



Brookhaven Innovation Academy Board of Directors  
AGENDA  
Meeting:  
December 1, 2016 at 3159 Campus Drive, Norcross, GA  
7:00pm

1. Call to Order and Opening Remarks
2. Approval of Agenda
3. Minutes Review and Approval
  - a. November 3, 2016 Regular Meeting
  - b. November 12, 2016 Special Meeting
4. Head of School Report: Laurie Kimbrel
5. Committee Reports:
  - a. Finance Committee: Zennie Lynch
  - b. Facilities Committee: Andrew Hamilton
  - c. Fundraising Committee: Kevin Miller & Taryn Bowman
  - d. Academic Committee: Kelly Mandy
6. Old Business
  - a. Policies – action
    - i. Child Find
    - ii. English Language Learners
    - iii. Homeless Services
    - iv. Child Abuse and Neglect Reporting
    - v. Board Conflict of Interest
7. New Business
  - a. Policies – discussion
    - i. Heath Services
    - ii. Lottery/Enrollment
    - iii. Finance
  - b. 2017-2018 School Calendar – action
  - c. Lottery Software – action
  - d. Measure of Academic Achievement Data – discussion
  - e. Organizational Charts – action

f. Marketing Budget Recommendation - action

8. Public Participation

9. Executive Session

a. Personnel

b. Real property negotiation

10. Information Items

a. Enrollment Update

b. Demographic Information Update

11. Adjourn



Brookhaven Innovation Academy Board of Directors  
Meeting Minutes  
Special Meeting: November 12, 2016 at Brookhaven Kroger  
3871 Peachtree Rd, Brookhaven, GA 30319  
9:00 am

Present at meeting: Andrew Hamilton, Ed Lindsey, Zennie Lynch, Kelly Mandy, Kevin Miller, Danielle Trost  
Also present: Laurie Kimbrel

Meeting was called to order at 9:06 am by Ed Lindsey.

Zennie Lynch moved that the board approve the Discipline policy as presented. The motion was seconded by Kelly Mandy. Ed Lindsey asked if the policy had been reviewed by legal counsel, Laurie Kimbrel responded that yes, it had.

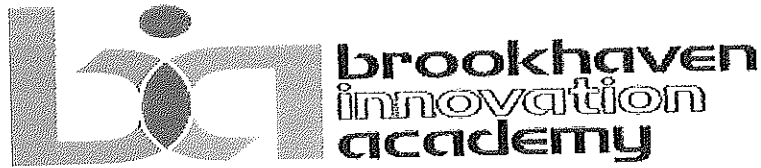
Ayes: 6

Noes: 0

Motion passes.

There was no public participation.

Meeting was adjourned at 9:10 am.



Brookhaven Innovation Academy Board of Directors  
Meeting Minutes

Meeting: November 3, 2016 at 3159 Campus Drive, Norcross, GA  
7:00pm

Present: Jennifer Langley, Kevin Miller, Danielle Trost, Kelly Mandy, Michael Robertson  
Not Present: Ed Lindsey, Taryn Bowman, Andrew Hamilton, Zennie Lynch  
Also Present: Laurie Kimbrel, Head of School

Meeting was called to order by Jennifer Langley at 7:07 pm.

Approval of Agenda:

Motion made by Michael Robertson, Seconded by Kelly Mandy. All in favor. Motion passed.

Minutes Review and Approval

- a. September 1, 2016 Meeting – Motion to approve by Michael Robertson, seconded by Danielle Trost. All in favor. Motion passed.
- b. October 13, 2016 – Motion to approve by Michael Robertson, seconded by Kelly Mandy. All in favor. Motion passed.

Head of School Report: Laurie Kimbrel

Communication update – Parent Teacher conferences were held on October 28. Reports for parents who could not attend being sent home with students this week. Staff will discuss “opening” gradebooks on parent portal.

Curriculum & Instruction - Coding to begin next week we will have an Hour of Code each week.  
Personalized learning – MAP aligned small groups now operational in all grades.  
PBL – Final projects of semester being planned. Staff meeting today with gallery walk to gather and consider peer feedback on rigor, standards alignment and local context.  
Staff Development – We are underway with the TKES evaluation process. Walk through and formative observations on a daily basis. Our professional development plan for 16-17 includes intense support from the Buck Institute of Education to build teacher skill and project library. Next year we will only need a brush up for returning staff. New staff will participate in PBL Boot camp course in Haiku. This will be developed by BIA administration.

Parent Council website is up, planning a movie night, teacher appreciation is going well.

Compliance work is intense and going smoothly. Most state reports are done and we are getting ready for our SCSC compliance visit.

## Committee Reports:

Finance Committee: Jennifer Langley presented on behalf of Zennie Lynch. Andrew Cilone passed out Comparative Statement of Income and Expense Statement, which is a month by month report. He also passed out Actual YTD v Current Budget and Actual YTD v Budget, which shows the percentage of revenue and expense so far this year. Concern was expressed from Michael Robertson regarding the misleading nature of these statements given that borrowed money is included in revenue. Jennifer asked that the finance committee meet and review these statements and give a report back to the board with a realistic picture of our financial status. Jennifer reported that we have received the True North Promissory note. The principal balance to date has grown and there will be a further report at the next board meeting.

Facilities Committee: Jennifer Langley reported for Andrew Hamilton. Fiber installation was done today and it will significantly improve our internet connectivity. We are continuing to look for our future home. Remaining furniture was delivered today.

Fundraising Committee: Kevin Miller

BIA Patron party at the Atlanta Tech Village was a huge success thanks to the hard work of board and community including Greg Chavalier. The committee will use the momentum to develop more corporate partnerships. The committee asks that we create an agenda item at the next board meeting to discuss how we recognize the BIA 100 contributors. The committee will meet within a week to discuss meeting state requirements for fundraising, sending tax letters to donors, and the BIA marketing video.

## New Business

- c. First reading of policies. These policies will be brought back at the December meeting for approval.
  - i. Child Find
  - ii. English Language Learners
  - iii. Homeless Services
  - iv. Discipline
  - v. Child Abuse and Neglect Reporting
  - vi. Board Conflict of Interest
- d. 2017-2018 Recruitment and Lottery Schedule, Frequently Asked Questions and Admissions process were discussed. Admission and Lottery process will be brought to next meeting as a policy.
- e. Recommendation to connect Line of Credit and Checking account for automatic sweep for pay down. Kevin Miller moved that we use an automatic sweep account at the Private Bank of Buckhead in order to allow temporary excess funds in BIAs checking account to temporarily reduce the line of credit balance until the next major funding event occurs. Danielle Trost seconded. All in favor. Motion Passed.
- f. Playground safety issues and recommended corrections.

Kevin Miller moved that the board allocate \$4,000 from donations to make necessary improvements to the playground that focus on safety. Danielle Trost seconded. All in favor. Motion Passed.

g. Personnel Recommendations

- i. Approve hiring of .5 Office Assistant - Kelly Mandy moved, Danielle Trost seconded. All in favor. Motion Passed.
- ii. Accept resignation of 1.0 special education paraprofessional. Kelly Mandy moved, Danielle seconded. All in favor. Motion Passed.

Public Participation: none

Information Items:

Student Demographic Information – Michael Robertson pointed out mistake that will be fixed and a new document will be included with next board packet.  
Student Enrollment Update – Board members asked for monthly updates on student drops and adds to go with enrollment updates.

Executive Session: Kelly Mandy moved to recess to executive session at 8:30 pm, Danielle seconded. All in favor. Motion passed.

Board reconvened in open session at 9:06 pm with no reportable action.

Motion to adjourn made by Michael Robertson. Seconded by Kevin Miller.  
Meeting adjourned at 9:07 pm.



3159 Campus Drive  
Norcross, GA 30071

**Board of Directors Meeting Agenda Item**

Consent

Action

Discussion

Information

**Board Meeting Date:** December 1, 2016

**Title of Agenda Item:** Policies Required for SCSC Compliance

**Submitted by:** Laurie Kimbrel

**Background and Summary:** The following policies are necessary for SCSC compliance. They attached drafts have been reviewed by the board at the November meeting as well as the BIA attorney.

- Child Find Policy
- ESOL Policy
- Homeless Student Policy
- Child Abuse and Neglect Reporting Policy and Procedure
- Board Conflict of Interest Policy and Exhibit

Policies

Principles adopted by the board to chart a course of action. They tell what is wanted and may include why and how much. They are broad enough to indicate a line of action to be taken by the administration in meeting a number of day-after-day problems; they are to be narrow enough to give the administration clear guidance.

