46,785.69	47,721.41
K- (T4)	0	E		34,336.96	35,023.70	35,724.17	36,438.66	37,167.43	37,910.78
1st - (T4) (TBV)	5	3		37,504.25	38,254.34	39,019.42	39,799.81	40,595.81	41,407.72
1st - (T5)	17	L4		55,848.38	56,965.35	58,104.66	59,266.75	60,452.09	61,661.13
2nd - (T4)	5	3		37,504.25	38,254.34	39,019.42	39,799.81	40,595.81	41,407.72
2nd - (T4)	1	1		35,358.50	36,065.67	36,786.98	37,522.72	38,273.18	39,038.64
3rd - (T5)	20	L5		57,540.49	58,691.30	59,865.12	61,062.42	62,283.67	63,528.35
3rd - (T6)	9	7		56,059.00	57,180.18	58,323.78	59,490.26	60,680.06	61,883.67
4th - (T5)	8	6		48,198.25	49,162.22	50,145.48	51,148.37	52,171.34	53,214.76
4th - (T5)	5	3		43,074.25	43,935.74	44,814.45	45,710.74	46,624.95	47,557.45
5th - (T4)	9	7		43,222.75	44,087.21	44,968.95	45,868.33	46,785.69	47,721.41
5th - (T4)	19	L5		50,085.25	51,086.96	52,108.69	53,150.87	54,213.89	55,298.16
MSLA - (T5)	1	1		40,611.00	41,423.22	42,251.68	43,096.72	43,958.65	44,837.83
MSSS - (T4)	6	5		40,164.69	40,967.98	41,787.34	42,623.09	43,475.55	44,345.06
MSM - (T4)	15	L3		47,217.25	48,161.60	49,124.83	50,107.32	51,109.47	52,131.66
EIP (Part-time)					18,000.00	18,360.00	18,720.20	19,101.74	19,483.78
SLP (Part time)	5	7		19,562.50	19,953.75	20,352.83	20,759.88	21,175.08	21,598.58
6 - (T4)	2	E		36,415.98	37,144.30	37,887.19	38,644.93	39,417.83	40,206.19
Employee Benefits				393,496.75	401,366.69	409,394.02	417,581.90	425,933.54	434,452.21
TOTAL Teacher Salary				950,934.64	987,953.33	1,007,712.40	1,027,866.65	1,048,423.98	1,069,392.46
TOTAL Teacher plus benefits				1,389,320.02	1,417,106.42	1,445,448.55	1,474,357.52	1,503,844.67	
(Spanish) HQ @ 3125	1	P1		21,323.96	21,750.44	22,185.45	22,629.16	23,081.74	23,543.37
Music (Part Time)	0	P3		12,155.20	12,398.30	12,646.27	12,899.20	13,157.18	13,420.32
Para PE -	3	P2		14,622.00	14,914.44	15,212.73	15,516.98	15,827.32	16,143.87
Dance/Movement -	4	P3		15,976.00	16,295.52	16,621.43	16,953.86	17,292.94	17,638.79
Employee Benefits				26,515.13	27,045.43	27,586.34	28,138.07	28,700.83	29,274.84
TOTAL Salary				64,077.16	65,358.70	66,665.88	67,999.19	69,359.18	70,746.36
TOTAL Art, Music, PE, Lang.				92,404.13	94,252.22	96,137.26	98,060.01	100,021.21	
Media/AP (T6)	17	L4		61,237.50	62,462.25	63,711.50	64,985.72	66,285.44	67,611.15
Employee Benefits				25,340.08	25,846.88	26,363.82	26,891.09	27,428.91	27,977.49
TOTAL MEDIA				88,309.13	90,075.31	91,876.82	93,714.35	95,588.64	
Para K -	3	2		12,594.00	12,845.88	13,102.80	13,364.85	13,632.15	13,904.79
Para-Special Ed	2	P2		12,348.00	12,594.96	12,846.86	13,103.80	13,365.87	13,633.19
Employee Benefits				10,321.00	10,527.42	10,737.97	10,952.73	11,171.78	11,395.22
TOTAL PARA				35,968.26	36,687.62	37,421.38	38,169.80	38,933.20	
ASP Director				15,473.40	15,782.87	16,098.53	16,420.50	16,748.91	
ASP Aids				22,582.80	23,034.46	23,495.15	23,965.05	24,444.35	
TOTAL OTHER				38,056.20	38,817.32	39,593.67	40,385.54	41,193.25	
TOTAL Staffing				1,905,998.42	1,951,263.83	1,990,440.36	2,030,406.48	2,071,178.21	