Procedures

Detailed directions usually developed by the administration to put policy into practice. They tell how, by whom, where, and when things are to be done.

By definition, policies are actions of the board, while procedures are actions of the administration, undertaken to implement actions of the board. A policy may provide sufficient direction by itself, and, as a consequence, it may not be accompanied by regulation. Procedures, however, do not exist in the absence of policies. Therefore, every regulation is written to implement a policy adopted by the board.

Exhibits

Forms that are to be used to implement a policy.

**Fiscal Impact:** None

**Recommendation:** Approval of the attached policies.



## **Brookhaven Innovation Academy**

### **Policy – Child Find**

Child Find is a process that schools and districts use to identify, locate and evaluate all children who are suspected of having disabilities that may result in a need for special education and related services. Brookhaven Innovation Academy recognizes its obligation to ensure that all suspected students with disabilities, including those who are homeless or wards of the state, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located and evaluated.

#### **Interventions Prior to Referral**

The screening of children by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.

Prior to referring a student for consideration for eligibility for special education and related services, a student must have received scientific, research or evidence based interventions selected to reduce the academic, social or behavioral problem(s) the student is having.

Student referrals must be accompanied by documentation of scientific, research or evidence based academic and/or behavioral interventions that have been implemented as designed for the appropriate period of time to show effect or lack of effect that demonstrates the child is not making sufficient rate of progress to meet age or State approved grade-level standards within a reasonable time frame.

Exceptions may be made in circumstances where immediate evaluation and/or placement is required due to a significant disability that precludes access to instruction. This exception should be an infrequent and rare occurrence and the evidence for the need clearly documented in the eligibility decision.

#### **Georgia Student Achievement Pyramid of Interventions**

For children in Kindergarten through 12<sup>th</sup> grade enrolled in public schools, Child Find is accomplished through the Georgia Student Achievement Pyramid of Interventions, which is a framework of instructional interventions that begins with standards-based classrooms serving as the foundation for teaching and learning. The Pyramid facilitates the Child Find process for students in public schools. All students in Georgia participate in evidence based instruction that is developed based on Georgia Performance Standards.

1. The Pyramid represents the process of continually implementing “progress monitoring” and then providing layers of more intensive interventions so that students can be successful and progress in their learning.
2. This proactive approach does not wait until students have large gaps in their learning that are too great to overcome.

3. This approach focuses on determining when students are struggling and then providing scientific, research or evidence based interventions to address their areas of need and documenting students' strengths.

Child Find is a critical part of the special education process for all children suspected of having disabilities. With the implementation of the Pyramid and the focus on progress on progress monitoring and response to interventions, only those students who are not making progress, despite evidence-based instruction, will be referred to special education to determine their eligibility.

Legal Reference O.C.G.A. 20-2-152;20-2-240

## **Brookhaven Innovation Academy**

### **Policy – English Language Learners**

Brookhaven Innovation Academy will provide an educational support program to help English Learners overcome language barriers and participate meaningfully in the schools' educational environment?

#### **Eligibility for entry into and exit from language assistance**

1. Prior to entry into a school, each student's parent or guardian shall complete a Home Language Survey or an equivalent to determine if a language other than English is used in the home or is the student's native language or first language. All students whose native language, first language or language of the home includes a language other than English shall be assessed for English language proficiency using the state-adopted English proficiency screening measure.
2. Initial eligibility for language assistance services shall be determined by the student's score on the state-adopted English proficiency screening measure.
  - A. Students who have an English language proficiency score below proficient on the state- adopted English proficiency screening measure shall be determined to be English Learners (ELs) and shall be eligible for language assistance services.
  - B. Students who have an English language proficiency score at or above proficient on the state- adopted English proficiency screening measure shall be considered English proficient and shall not be eligible for language assistance.
3. All ELs shall be assessed annually on the state-adopted English proficiency measure to determine English language proficiency. Students who score at the developing level or below on the state-adopted English proficiency measure shall continue to be eligible for language assistance services.
4. Exiting from ESOL services.
  - A. Students who score at the proficient level on both the state-adopted English proficiency measure and on the state reading assessment shall be considered English proficient.

B. Students who score at the proficient level on either the state-adopted English proficiency measure or the state reading assessment but not both shall have their continued eligibility for language assistance determined through a Language Assessment Conference (LAC). The LAC shall be attended by the student's classroom teacher(s), the teacher providing language assistance services, and other relevant parties.

C. Students who are considered English proficient shall not be eligible for continued language assistance services and shall be exited from language assistance services.

D. Students that are considered English proficient for two years after exit from language assistance service will receive continued monitoring. The monitoring process shall consist of a documented review of report card grades, state assessment results, classroom performance and teacher observations for the purpose of ensuring the successful transition to the general classroom.

### **Language assistance service delivery models**

Brookhaven Innovation Academy will deliver services to ELs through GaDOE approved instructional delivery models:

Pull-out model – students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher,

Push-in model (within reading, language arts, mathematics, science or social studies) – students remain in their core academic class where they receive content instruction from their content area teacher along with targeted language instruction from the ESOL teacher.

Legal Reference O.C.G.A. 20-2-150, 20-2-156, United States Code § 1703

# **Brookhaven Innovation Academy**

## **Policy - Homeless Students**

In accordance with the requirements of federal law, including the McKinney-Vento Homeless Assistance Act, state law, and State Board of Education Rules, Brookhaven Innovation Academy will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to the enrollment and attendance of homeless students not currently attending school.

The Head of School shall designate an appropriate staff person to be the school liaison for homeless students and their families. The liaison's responsibilities include compiling data collected on children and youth in transition, determining and arranging for needed services, facilitating enrollment, and settling disputes.

### **IDENTIFICATION OF HOMELESS STUDENTS:**

The McKinney-Vento Homeless Assistance Act (Act), 42 U.S.C. § 11434a(2) et seq., defines homeless students as those who lack a fixed, regular and adequate nighttime residence. This includes:

#### **Children and youth who:**

1. Share the housing of other persons due to the loss of housing, economic hardship, or a similar reason;
2. Live in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
3. Live in emergency or transitional shelters;
4. Are abandoned in hospitals;
5. Are awaiting foster care placement;
6. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
7. Live in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar setting; or
8. Migratory children who qualify as homeless because they are living in circumstances set forth in Items 1, 2, and 3 above.

### **ENROLLMENT/WITHDRAWAL OF HOMELESS STUDENTS:**

1. A homeless student should be enrolled immediately even if the student lacks records normally required for enrollment.
2. If a homeless student arrives at school without a parent/guardian, the unaccompanied youth shall be enrolled immediately. The Head of School shall contact the parent/guardian and complete the enrollment process. Students must meet the School's age eligibility criteria for enrollment.
3. Homeless students qualify for free lunch.
4. When students enroll without records (i.e. transcripts/grade reports, birth certificate, immunizations/health records) the Principal or designee shall:
  - a. Contact the former school to request the student's records.
5. Parents/guardians shall provide the school with contact information.

**Withdrawal:**

Homeless students often leave school without officially withdrawing. If the school is contacted by another district for a homeless student's records, requested information shall be provided and school records sent within 15 days to the receiving school district.

**SERVICES****Comparable Services**

Each homeless child or youth shall be provided services comparable to services offered to other students at BIA such as:

- Transportation services
- Educational services for which the child or youth meets eligibility criteria such as ESL or special education programs
- Programs for "at risk" students
- Programs for gifted and talented students
- School nutrition programs
- Title I services
- Before and After school programs

**Nutrition Programs**

Homeless students automatically qualify for free breakfast and lunch at BIA. Families do not have to fill out an application or provide proof of income. Homeless students will be added to the free meals program as soon as they have been identified.

**Professional Development for All School Staff**

All administrators, teachers and employees of the school will be provided professional development on the identification, services and sensitivity necessary when dealing with homeless children and youth. All identified or suspected homeless children and youths will be referred to the school's homeless liaison.

Professional Development will be provided to all staff as the need arises.

**Process for Monitoring**

Per the school handbook, families are informed to contact their homeroom teacher (or the Homeless Liaison directly) if they are homeless. In addition, this information is sent out via email in our Monthly Parent Newsletter. Teachers then refer students to the homeless liaison when necessary through BIA's email system. The homeless liaison reviews the homeless students list and address any homeless student needs. The homeless liaison works very closely with the teachers to ensure accommodations are made to address the student's homeless status (extra support, extended deadlines, transportation to testing, etc.). Also, as needed, the homeless liaison will meet with Business Manager and the Title I director to follow up on any additional services that may be requested.

**Transportation**

Per the McKinney-Vento Act, Local Education Agencies must provide transportation to homeless students to and from their school of origin. BIA, where (a) feasible, (b) applicable, (c) at the request of the parent/guardian, and/or (d) in the best interest of the homeless children, shall provide transportation to students experiencing homelessness to ensure the students are able to stay at BIA during the duration of their homelessness. BIA may work with the student's district of residence or other agencies, including the Georgia Department of Education, to provide transportation services.

### **ROLE OF THE HOMELESS LIAISON:**

The role of the School Homeless Liaison is to provide that:

1. Homeless students and unaccompanied youth:
  - a. Are identified by school personnel;
  - b. Enroll in and have an equal opportunity to succeed in school
  - c. Receive educational services for which they are eligible;
2. Parents/guardians of homeless students are made aware of educational and related opportunities available to their children and are provided with a meaningful opportunity to participate in their children's education;
3. Enrollment disputes are remediated in accordance with the McKinney-Vento Homeless Assistance Act;
4. Students who do not have immunization or medical records are assisted;
5. Collaborate and coordinate with State Coordinators for the Education of Homeless Children and Youth and community and school personnel responsible for providing education and related support services to homeless children and youth.

### **E. ENROLLMENT DISPUTE RESOLUTION PROCESS**

In a case where a dispute occurs regarding the enrollment of a homeless child or youth, the following process must be used:

#### **Step 1**

If a disagreement arises over school selection or enrollment, the student must be immediately enrolled in the school in which he/she is requesting enrollment, pending resolution of the dispute. Enrollment is defined as "attending classes and participating fully in school activities." The parent or unaccompanied youth must file a request for dispute resolution with BIA's homeless liaison by submitting a letter that initiates the dispute resolution process.

BIA will refer the parent or unaccompanied youth to its homeless liaison to carry out the dispute resolution process as expeditiously as possible. The homeless liaison must ensure the dispute resolution process is followed for unaccompanied youth.

Within five (5) business days of receipt of the letter, BIA's Principal, or other designee, shall provide a written explanation of the School's decision regarding enrollment to the parent or unaccompanied youth. The written explanation shall be complete and simply stated.

## **Step 2**

If the parent or unaccompanied youth disagrees with the decision, (s)he may notify the homeless liaison within ten (10) school days of his/her intent to appeal the decision to the BIA Governing Board. The homeless liaison will forward all written documentation and related paperwork to the Board. The Governing Board will review the information and provide a written decision to the parent or unaccompanied youth within fifteen (15) school days of receipt.

## **Step 3**

If the dispute remains unresolved or is appealed following the final decision by the Board, the homeless liaison will forward all written documentation and related paperwork to the Georgia Department of Education's Homeless Program Consultant for charter schools for final disposition of this matter.

Legal Reference O.C.G.A. 20-02-0150 O.C.G.A. 20-02-0293 O.C.G.A. 20-02-0690.1 O.C.G.A. 20-02-0694 Rule 160-5-1-.28, 42 USC 11431



## ***Brookhaven Innovation Academy***

### ***Policy – Reporting Child Abuse or Neglect***

Brookhaven Innovation Academy recognizes the serious problem of child abuse, neglect, and dependency and the crucial role of school personnel in regard to this problem. Therefore, any school employee or volunteer who has cause to suspect that any child is abused or neglected must report the case of such child to the Head of School or his/her designee, as is required by Georgia law. The Head of School shall issue rules addressing the manner and timing of this report.

In a school setting a child is observed daily by numerous people who have the opportunity to identify significant differences or changes in the child's appearance or behavior. Therefore, school employees are in a unique position to identify and to help abused or neglected children. All school employees should constantly be on the alert in observing changes that might indicate abuse or neglect.

#### **Definitions**

"Child abuse" includes, but is not limited to, physical injury; death; neglect; exploitation; sexual abuse and sexual exploitation (including prostitution or sexually explicit conduct); verbal, psychological, or emotional abuse. O.C.G.A. § 19-7-5.

#### **Reporting Child Abuse or Neglect**

All school employees or volunteers are required to report known or suspected cases of child abuse or neglect. The report should be made within twenty-four hours of the time the employee or volunteer has reasonable cause to believe that a child has been abused or neglected. The employee should make the report to the Head of School or his/her authorized designee. The Head of School or designee is responsible for making the report or causing the report to be made.

Information regarding suspected cases of abuse or neglect is confidential; therefore, employees must use discretion in discussing suspected cases with other employees. Such information should be discussed with other employees only when necessary to promote the best interests of the student. The employee must not discuss the information with non-Brookhaven Innovation Academy personnel except as required by law or authorized by the employee's immediate supervisor.

The report shall be made by the Head of School or designee to a child welfare agency providing protective services, as designated by the Division of Family and Children Services of the Department of Human Services (DFCS), or, in the absence of such agency, to an appropriate police authority or district attorney. When a report is being made by electronic submission or facsimile to DFCS, it shall be done in the manner specified by DFCS. Oral reports shall be followed by a later report in writing, if requested.

Such report shall contain (1) the names and addresses of the child and the child's parents or caretakers, (2) if known, the child's age, the nature and extent of the child's injuries, including any evidence of previous injuries, and (3) any other information that the reporting person believes might be helpful in establishing the cause of the injuries and the identity of the perpetrator. Photographs of the child's injuries to be used as documentation in support of allegations may be taken without the permission of the child's parent or guardian. Such photographs shall be made available as soon as possible to the chief welfare agency providing protective services and to the appropriate police authority.

### **Immunity Provisions**

In accordance with Georgia law, any school personnel or volunteer making, or causing to be made, a report of suspected child abuse or neglect to a child welfare agency or policy authority shall be immune from any civil or criminal liability, provided that such participation is made in good faith

# Brookhaven Innovation Academy

## Board Code of Ethics and Conflicts of Interest Policy

Adopted on \_\_\_\_\_ Last Reviewed On \_\_\_\_\_ Last Revised On \_\_\_\_\_

The Board of BIA adopts the following policy which shall be effective on the date that the policy is adopted by the Board. If applicable, once adopted this policy replaces any previously approved school policy currently in place that provided direction on the items in this policy.

This policy establishes expectations of ethical conduct by members serving on the school's Board or on any committee of the Board. The school's Board collectively and its members individually shall at all times operate in the most ethical and conscientious manner possible.

The term of "Board," as used in this policy, includes any committee of the Board.

**CODE OF ETHICS.** Each member of the Board agrees that he or she will:

### A: Governance Structure

1. Recognize that the authority of the Board rests only with the Board as a whole and act on behalf of the Board only in a quorum with other Board members at a Board meeting and not with individual members and act accordingly. Members may not speak or act for the Board unless otherwise directed by a majority of the Board or performing duties of an officer as authorized by state law. Also, no individual Board member may make commitments or promises that anticipate future actions that may be taken by the Board.
2. Support the delegation of authority for the day-to-day administration of the charter school to the school leader and act accordingly.
3. Honor the chain of command and refer problems or complaints consistent with the chain of command.
4. Recognize that the school leader should be present at all meetings of the Board except when his or her contract, salary or performance is under consideration.
5. Not undermine the authority of the school leader or school administration.
6. Use reasonable efforts to keep the school leader informed of concerns or specific recommendations that any member of the Board may bring to the Board.

### B: Strategic Planning

1. Reflect through actions that his or her first and foremost concern is for educational welfare of children attending the charter school.
2. Participate in all planning activities to develop the vision and goals of the Board.
3. Work with the Board and the school leader to ensure prudent and accountable uses of the resources of the charter school.
4. Render all decisions based on available facts and his or her independent judgment of the best interests of the school and its students and refuse to surrender his or her judgment to individuals or special interest groups.
5. Uphold and enforce all applicable laws, all rules and guidelines of the State Board of

## Education and the Board.

### **C: Board and Community Relations**

1. Seek regular and systemic communications among the Board and students, staff, and the community.
2. Communicate to the Board and the school leader expressions of public reaction to Board policies and charter school programs.
3. Be an advocate for public education in the community, informing community members on the needs of the school as well as actions of the Board and accomplishments of the school's educational program. Also, be responsive to the public and communicate to other Board members and the Superintendent expressions of public reaction to Board policies and school programs.