Revenue Calculation Assumptions

	2012	2013	2014	2015	2016
Kindergarten	74	74	74	74	74
Grades 1-3	108	108	108	108	108
Grades 4-5	80	82	82	82	82
Grades 6-8	92	92	92	92	92
Kindergarten Early Intervention Program (EIP)	115	115	115	115	115
Grades 1-3 Early Intervention Program (EIP)	4	6	6	6	5
Grades 4-5 Early Intervention Program (EIP)	1	4	4	4	5
Gifted Education	0	2	2	2	2
Remedia Education	61	60	60	60	63
ESOL	3	0	0	0	0
Level I	0	0	0	0	0
Level II	0	0	0	0	0
Level III	9	8	8	8	8
Level IV	2	1	1	1	1
Level V	1	1	1	1	1
	418	421	421	421	424

Revenue Assumptions

Used Local Revenue provided by DCSS for FY 2011

Calculated at 100% enrollment due to waitlist of 423 students and stable enrollment

Maintained class size for next 5 years

Increased gifted enrollment to reflect growing number of gifted students and increased gifted ed certification for teachers (require

Calculated for small fluctuation of students in ESE programs, FTE has been stable

Increased FTE for EIP due to potential staffing increase

Assume FTE increases • 2011 published amounts per pupil

Assume no increase in local funds due to local economy. Brighten recognizes that this assumption may cause the per pupil rates assume modest % increase yearly in fundraising yearly due to growing school, high achievement, established partnerships, be

Other Revenue Assumptions

Assumed (historical average) \$15,000 from yearbook profits, picture sales, square one Art

Assumed (historical average) \$5,000,00 donation from Freshco through rent and donations for supplies

Assumed (historical average) \$5,000,00 from summer camp profits

Assumed (historical average) \$8,000,00 from other grant sources from corporate matches, employee incentives

Assumed (historical average) \$6,000,00 from PTO (Office costs for copying, playground maintenance, instructional supplies)

Assumed (historical average) \$4,000,00 from selling Volunteer credits, textbook/lostbook fees, donated sub time

Assumed (historical average) \$4,000,00 from grade level fundraisers that benefit school (Market Day, Snack Machine, Ice Cream

Fundraising Assumptions

Board Level Fundraising (Golf tournament, Capital Campaign, Blazer Fun Run) \$50,000.00 per year based on trend data over 3

Assume Facility grant, as historically the school has been awarded \$130 on average annual, however, not included in budget sink

Anticipate seeking Dissemination grant (per charter renewal) but not included in budget

Expense Assumption

Assume for 2.0 % increase in TRS and State Merti over 5 year term (increased 1 % over 3 yrs historically)

Additional Staffing to support school functions

EIP teacher, PT counselor (EIP teacher yr 6, PT counselor yr7)

Assume 2% salary increase each year to account for step increase (approx 2% per year)