### **D: Policy Development**

1. Work with other Board members to establish effective policies for the charter school.
2. Make decisions on policy matters only after full discussion at publicly held Board meetings.
3. Periodically review and evaluate the effectiveness of policies on charter school programs and performance.

### **E: Board Meetings**

1. Attend and participate in regularly scheduled and called Board meetings. If a Board member is unable to attend a meeting, the member shall notify the Board Chair prior to the meeting. Failure to attend 2 consecutive Board meetings or 3 Board meetings in a calendar year (except for emergencies or as excused by the Chair) may result in removal from the Board of Directors in accordance with the Bylaws.
2. Be informed and prepared to discuss issues to be considered on the Board agenda.
3. Model the type of respectful, informed and open-minded discussion and consideration of issues that Board members would like to see reflected throughout all levels of the school. Specifically, Board members should encourage the free expression of opinions by all Board members, and seek and maintain open lines of communication between the Board, school employees, and the community.
4. Vote for a closed executive session of the Board only when applicable law or Board policy requires consideration of a matter in executive session.
5. Maintain the confidentiality of all discussions and other matters pertaining to the Board and the charter school during executive session of the Board.
6. Make decisions in accordance with the interests of the charter school as a whole and not any particular agreement thereof.
7. Voice his or her opinion but must give open-minded and fair consideration to the views of the other Board members, and thereafter support the majority decision of the Board.

#### **F: Personnel**

1. Consider the employment of personnel only after receiving and considering the recommendation of the school leader.
2. Support the employment of persons best qualified to serve as employees of the charter school and insist on regular and impartial evaluations of charter school staff.
3. Comply with all applicable laws, rules, regulation, and all Board policies regarding employment of family members.

#### **G: Conduct as a Board Member**

1. Devote sufficient time, thought and study to the performance of the duties and responsibilities of a member of the Board.
2. Become informed about current educational issues by individual study and through participation in programs providing needed education and training.
3. Communicate in a respectful professional manner with and about fellow Board members.
4. Take no private action that will compromise the Board or charter school administration.
5. Participate in all required training programs developed for Board members by the Board or the State Board of Education.
6. In the annual report, submitted to the Department, disclose the status of Board member compliance with the Code of Ethics.

#### **H: Disclosure of Conflicts of Interest**

1. Announce potential conflicts of interest before Board action is taken.
2. Comply with the conflicts of interest policy of the Board, all applicable laws and State Board of Education Standards, rules and guidelines.

Upon a motion supported by a two-thirds (2/3) vote, the Board may choose to conduct a hearing concerning a possible violation of this Code of Ethics by a member of the Board. The Board member accused of violating this Code of Ethics will have thirty (30) days' notice prior to a hearing on the matter. The accused Board member may bring witnesses on his or her behalf to the hearing, and the Board may elect to call witnesses to inquire into the matter. If found by a vote of two-thirds of all the members of the Board that the accused Board member has violated this Code of Ethics, the Board shall determine an appropriate sanction. A record of the decision of the Board to sanction a Board member for a violation of this Code of Ethics shall be placed in the permanent minutes of the Board.

### **CONFLICTS OF INTEREST**

#### **A: Financial Conflicts of Interest**

1. No Board member shall use or attempt to use his or her official position to secure unwarranted privileges, advantages, employment for himself or herself, any of his or her immediate family members, or others.

2. No Board member shall act in his or her official capacity in any matter in which he or she, any of his or her immediate family members, or any business organization in which he or she has a material financial interest, that would reasonably be expected to impair his or her objectivity or independence of judgment.
3. No Board member shall solicit or accept or knowingly allow any of his or her immediate family members or any business organization in which he or she has an interest to solicit or accept any gift, favor, loan, political contribution, service, promise of future employment, or other thing of value based upon an understanding that the gift, favor, loan, contribution, service, promise, or other thing of value was given or offered for the purpose of influencing that board member in the discharge of his or her official duties. For purposes of this paragraph, a gift, favor, loan, contribution, service, promise, or other thing of value shall not include the items contained in subparagraphs (a)(2)(A) through (a)(2)(J) of Code Section 16-10-2.
4. No Board member shall use, or knowingly allow to be used, his or her official position or any information not generally available to the members of the public which he or she receives or acquires in the course of and by reason of his or her official position for the purpose of securing financial gain for himself or herself, any of his or her immediate family members, or any business organization with which he or she is associated.
5. No Board member or any of his or her immediate family members or any business organization in which he or she has an interest shall represent any person or party other than the charter school governing board in connection with any cause, proceeding, application, or other matter pending before the charter school governing board on which he or she serves.
6. No Board member shall be prohibited from making an inquiry for information on behalf of a community member if no fee, reward, or other thing of value is promised to, given to, or accepted by the board member or any of his or her immediate family members in return therefor.
7. No Board member shall be deemed in conflict with these provisions if, by reason of

his or her participation in any matter required to be voted upon by the charter school governing board, no material or monetary gain accrues to him or her as a member of any profession, occupation, or group to any greater extent than any gain could reasonably be expected to accrue to any other member of that profession, occupation, or group.

8. No Board member may also be an officer of any organization that sells goods or services to that charter school unless the organization providing goods or services is a Nonprofit membership organization or there are fewer than three sources for such supplies or equipment within the county; provided, however, that any purchase of goods or services that is equal to or greater than \$10,000 shall be approved by a majority of the members of the board in an open public meeting.
9. No Board member shall be deemed in conflict with these provisions if, by reason of his or her participation in any matter required to be voted upon by the Board, no material or monetary gain accrues to him or her as a member of any profession, occupation, or group to any greater extent than any gain could reasonably be expected to accrue to any other member of that profession, occupation, or group.
10. The Board may not do business with a bank or financial institution where a Board member is an employee, stockholder, director or officer when such member owns 30% or more stock in that institution.
11. No Board member may have a financial interest in school buses, bus equipment or supplies, provide services for buses owned by the board, or sell gasoline to the board from a corporation in which the board member is a shareholder.
12. No Board member shall accept a monetary fee or honorarium in excess of \$101.00 for a speaking engagement, participation in a seminar, discussion panel, or other activity which directly relates to the official duties of that public officer or the office of that public officer. Actual and reasonable expenses for food, beverages, travel, lodging, and registration for a meeting which are provided to permit participation in a panel or speaking engagement at the meeting shall not be monetary fees or honoraria.

**B: Conduct As Board Member**

1. No Board member shall disclose or discuss any information which is subject to attorney-client privilege belonging to the charter school governing board to or with any person other than other board members, the board attorney, the school leader, or persons designated by the school leader for such purposes unless such privilege has been waived by a majority vote of the whole board.
2. No Board member shall vote on the employment or promotion of any of his or her immediate family members. No immediate family member of a board member may be employed or promoted unless a public, recorded vote is taken separately from all other personnel matters.
3. No Board member may be employed in any position in the charter school in which they serve.
4. No Board member shall be employed by the State Department of Education or serve concurrently as a member of the State Board of Education.
5. No Board member shall serve simultaneously on the governing body of a public local school district or of a private elementary or secondary educational institution that actively seeks funding from any government entity or private entity from which the charter school seeks funding.

Each member of this Board understands and acknowledges that no person shall be eligible to serve on the Board unless he or she:

- (1) Has read and understands the code of ethics and the conflict of interest provisions applicable to members of charter school governing boards and has agreed to abide by them; and
- (2) Has agreed to annually disclose compliance with the State Board of Education's policy on training for members of charter school governing boards, the code of ethics of charter school governing boards, and the conflict of interest provisions applicable to members of charter school governing boards

I (print name) \_\_\_\_\_ will meet the conduct expectations outlined in the above policy as a member of the BIA Board of Directors or a Committee of the Board and I understand failure to do so may result in removal from the Board or a Committee of the Board in accordance with the Bylaws. I further agree that if at any time, I am unable fulfill the commitments as a member of the Board, I will give appropriate notice of resignation to the Chair of the Board.



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**Signature**

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**Date**



- |  |                              |                             |
|--|------------------------------|-----------------------------|
| f. Have employment with BIA or any company contracting with BIA<br>(BOARD MEMBER ONLY)   | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| g. Have a personal or business relationship with a current BIA board member, staff or faculty member   | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| h. Receive, directly or indirectly, any payments, gifts, or anything else of value from BIA, any company contracted by BIA, or from anyone acting on behalf of either BIA or its vendor(s)   | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| 2. Does or will any other individual, board, group or corporation believe it has a right to control or have input on votes you will cast as a member of BIA board?   | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| 3. Do you currently serve as a member of the board of any public school district or charter school other than BIA's board?   | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| 4. Do you have any experience in, or association with, local, state or federal government (exclusive of elective public office but including advisory, consultative, honorary or other part time service or position)?<br>If yes, please list dates of service.                          | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| 5. Have you served as a public official since your last appointment anniversary date? (If you do not serve as a public official in any other capacity than BIA's board, please select "No" as your response.)  | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| 6. To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to discharge the duties of your office in an independent manner? | YES <input type="checkbox"/> | NO <input type="checkbox"/> |

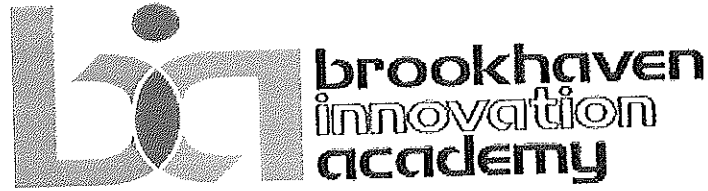
#### Certification

I recognize that all information submitted with this Annual Conflict of Interest Disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I agree to release, hold harmless and indemnify BIA, its board, officers, employees, or authorized agents from liability for the disclosure of any information related to my representation contained herein.

I hereby certify that all information contained in this document is true and complete to the best of my knowledge and agree to notify BIA of any change that may create a conflict of interest. Upon disclosure of actual or potential conflicts of interest, I understand that I may need to meet additional requirements as determined by BIA in order to remain on the board or be employed by the school. Further, I recognize that falsification or failure to submit a complete Annual Conflict of Interest Disclosure may result in my removal.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



3159 Campus Drive  
Norcross, GA 30071

**Board of Directors Meeting Agenda Item**

Consent

Action

Discussion

Information

**Board Meeting Date:** December 1, 2016

**Title of Agenda Item:** SCSC Required Policies

**Submitted by:** Laurie Kimbrel

**Background and Summary:** The following policies are necessary for SCSC compliance. The attached drafts have been reviewed by our attorney. In addition, the admissions/lottery process was reviewed by the board at the November meeting.

- Health Services
- Lottery/Enrollment
- Finance

Principles adopted by the board to chart a course of action. They tell what is wanted and may include why and how much. They are broad enough to indicate a line of action to be taken by the administration in meeting a number of day-after-day problems; they are to be narrow enough to give the administration clear guidance.

**Fiscal Impact:** None

**Recommendation:** The Board consider the attached policies that will be brought back in January for approval.

## **Brookhaven Innovation Academy School Health Policies**

### **STUDENT HEALTH SERVICES**

The Governing Board of Brookhaven Innovation Academy, in order to implement the requirements of O.C.G.A. §20-2-771.2 and O.C.G.A. §20-2-779, has established a student health services program for Brookhaven Innovation Academy.

The program will be implemented by trained Brookhaven Innovation Academy personnel and others whose duties are set forth in job descriptions provided by the Head of School and approved by the Board.

The Head of School, or designee, is responsible for developing other rules and procedures which may be necessary, in combination with the job descriptions, to implement this program. These rules and procedures shall comply with requirements of the State Board of Education, state law, the Department of Public Health or other state agency with jurisdiction or authority over services provided to students under the above reference code section.

The Head of School is responsible for ensuring all personnel performing student health services under this policy attend the necessary annual training. All training will be conducted by licensed, certified, and/or qualified trainers.

All personnel performing services under this policy are subject to the restrictions set forth in O.C.G.A. 20-2-773, specifically, none of the following health services shall be provided to public school students pursuant to this policy:

- (1) Distribution of contraceptives;
- (2) Performance of abortions;
- (3) Referrals for abortion; or,
- (4) Dispensing of abortifacients.

LEGAL REF: O.C.G.A. §20-2-771.2, §20-2-779

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### **SCHOOL NURSING PROCEDURES**

Trained school health personnel provide monitoring, storage and administration of medication to students with medical conditions. They also train and supervise other personnel in the administration of medication. The following policies and procedures have been developed to address the administration of medication (both prescription and over-the-counter) to students during regular school hours, at school-sponsored activities, and at after-school events. These procedures shall be communicated to parents/guardians, students, and all school staff as appropriate.

Medication (including over-the-counter and prescription medications) will be administered to students during school hours and during school-sponsored activities only upon receipt of a written parental request and a valid medical authorization.

The Head of School shall exclude children who have not provided the certificate of immunizations within the above timeframe. The Head of School shall maintain the certificate of immunizations and transmit, upon request, a copy to any new school of enrollment. The Head of School shall also maintain a copy of any statement presented by the parents based on either the religious or medical exemptions set forth in this policy.

Within 60 calendar days after the commencement of the school year, the school is required to file an immunization report with the Georgia Department of Public Health on forms provided by the department.

LEGAL REF: O.C.G.A. §20-2-771

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### **VISION, HEARING, DENTAL, AND NURTITIONAL SCREENINGS**

In accordance with O.C.G.A. §20-2-770, all students enrolling in a Georgia public school for the first time must provide certification from an appropriate health professional that a student has undergone a vision, hearing, dental, and nutrition screening. A completed certificate must be presented to the Head of School prior to enrollment.

A student may be exempt from screening requirements for religious and/or medical reasons, subject to the following requirements.

Religious Objection: If a parent objects to any screening on religious grounds, the parent must provide a notarized statement stating that the required screening(s) conflict with the religious beliefs of the parent. This notarized statement will be kept in the student's file at the school and forwarded to new schools in the same manner as a Certificate.

Medical Exemption: If a disability or other health condition precludes student from taking or passing any of the four screening components, then Certificate submitted to the school must provide an explanation from the health professional as to why the test could not be administered or passed, note whether the student is under professional care, and provide any further information that might assist the school with the student's educational planning.

LEGAL REF: O.C.G.A. §20-2-770, DPH Rule 551-5-6-.01

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### **DIABETES MEDICAL MANAGEMENT PLANS**

As part of Brookhaven Innovation Academy's student health services program and in accordance with OCGA §20-2-779, the Head of School is responsible for designating at least two employees to serve as trained diabetes personnel when a student with diabetes is enrolled in the School, when appropriate.

The Head of School shall develop rules and procedures for the submission and implementation of a diabetes medical management plan by the parent of any student with diabetes who seeks care while at school or school-sponsored activities.

A student who has been diagnosed with diabetes must have a Diabetes Medical Management Plan (DMMP), signed by a parent and physician, on file with the School to receive or administer the related medication or treatment while at school or school-sponsored activities. The DMMP must contain all items covered in the plan, including how, when, and under what circumstances the student should receive blood glucose monitoring and injections of insulin as well as steps to take in case of an emergency

Upon written request by a parent and if authorized by a student's DMMP, a student with diabetes shall be permitted to perform blood glucose checks, administer insulin through the insulin delivery system the student uses, treat hypoglycemia and hyperglycemia, and otherwise attend to the monitoring and treatment of his or her diabetes in the classroom, in any area of the school or school grounds, and at any school related activity, and he or she shall be permitted to possess on his or her person at all times all necessary supplies and equipment to perform such monitoring and treatment functions.

LEGAL REF: O.C.G.A. §20-2-779

## **Brookhaven Innovation Academy Admissions and Lottery Process Policy**

Brookhaven Innovation Academy will adhere to the State Charter Commission of Georgia Charter School Enrollment and Lottery Procedures.

### **Admission Process:**

All residents of the State of Georgia are eligible to enroll in BIA. BIA will serve students in Kindergarten through Seventh Grade during the 2017-2018 school year and Kindergarten through Eighth Grade in subsequent years.

Brookhaven Innovation Academy (BIA) will open its admission process for thirty (30) days in **mid January** of each year. All parents/guardians who wish to enroll their child(ren) at BIA should complete one Admissions Form for each child. If the number of applicants exceeds the capacity at any grade level by the initial application deadline, BIA will ensure that applicants have an equal chance of being admitted through a random-selection lottery.

To participate in the lottery, a student's Admission Form must be received prior to the initial application deadline. All individuals who have submitted an Admission Form will be notified in writing by that their form was received.

The lottery will be held in late February or early March of each year. The lottery will be open to the public and advertised on the BIA website in advance.

All Admission Forms received after the initial enrollment deadline will be assigned to a class on a first-come, first serve basis or added to the end of any wait list in the order it is received.

When a student is admitted into the school, a completed Registration Packet and supporting documents must be returned by the date indicated on the materials, or the student will forfeit their spot and move to the end of any wait list.