Assume payoff of Kansas State loan (@ \$8000/yr. (cottages) beginning in FY 2013

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Detailed Income Statement						
	BASE	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
10-1000 INSTRUCTION						
110 Teachers	950,935	987,953	1,007,712	1,027,867	1,048,424	1,069,392
113 Substitutes (for certified personnel)	19,700	20,094	20,496	20,906	21,324	21,750
114 Substitutes (for non-certified personnel)	1,500	1,530	1,561	1,592	1,624	1,656
118 PE, Art, Music, Foreign Language	64,077	65,359	66,666	67,999	69,359	70,746
140 Aids and Parapro	24,942	25,441	25,950	26,469	26,998	27,538
200 Employee Benefits	430,333	438,940	447,718	456,673	465,806	475,122
361 Contracted Services	-	-	-	-	-	-
595 Other Purchased Services (Technology for screening, RTI, DORA DOMA, Middle School online grading)	6,200	6,324	6,450	6,579	6,711	6,845
610 Supplies	4,000	4,080	4,162	4,245	4,330	4,416
612 Software	2,000	2,040	2,081	2,122	2,165	2,208
615 Expendable Equipment	4,000	4,080	4,162	4,245	4,330	4,416
616 Expendable Computer Equipment	9,200	9,384	9,572	9,763	9,958	10,158
641 Textbooks	9,500	9,690	9,884	10,081	10,283	10,489
TOTAL	1,526,387	1,574,914	1,606,413	1,638,541	1,671,312	1,704,738
10-2100 PUPIL SERVICES						
323 Contracted Counselor homebound expense	5,500	5,720	1,000	1,040	1,082	1,125
810 Dues and Fees	300	306	312	318	325	331
TOTAL	5,800	6,026	1,312	1,358	1,406	1,456
10-2210 IMPROVEMENT INSTRUCTIONAL SVCS						
300 Purchased Professional Services	1,500	1,530	1,561	1,592	1,624	1,656
610 Supplies	500	510	520	531	541	552
642 Periodicals	500	510	520	531	541	552
810 Dues and Fees (Charter schools association dues)	500	510	520	531	541	552
TOTAL	3,000	3,060	3,121	3,184	3,247	3,312
10-2220 EDUCATIONAL MEDIA SERVICES						
165 Media Specialist	30,619	31,231	31,856	32,493	33,143	33,806
200 Employee Benefits	12,670	12,923	13,182	13,446	13,714	13,989
610 Supplies	500	510	520	531	541	552
611 Supplies Technology	3,000	3,060	3,121	3,184	3,247	3,312
615 Expendable Equipment	500	510	520	531	541	552
616 Expendable Computer Equipment	1,000	1,020	1,040	1,061	1,082	1,104
811 Regional or County Library Dues	800	816	832	849	866	883
TOTAL	49,089	50,071	51,072	52,093	53,135	54,198
10-2400 SCHOOL ADMINISTRATION						
130 Director	80,000	81,600	83,232	84,897	86,595	88,326
131 Assistant Principal	35,619	36,331	37,058	37,799	38,555	39,326
141 Office Clerical Personnel	81,544	83,175	84,839	86,536	88,266	90,032
200 Employee Benefits	63,785	65,061	66,362	67,690	69,043	70,424
300 Purchased Prof. & Tech Svcs. (Includes legal retainer, grant writing services)	12,000	12,240	12,485	12,734	12,989	13,249
362 Travel, postage, telephone	1,500	1,560	1,622	1,687	1,755	1,825
530 Communication	1,000	1,040	1,082	1,125	1,170	1,217
595 Other Purchased Services	2,500	2,600	2,704	2,812	2,925	3,042
610 Supplies	7,800	8,112	8,436	8,774	9,125	9,490
611 Supplies Technology	24,500	25,480	26,499	27,559	28,662	29,808
615 Expendable Equipment	1,200	1,248	1,298	1,350	1,404	1,460
810 Dues and Fees (chamber, ASCD)	800	832	865	900	936	973
TOTAL	312,249	319,280	326,483	333,862	341,424	349,172
10-2500 SUPPORT SERVICES BUSINESS (Fiscal Ops)						
148 Accountant	15,000	15,600	16,224	16,873	17,548	18,250
300 Purchased Prof. & Tech Svcs. (Payroll fees - \$500/mo.)	8,000	8,320	8,653	8,999	9,359	9,733
530 Communication	-	-	-	-	-	-
TOTAL	23,000	23,920	24,877	25,872	26,907	27,983
10-2600 MAINTENANCE & PLANT OPERATIONS						
300 Purchased Prof. & Tech Svcs. (maintenance of t	7,500	8,100	8,748	9,448	10,204	11,020
410 Water, Sewer, Cleaning	12,000	12,960	13,997	15,117	16,326	17,632
430 Repair and Maint. Svcs.	20,000	21,600	23,328	25,194	27,210	29,387
520 Insurance (non-employee)	16,500	17,820	19,246	20,785	22,448	24,244
530 Communication	7,700	8,316	8,981	9,700	10,476	11,314
595 Other Purchased Services -Storage	-	-	-	-	-	-
610 Supplies	8,500	9,180	9,914	10,708	11,564	12,489

	BASE	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
615 Expendable Equipment	1,000	1,080	1,166	1,260	1,360	1,469
742 Depreciation	100,000	100,000	100,000	100,000	100,000	100,000
620 Energy (\$3000 per month)	36,000	38,880	25,660.80	25,660.80	25,660.80	25,660.80
810 Dues and Fees	250	270	292	315	340	367
TOTAL	209,450	218,206	211,333	218,187	225,589	233,583
10-3100 SCHOOL NUTRITION PROGRAM						
610 Supplies	-	-	-	-	-	-
615 Expendable Equipment	-	-	-	-	-	-
630 Purchased Food	1,000	1,030	1,061	1,093	1,126	1,159
TOTAL	1,000	1,030	1,061	1,093	1,126	1,159
10-3300 ASP						
Salaries and Compensation (ASP director/aids)	25,716	26,745	27,814	28,927	30,084	31,287
TOTAL	25,716	26,745	27,814	28,927	30,084	31,287
10-5000 OTHER OUTLAYS						
Fundraising	50,000	50,000	50,000	50,000	50,000	50,000
TOTAL	50,000	50,000	50,000	50,000	50,000	50,000
10-5100 DEBT SERVICE						
720 Building Acquisition/Construction	137,508	137,508	89,508	89,508	89,508	89,508
TOTAL	137,508	137,508	89,508	89,508	89,508	89,508
GRAND TOTAL	2,343,198	2,092,312	2,067,376	2,109,663	2,153,250	2,198,198

SUMMARY (Fiscal Year)		2012	2013	2014	2015	2016
	Total FTE	416	421	421	421	424
Cash Balance	\$300,000	\$307,498	\$501,205	\$73,600	\$604,047	\$2,347,987
Town State and Local FTE Funding	\$2,331,257	\$2,331,760	\$2,331,760	\$2,331,760	\$48,425	\$48,425
BSP/ASP	\$41,000	\$42,040,000	\$44,346	\$46,562,38	\$25,526	\$25,526
Private Grants	\$21,000	\$22,050	\$23,153	\$24,310	\$33,814	\$33,814
Fundraising	\$52,500	\$55,125	\$57,981	\$60,775	\$63,814	\$63,814
Other Revenue	\$52,500	\$55,125	\$57,981	\$60,775	\$63,814	\$63,814
State Grant Facility Grant	\$0	\$0	\$0	\$0	\$0	\$0
Total Projected Revenue	\$2,498,287	\$2,506,700	\$2,515,021	\$2,524,184	\$2,549,566	
Expenditure Projections						
10-100 INSTRUCTION	\$1,574,914	65.33%	\$1,606,413	67.13%	\$1,638,541	67.08%
10-110 PUPIL SERVICES	\$6,026	0.25%	\$1,312	0.05%	\$1,358	0.06%
10-210 IMPROVEMENT INSTRUCTIONAL SVCS	\$3,060	0.13%	\$3,121	0.13%	\$3,184	0.13%
10-220 EDUCATIONAL MEDIA SERVICES	\$50,071	2.08%	\$51,072	2.13%	\$52,093	2.13%
10-240 SCHOOL ADMINISTRATION	\$319,280	13.24%	\$326,483	13.64%	\$333,862	13.69%
10-350 SUPPORT SERVICES BUSINESS (Fiscal Ops)	\$23,920	0.99%	\$24,877	1.04%	\$25,872	1.06%
10-260 MAINTENANCE & PLANT OPERATIONS	\$218,206	9.05%	\$211,333	8.83%	\$218,187	8.83%
10-3100 SCHOOL NUTRITION PROGRAM	\$1,030	0.04%	\$1,061	0.04%	\$1,093	0.04%
10-3300 ASP	\$26,745	1.11%	\$27,814	1.16%	\$28,227	1.18%
10-300 OTHER OUTLAY'S	\$50,000	2.07%	\$50,000	2.09%	\$50,000	2.05%
10-5100 DEBT SERVICE	\$137,508	5.70%	\$139,508	3.74%	\$149,508	3.66%
Totals	\$2,410,759.2	100.00%	\$2,392,994	100.00%	\$2,442,625	100.00%
Earnings (Revenue-Expenses)	\$87,498	3.50%	\$113,706	4.54%	\$72,386	2.88%
Ending Cash	\$387,498		\$301,205		\$573,600	