BIA will give enrollment priority to the following categories of applicants:

1. A sibling of a student enrolled at BIA
2. A student whose parent/guardian is a full time teacher, professional or other employee at BIA
3. A student whose parent/guardian is a member of the Board of Directors

Sibling by definition is a:

1. Biological (including half sibling)/adoptive sibling within the State of Georgia
2. Step sibling residing in the same household
3. Foster children residing in the same household



**Admission Procedure:**

Upon closing of the initial admissions period, all qualified students will be directly admitted into the school, unless the number of students enrolled exceeds the available spaces in a certain grade.

If the number of qualified applicants exceeds the number of available spots for any or all grade levels, a random selection lottery, which shall be open to the public shall be conducted. All qualified applicants will be contacted with the date, time and place of the lottery via e-mail and web posting.

Per the school's enrollment preferences, prior to the lottery, siblings of students currently enrolled in the school, children of Governing Board members and full time staff members will be placed in available spots in their respective grades.

For the grades that do not exceed the number of available seats, all qualified applicants will be placed on the school roster. The, any siblings of these directly enrolled students will be placed into the available spaces in their respective grades.

Parents are responsible for ensuring the information provided to BIA is accurate. If inaccurate information is provided regarding grade or sibling status, it is the parents'/guardians' responsibility to correct it PRIOR to the close of the Initial Admissions period in order for the student and/or sibling to be included in the admissions lottery.

Prior to the lottery, qualified students will be given a number one through the total number of applications received for that grade level. The assigned number will be recorded on an application roster along with the student's name, grade level, and siblings. Families will be contacted with their student's assigned number prior to the lottery. Families with multiple children will be assigned one number to identify all siblings applying for admission. This practice promotes a more equitable lottery across families and eliminates dilemmas for families in cases in which some children are selected while others are not.

**Admissions Lottery:**

It is not necessary for an applicant's parent/guardian to be present at the lottery in order for an applicant to participate in the lottery.

The procedure will be explained to the audience:

- Preferences
- Grade Order
- Drawing to Select the Students
- Wait List Procedures
- Notification Procedures

- Registration Procedures

**Announce the Grade Order:**

Grades will be drawn one at a time, beginning with the lowest grade level that is oversubscribed.

**Drawing to Select Students:**

The random lottery to select the students will be conducted by drawing all numbers/names from each grade level before moving to the next grade level. One person will draw the number and another will verify that it is being read correctly.

- As each student is selected, that student's assigned number will be placed on the class list, and that student's sibling(s) will be added to the appropriate class list for that grade or any other grades. A sibling will be placed based on available space. If the class is at capacity, the sibling receives preference on the waiting list by moving up on the waiting list based on their original order. Sibling preference applies only when the sibling is placed on the class list, as opposed to placement on a waiting list.
- The numbers will be recorded as they are pulled until all seats at that grade are filled. Once all seats are filled, all remaining numbers/names will be placed on the waiting list in the order in which they are drawn.
- A student cannot lose his/her seat on the class list after it has been awarded.

Applications received after the initial admissions period will be placed at the end of the waiting list after the lottery has concluded, in the order in which they were received.

If a class is not at capacity at the end of the lottery additional students will be added as qualified applications are received, in the order they are received.

If additional seats become available after the lottery, they will be filled from the applicants, in order, on the waiting list.

Applications are only valid for one year. New applications for the following year need to be submitted for the next year's consideration. The waiting list does not carry over from year to year.

**Enrollment:**

Upon admittance to the school, applicants will be required to return a completed registration packet, along with requested materials by the date indicated on their registration packet or the student will forfeit their spot and move to the end of the waiting list.

**Required Registration Documents:**

1. Fully completed registration forms in a legible format. Incomplete forms will not be accepted.
2. Certified birth certificate
3. Parent/guardian photo identification

- a. Parent Identification will be verified with the birth certificate
- b. Proof of custody or guardianship will be required if not the birth parent
4. Social Security Card
  - a. Social Security card will be verified with the application ( A parent or guardian who objects to the incorporation of the social security number into the school records of a child may have the requirement waived by signing a statement of objection. This form must be notarized)
5. Valid Transcript from the student's previous school showing final grade completed or signed records request form (not required for Kindergarten)
6. Certificate of Immunization (GA Form 3231)
7. Certificate of Vision, Hearing, Dental and Nutritional Screening (GA Form 3300)
8. Proof of residency
  - a. Two documents proving residency within the state of Georgia. Proof of residency may be established with (1) a lease, deed or mortgage and (2) a current utility statement such as electric, water, gas or cable.
  - b. Ownership of property/land with stated intent to build and use as a primary residence is insufficient
  - c. Parents or guardians who live in a residence but do not own or lease the residence will be required to complete a notarized Affidavit of Residence. The parent/guardian and the adult owner/lessee of the residence will both be required to complete the form, attesting that the person does indeed reside there. The parent/guardian will also need to provide evidence that they do live at the specified residence, as detailed on the affidavit.
9. Student's most recent IEP or 504 Plan if applicable

# **Brookhaven Innovation Academy**

## **Fiscal Policy**

### *POLICY CODE: 301401 COMPLIANCE WITH FISCAL POLICY AND PROCEDURES GUIDE*

The Board shall incorporate by reference the Fiscal Policy and Procedures Guide to these policies. All fiscal management practices shall be in accordance with the Fiscal Policy and Procedures Guide.

### *POLICY CODE: 301402 AUDITS / FINANCIAL MONITORING*

As required by state law, the Board of Directors shall select a certified public accountant, or an accountant certified by the Georgia Department of Audits and Accounts, to audit its accounts. The audit shall be conducted as soon as possible after the close of the fiscal year, and the auditor shall report directly to the Board of Directors.

The Board recognizes the value of a continuing relationship with its certified public accountant and also recognizes the administrative difficulties ensuing from frequent changes of auditors; therefore, the Board normally shall strive to retain the same firm of certified public accountants for a period of at least three years unless circumstances deemed reasonable by the Board necessitate a change.

The Finance Committee shall develop a process for soliciting proposals from certified public accounting firms that includes giving public notice for requests for proposals. The Board shall consider the qualifications of the firms, their experience in the field of governmental accounting (and specifically charter schools) proposed fee schedules and other such factors as the Board may deem pertinent. Recommendations of the Finance Committee shall be considered by the Board, but the final selection shall be made solely by the Board of Directors.

*POLICY CODE: 301404 PURCHASING/CONTRACTING, APPROVAL AUTHORITY*

I. Procurement Procedures

All supplies, equipment, materials, services and real property for the school shall be purchased in accordance with applicable laws, this policy, and good purchasing practices. The following factors shall be considered in each transaction:

1. Effectively meeting the needs of the school.
2. Best value for each dollars expended.
3. Georgia based, minority-owned, women-owned and/or small business enterprises (collectively M/W/SBE) as well as other responsible suppliers have an opportunity to participate.

II. Approval Authority

1. The Board of Directors shall approve and record in the minutes of its meeting all contracts for:
  - a. acquisition of real property (including leases);
  - b. disposition of real property (including agreements for easements and rights-of-way);
  - c. construction and repair of school facilities where the amount of the contract exceeds \$10,000;
  - d. change orders to construction and repair contracts where the amount of the change order exceeds \$10,000; and
  - e. any other contracts over \$25,000 or that the Board of Directors is prohibited by applicable law from delegating approval to staff.
2. Contracts that must be approved by the Board Chair and Head of School, or designee

Except as provided in Section 1 above, the Head of School, or authorized designee, and Board Chairperson, or authorized designee, collectively, shall approve all contracts for services where the contract amount exceeds \$10,000. The Head of School, or authorized designee, shall approve all other contracts and related documents, provided, if such contract requires the expenditure of funds, that the budget resolution for the current fiscal year includes an appropriation authorizing the obligation and an unencumbered balance remains in the appropriation sufficient to pay such obligation in the current fiscal year. The Head of School, or authorized designee, is also authorized to approve memoranda of understanding, joint use, permissive use or similar agreements that do not require the expenditure of any funds by the Board of Directors or involve the obligation of funds or the disposition of property.

### III. Signature Authority

The Head of School, or designee, is authorized to execute all documents referenced in this policy that have been appropriately approved.

### IV. Authorized Designees

The Head of School shall exercise his/her authority to designate individuals who are authorized to approve and sign contracts only with prior approval of the Board. The Board Chairperson shall exercise his/her authority to designate an alternate board member authorized to approve and sign contracts for services where the contract amount exceeds \$10,000 by written memorandum provided to the members of the Board of Directors.

### V. Other Requirements

Contracts shall not be divided in order to keep them under the various dollar thresholds referenced herein and thereby avoiding the applicable approval procedure.



3159 Campus Drive  
Norcross, GA 30071

**Board of Directors Meeting Agenda Item**

Consent

Action

Discussion

Information

**Board Meeting Date:** December 1, 2016

**Title of Agenda Item:** 2017-2018 School Year Calendar

**Submitted by:** Laurie Kimbrel

**Background and Summary:**

Approving a school year calendar in December or earlier allows existing BIA families to plan ahead and will also serve as a recruiting tool for new students. Highlights of the calendar draft are as follows:

- 185 day school year (2.5 days longer than 2016-2017 calendar).
- 190 day work year for teachers (same as 2016-2017 calendar).
- 5 professional development days arranged to minimize impact to instruction with as few shortened weeks as possible.
- Breaks and holidays relatively well aligned with public school districts (comparison data attached).
- Once a month 1:30 pm dismissals allow for ongoing teacher professional development and team planning time. High interest after school enrichment programs from outside providers will be available beginning at 1:45 pm on these days. BIA is still far above the minimum school hours required in Georgia.

This calendar was reviewed by the BIA instructional leadership team, which is comprised of two administrators and six teacher leaders.

**Fiscal Impact:** None






**Recommendation:** Approval of the 2017-2018 School Year Calendar

2017-2018 DRAFT Calendar

July						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September						
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					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

-  Holiday/No Staff or Student
-  Staff Development Day
-  First/Last Day of Semester
-  Parent/Teacher Conference
-  1:30 pm Dismissal

October						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	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						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	1
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**July**

July 4 - Holiday for 12 month staff  
July 31 - Staff Development

**October**

October 5 - Parent/Teacher Conf.  
October 6 - Holiday - Fall Break  
October 9 - Holiday - Fall Break  
October 10 - Staff Development  
18 days of instruction

**January**

January 1 - Holiday  
January 2 - Staff Development  
January 3 - First Day for Students  
January 15 - Holiday  
20 days of instruction

**April**

April 2-6 - Spring Break  
16 days of instruction

**August**

August 1 - Staff Development  
August 2 - First Day for Students  
22 days of Instruction

**November**

November 20-24 - Thanksgiving Break  
17 days of instruction

**February**

February 19 - Holiday  
19 days of instruction

**May**

May 28 - Holiday  
18 days of instruction

**September**

September 4 - Holiday  
20 days of instruction

**December**

December 20  
December 21-29 - Winter Break  
14 days of instruction

**March**

March 30 - Parent/Teacher Conferences  
21 days of instruction

185 total days of instruction  
190 days for Staff



**2017-2018 School Calendar Comparison Information**

	<b>APS</b>	<b>DeKalb</b>	<b>Gwinnett</b>	<b>Cobb</b>	<b>BIA</b>
<b>First Day</b>	1-Aug	9-Aug	7-Aug	31-Jul	2-Aug
<b>Fall Break</b>	Oct 9-13	Oct 16-20	9-Oct	Sep 25-29	Oct 6-10
<b>Winter Break</b>	Dec 25-Jan 5	Dec 21-Jan 3	Dec 21-Jan 3	Dec 21-Jan 3	Dec 21-Jan 2
<b>Feb. Break</b>	Feb 19-23	19-Feb	19-Feb	Feb 19-23	19-Feb
<b>Spring Break</b>	April 2-6	March 26-30	April 2-6	April 2-6	April 2-6
<b>Last Day</b>	25-May	22-May	23-May	23-May	24-May
<b>Total Days</b>	180	180	180	180	185

Fulton County Calendar not yet published



3159 Campus Drive  
Norcross, GA 30071

**Board of Directors Meeting Agenda Item**

- Consent
- Action
- Discussion
- Information

**Board Meeting Date:** December 1, 2016

**Title of Agenda Item:** School Lottery

**Submitted by:** Tracy Islam

**Background and Summary:**

We need to have a lottery for our new Incoming Kindergarten classes, and to fill additional spots in all grade levels for the 2017-2018 school year.

Smart Choice Technologies

Full application and Lottery Management Company

- Full website created that links to our website for enrollment information, documentation and lottery information.
- Once accepted, parents can fill out all enrollment documents needed, as well as upload any necessary documents (birth certificate, health forms, etc)
- Considers siblings, staff children and board member children
- Ability to import all of the information to our SIS, Infinite Campus.
- Ability to customize any email to be sent throughout the process, as well as send automated emails as needed. This includes having the ability to translate messages sent in any language necessary.
- Incredibly user friendly with great branding and ability to add any necessary enrollment information
- Total cost: \$14,000

## Lotterease

### Lottery Software

- Sends automated emails to parents throughout lottery process.
  - Added a feature this year to allow parents to click on a link at the bottom of the email that allows them to translate the email in any language (through google translate)
- Considers siblings, staff children and board member children
- Fairly simple to use and user friendly, support offered
- Customizable based on our needs
- Total cost: \$2,850

## Admissions Plus Pro - Rediker

### Student Information System and Lottery Software

- Is a full student information system and we are already using Infinite Campus and not looking for another option. Once the SIS is set up, the lottery can be run from there.

**Fiscal Impact: \$2,850**

**Recommendation:** Contract and work directly with Lotterease for our school lottery for our 2017-2018 school year.



# Cost Proposal

The following is a cost estimate for each of the proposed services, as noted in the previous section "Proposed Solution," including one-time and annual costs. See proposal limits noted at the end of this Cost Proposal.

.....  
**ONE-TIME COSTS**  
.....

SMART CHOICE™ SYSTEM FOR SINGLE SCHOOLS.....	\$6,000.00
ENROLLMENT / RE-ENROLLMENT .....	\$5,000.00 \$2,500.00
IMPORT OF STUDENT DATA .....	\$3,000.00 \$1,500.00

.....  
**ANNUAL COSTS**  
.....

HOSTING & LICENSING .....	\$4,000.00
---------------------------	------------

.....  
**COST SUMMARY**  
.....

ONE-TIME COSTS .....	\$10,000.00
ANNUAL COSTS.....	\$4,000.00
TOTAL COSTS.....	\$14,000.00

Re: Questions - with link

Cyril Spiro <cyril@lotterease.com>

Thu 11/17/2016 2:44 PM

To: Tracy Islam <tislam@Biaschool.org>;

Hi Tracy,

I have not heard back from Prestige, so I will share our pricing directly with BIA.

Our standard pricing was \$3,000, but we gave Prestige a discount so that they only paid \$2,850. We will extend the same discount to BIA as a direct client.

When do you expect to have an opportunity to discuss our software with the Principal?

Best,  
Cyril

**Lotterease\***

Lotterease\* - The Easy Way to Run a Lottery

cyril@lotterease.com

(o) 888.414.3777

(m) 813.712.0560

(f) 806.993.3330

www.lotterease.com

**From:** Tracy Islam

**Sent:** Tuesday, November 15, 2016 1:14 PM

**To:** Cyril Spiro

**Subject:** Re: Questions - with link

Thanks!!

*Tracy Islam*

*Assistant Principal*

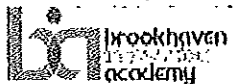
*Brookhaven Innovation Academy*

*www.biaschool.org*

*(770) 538-1550*

*3159 Campus Drive*

*Norcross, GA 30071*





3159 Campus Drive  
Norcross, GA 30071

**Board of Directors Meeting Agenda Item**

Consent

Action

Discussion

Information

**Board Meeting Date:** December 1, 2016

**Title of Agenda Item:** Measures of Academic Achievement (MAP) baseline data discussion

**Submitted by:** Laurie Kimbrel

**Background and Summary:** Brookhaven Innovation Academy administered the MAP assessment to all students in September 2016. The following information is attached and will be discussed:

- Overview of the MAP assessment
- Fall 2016 results by grade level compared to national norms
- School Data Protocol Notes from October 2016 leadership team meeting
- MAP growth goals by grade developed by teacher teams as shown on data wall in staff break room
- Sample first grade reading and math Grade Report used by teaching teams

**Fiscal Impact:** None

**Recommendation:** None

**Brookhaven Innovation Academy  
Board of Directors Meeting  
December 1, 2016**

**Measures of Academic Progress Assessments Overview**

Brookhaven Innovation Academy uses the Northwest Evaluation Association's Measure of Academic Progress (MAP) Assessment in order to monitor student growth in the areas of math and reading over time. MAP is a computerized adaptive test which measures student achievement and growth on an equal interval scale called a Rasch Unit. All students will participate in the MAP assessment in the fall, winter and spring of each year. Results will be used to:

- Measure the growth of every student over time regardless of on, above, or below grade-level performance.
- Create and reinforce evidence-informed instructional practices.
- Engage students in goal setting
- Evaluate programs and identify professional development needs.
- Compare and predict student achievement and growth over time using normative and growth data.