Brighten Academy
2012 Monthly Cash Flows

	July	August	September	October	November	December	January	February	March	April	May	June	Total
SUMMARY (Fiscal Year)													
Beginning cash	300,000	259,824	266,085	289,884	306,684	323,483	305,128	321,927	338,727	355,526	372,327	391,443	
Total State and Local FTE Funding	194,271	194,271	194,271	194,271	194,271	194,271	194,271	194,271	194,271	194,271	194,271	194,271	2,331,257
BSP/ASP	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	41,000
Private Grants	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Fundraising	3,000	3,000	10,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	50,000
Other Revenue	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	52,500
State Grant/Facility Grant	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Projected Revenue	206,730	206,730	213,730	206,730	2,493,757								
Expenditure Projections													
10-1000 INSTRUCTION													
INSTRUCTIONAL SUPPLIES	1,171	11,710	138,893	138,893	128,893	128,893	128,893	128,893	128,893	128,893	128,893	128,893	1,545,640
10-2100 PUPIL SERVICES	502	502	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	29,274
10-2210 IMPROVEMENT INSTRUCTIONAL SVCS	255	255	4,173	4,173	4,173	4,173	4,173	4,173	4,173	4,173	4,173	4,173	3,060
10-2220 EDUCATIONAL MEDIA SERVICES	4,173	4,173	26,607	26,607	26,607	26,607	26,607	26,607	26,607	26,607	26,607	26,607	50,071
10-2400 SCHOOL ADMINISTRATION	1,993	1,993	1,993	1,993	1,993	1,993	1,993	1,993	1,993	1,993	1,993	1,993	319,280
10-2500 SUPPORT SERVICES BUSINESS (Fiscal Ops)	65,452	8,486	8,486	8,486	8,486	8,486	43,641	8,486	8,486	8,486	8,486	8,486	239,20
10-2600 MAINTENANCE & PLANT OPERATIONS	86	86	86	86	86	86	86	86	86	86	86	86	1,030
10-3100 SCHOOL NUTRITION PROGRAM	2,229	2,229	2,229	2,229	2,229	2,229	2,229	2,229	2,229	2,229	2,229	2,229	26,745
10-3300 ASP	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
10-3000 OTHER OUTLAYS	11,459	11,459	11,459	11,459	11,459	11,459	11,459	11,459	11,459	11,459	11,459	11,459	137,508
10-5100 DEBT SERVICE	246,906	200,469	189,930	189,930	189,930	189,930	205,085	189,930	189,930	189,930	189,930	189,930	2,415,756
Totals	(40,176)	6,261	23,800	16,800	19,117								
Earnings (Revenue-Expenses)	259,824	266,085	289,884	306,684	323,483	305,128	321,927	338,727	355,526	372,327	391,443	383,998	
Ending cash													
10-1000 INSTRUCTION													
110 Teachers	BASE	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2015	FY 2016					
113 Substitutes (for certified personnel)	950,935	987,953	1,007,712	1,027,867	1,048,424	1,069,392							
114 Substitutes (for non-certified personnel)	1,500	1,530	1,561	1,592	1,624	1,656							
118 PE, Art, Music, Foreign Language	64,977	65,559	66,666	67,999	69,359	70,746							
140 Aids and Parapro	24,942	25,441	25,950	26,459	26,968	27,538							
200 Employee Benefits	393,497	438,940	447,718	417,582	425,934	434,452							
595 Other Purchased Services [Technology for screening, RTI, DOR]	6,200	6,324	6,450	6,579	6,711	6,845							
610 Supplies	4,000	4,080	4,162	4,245	4,320	4,416							
612 Software	2,000	2,040	2,083	2,122	2,155	2,208							
615 Expendable Equipment	4,000	4,080	4,162	4,245	4,320	4,416							
616 Expendable Computer Equipment	9,300	9,584	9,772	9,763	9,956	10,158							
621 Textbooks	9,500	9,690	9,884	10,081	10,283	10,489							
TOTAL	1,489,551	1,574,914	1,606,413	1,599,450	1,631,439	1,664,068							
Only instructional supplies	1,545,640	1,576,553	1,588,993	1,600,373	1,632,381								
Total Difference	29,274	29,859	30,457	31,066	31,687								
0	1,574,914	1,606,413	1,599,450	1,631,439	1,664,068								

Brighten Academy
2013 Monthly Cash Flows

	July	August	September	October	November	December	January	February	March	April	May	June	Total
SUMMARY (Fiscal Year)													
Beginning cash	383,998	347,815	356,062	382,060	401,058	420,055	405,005	424,003	443,001	461,999	480,996	502,217	
Tell State and Local FTE Funding	194,313	194,313	194,313	194,313	194,313	194,313	194,313	194,313	194,313	194,313	194,313	194,313	2,331,760
BSP/ASP	3,553	3,553	3,553	3,553	3,553	3,553	3,553	3,553	3,553	3,553	3,553	3,553	42,640
Private Grants	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Fundraising	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	50,000
Other Revenue	4,594	4,594	4,594	4,594	4,594	4,594	4,594	4,594	4,594	4,594	4,594	4,594	55,125
State Grant/Facility Grant	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Projected Revenue	207,127	207,127	214,127	207,127	207,127	207,127	207,127	207,127	207,127	207,127	214,127	207,127	2,499,525
Expenditure Projections													
10-1000 INSTRUCTION	131,379	131,379	131,379	131,379	131,379	131,379	131,379	131,379	131,379	131,379	131,379	131,379	1,576,533
Instruction Supplies	1,194	11,944	1,194	1,194	1,194	1,194	1,194	1,194	1,194	1,194	1,194	1,194	29,899
10-2200 PUPIL SERVICES	109	109	109	109	109	109	109	109	109	109	109	109	3,132
10-2210 IMPROVEMENT INSTRUCTIONAL SVCS	260	260	260	260	260	260	260	260	260	260	260	260	5,072
10-2220 EDUCATIONAL MEDIA SERVICES	4,256	4,256	4,256	4,256	4,256	4,256	4,256	4,256	4,256	4,256	4,256	4,256	104,536
10-2400 SCHOOL ADMINISTRATION	2,073	2,073	2,073	2,073	2,073	2,073	2,073	2,073	2,073	2,073	2,073	2,073	48,877
10-2800 SUPPORT SERVICES BUSINESS (Fiscal Ops)	63,400	8,219	8,219	8,219	8,219	8,219	8,219	8,219	8,219	8,219	8,219	8,219	211,333
10-2800 MAINTENANCE & PLANT OPERATIONS	88	88	88	88	88	88	88	88	88	88	88	88	1,061
10-3100 SCHOOL NUTRITION PROGRAM	2,318	2,318	2,318	2,318	2,318	2,318	2,318	2,318	2,318	2,318	2,318	2,318	27,814
10-3300 AEP	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
10-5000 OFFICE OUTLAYS	7,459	7,459	7,459	7,459	7,459	7,459	7,459	7,459	7,459	7,459	7,459	7,459	89,508
Totals	243,310	198,879	188,130	188,130	188,130	188,130	188,130	188,130	188,130	188,130	188,130	188,130	211,611
Earnings (Revenue-Expenses)	(36,183)	8,248	25,998	18,998	18,998	15,050	18,998	18,998	18,998	21,221	(4,484)	2,499,525	
Ending cash	347,815	355,6062	382,060	401,058	420,055	405,005	424,003	443,001	461,999	480,996	502,217	497,733	
Breakdown of instruction expense account													
BASE	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016								
10-1000 INSTRUCTION	970,487	1,013,907	1,007,712	1,024,869	1,075,966	1,097,486							
110 Teachers	19,700	20,094	20,496	20,906	21,324	21,750							
113 Substitutes (for certified personnel)	1,500	1,530	1,561	1,592	1,624	1,656							
114 Substitutes (for non-certified personnel)	67,116	68,458	66,666	71,224	72,648	74,101							
118 PE, Art, Music, Foreign Language	24,942	25,441	25,950	26,469	26,988	27,538							
140 Ads and Parapro	439,685	448,479	447,718	466,598	475,930	485,448							
200 Employee Benefits	-	-	-	-	-	-							
361 Contracted Services	-	-	-	-	-	-							
595 Other Purchased Services (Technology for screening, ITL, DODA, DODA, Middle Scd)	6,200	6,324	6,450	6,579	6,711	6,845							
610 Supplies	4,000	4,080	4,162	4,245	4,330	4,416							
612 Software	2,000	2,040	2,081	2,122	2,165	2,208							
615 Expendable Equipment	4,000	4,080	4,162	4,245	4,330	4,416							
616 Expendable Computer Equipment	9,200	9,384	9,572	9,765	9,958	10,151							
641 Textbooks	9,560	9,690	9,864	10,081	10,283	10,489							
TOTAL	1,558,340	1,613,507	1,606,413	1,678,693	1,712,267	1,746,512							
Only instruction	29,274	29,859	30,457	31,066	31,687								
Only instructional supplies	0	-	-	-	-								
Total	1,613,507	1,606,413	1,678,693	1,712,267	1,746,512								
Difference													