**MAP Test Format**

- Every student has a unique test personalized to their level of learning.
- The assessments challenge every student.
- Assessments are untimed.
- K-1 students' tests are read to them.
- MAP is not a mastery test. Because this is not a mastery test, there is no pass or fail. We are looking to determine what the child was able to answer with **50% accuracy** – we refer to this as a student's zone of proximal development – what the child is ready to learn today. Taking grade level out of the equation and focusing on where that child is instructionally.
- RIT stands for Rasch unit, and Rasch is the name of the mathematician who created the scale. It is a stable, equal interval scale, that can help you measure where your students are in their learning, independent of their grade level- because as we know, many students' achievement levels will fall outside of grade level standards, and it is important to know where their areas of strengths and weaknesses lie. Our RIT scale will help you do that. It's also designed to measure students' growth over time, so you can track your students' longitudinal growth.

**What does Computer Adaptive mean?**

- The difficulty of the assessment is adjusted to the student's performance on each question.
- As a student responds to the questions, the test responds to the student, adjusting up or down in difficulty.
- Students may be exposed to questions at, below or above their current grade level based on their responses.

## What does MAP measure?

### Reading

- Foundational skills
- Language and writing
- Informational text
- Literature
- Vocabulary use and functions

### Math

- Operations and Algebraic Thinking
- Number and Operations
- Measurement and Data
- Geometry

## Attachments:

- BIA Fall 2016 MAP data over view by grade compared to national norms
- School Data Protocol Notes from October 2016 leadership team meeting
- MAP growth goals by grade developed by teacher teams as shown on data wall in staff break room
- Sample First Grade reading and math Grade Report used by teaching teams.



**BIA MAP Data Overview by Grade - September 2016**

Grade	BIA Math	Norm Math		BIA Reading	Norm Reading
K	148.9	140		149.3	141
1	169.5	162.4		169.3	160.7
2	180.9	176.9		181.8	174.7
3	191.5	190.4		192.3	188.3
4	204.8	201.9		205.6	198.2
5	218	211.4		214.3	205.7
6	216.1	217.6		213.5	211

### What?

- Every grade except for 6<sup>th</sup> grade math scores above national norm
- Scoring above in math and reading and the gap between norm and our scores is evenly distributed
- Gaps larger in reading – our students are higher than national norms in reading with the exception of K
- The RIT score for 5<sup>th</sup> grade math and reading at our school is higher than 6<sup>th</sup> grade
- There is a significant jump between K and 1 RIT scores (about 20 point)
- Large difference between 4<sup>th</sup> grade math and 5<sup>th</sup> grade math
- 5<sup>th</sup> and 6<sup>th</sup> grade – math is better than reading

### So What?

- 5<sup>th</sup> grade higher than 6<sup>th</sup> grade – significant but not surprising
- Difference between K and 1 is concerning
- Concerning – below national norm on 6<sup>th</sup> grade math
- Surprised – our kids perform better in reading than math which isn't always the case
- Concerned that we are just above norm for math in 3<sup>rd</sup> and 4<sup>th</sup> grade
- Not surprised about 6<sup>th</sup> grade math given our experience over past 5 weeks.
- Sentiment of where our kids are compared to some of our initial thoughts
- Concerned about gap between 1<sup>st</sup> and 2<sup>nd</sup> grade reading
- Confirmed perception about K students

### What else?

- How many K students have had pre-school, and what quality?
- Are high level kids masking low level kids when we average?
- What are the breakdowns of the domains in each area to focus on standards when we plan.
- What do we know about the kids who scored in the first percentile?
- Why the discrepancy between 5<sup>th</sup> and 6<sup>th</sup> grade?
- Correlation between attendance and scores?
- Special education and ESOL student performance compared to whole group?

### Now what?

- Data on ESOL students?
- Re-group students into RIT bands for instruction
- Develop plans for targeting the students well below or above the class averages
- Focusing on regular education intervention
- Dissecting data grade by grade to determine specific next steps
- Process for goal setting and sharing data?
- Plan to track data

- Grade level growth goals
- October 13 changes to grade level – outcome

**Brookhaven Innovation Academy**  
**MAP Growth Goals by Grade**  
**2016-2017**

**Kindergarten**

Reading – 16.8 points

Math – 19.1

**First Grade**

Reading – 15 points

Math – 15 points

**Second Grade**

Reading – 9 points

Math – 9 points

**Third Grade**

Reading - 9 points

Math – 9 points

**Fourth Grade**

Math – 6 points

Reading – 5 points

**Fifth Grade**

Math – 9 points

Reading – 5 points

**Sixth Grade**

Math – 10

Reading – 4.5

# Grade Report

Grade 1

Term: Fall 2016-2017  
 District: Brookhaven Innovation Academy  
 School: Brookhaven Innovation Academy

Norms Reference Data: 2015  
 Weeks of Instruction: 8 (Fall 2016)  
 Grouping: None  
 Small Group Display: No

## Reading

MAP: Reading Primary Grades GA 2011 / GA Common Core English Language Arts Performance Standards K-12: 2011

Summary	
Total Students with Valid Growth Test Scores	61
Mean RIT	169.3
Standard Deviation	16.2
District Grade Level Mean RIT	169.3
Students At or Above District Grade Level Mean RIT	31
Norm Grade Level Mean RIT	163.7
Students At or Above Norm Grade Level Mean RIT	37

Overall Performance	Lo		LoAVG		AVG		HiAVG		Hi		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
MAP: Reading Primary Grades GA 2011 / GA Common Core English Language Arts Performance Standards K-12: 2011	8	13%	11	18%	9	15%	9	15%	24	39%	167-169-171	16.2

Goal Area	Lo		LoAVG		AVG		HiAVG		Hi		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Foundational Skills	6	10%	9	15%	5	8%	13	21%	28	46%	169-172-174	19.3
Language and Writing	7	11%	9	15%	10	16%	11	18%	24	39%	166-168-170	14.8
Literary and Informational	8	13%	6	10%	9	15%	11	18%	27	44%	167-169-172	18
Vocabulary Use and Functions	9	15%	7	11%	6	10%	10	16%	29	48%	166-168-171	17.2

### Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.  
 Due to statistical unreliability, summary data for groups of less than 10 are not shown.  
 \* This data is not available for reporting. Please refer to help and documentation for more information.  
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# Grade Report

Grade 1

Term: Fall 2016-2017  
 District: Brookhaven Innovation Academy  
 School: Brookhaven Innovation Academy

Norms Reference Data: 2015  
 Weeks of Instruction: 8 (Fall 2016)  
 Grouping: None  
 Small Group Display: No

## Mathematics

MAP: Math Primary Grades GA 2010 / Common Core Mathematics K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	61
Mean RIT	169.5
Standard Deviation	18
District Grade Level Mean RIT	169.5
Students At or Above District Grade Level Mean RIT	33
Norm Grade Level Mean RIT	165.5
Students At or Above Norm Grade Level Mean RIT	38

Overall Performance	LO %ile < 21		LOAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
MAP: Math Primary Grades GA 2010 / Common Core Mathematics K-12: 2010	14	23%	6	10%	7	11%	11	18%	23	38%	167-170-172	18

Goal Area	LO %ile < 21		LOAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Operations and Algebraic Thinking	7	11%	5	8%	8	13%	8	13%	33	54%	172-174-177	19.6
Number and Operations	13	21%	5	8%	7	11%	10	16%	26	43%	167-169-171	17.1
Measurement and Data	13	21%	5	8%	10	16%	10	16%	23	38%	165-168-170	19.1
Geometry	15	25%	6	10%	8	13%	9	15%	23	38%	164-167-169	20.3

### Explanatory Notes

Tests shown in grey are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.  
 Due to statistical unreliability, summary data for groups of less than 10 are not shown.  
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3159 Campus Drive  
Norcross, GA 30071

**Board of Directors Meeting Agenda Item**

Consent

Action

Discussion

Information

**Board Meeting Date:** December 1, 2016

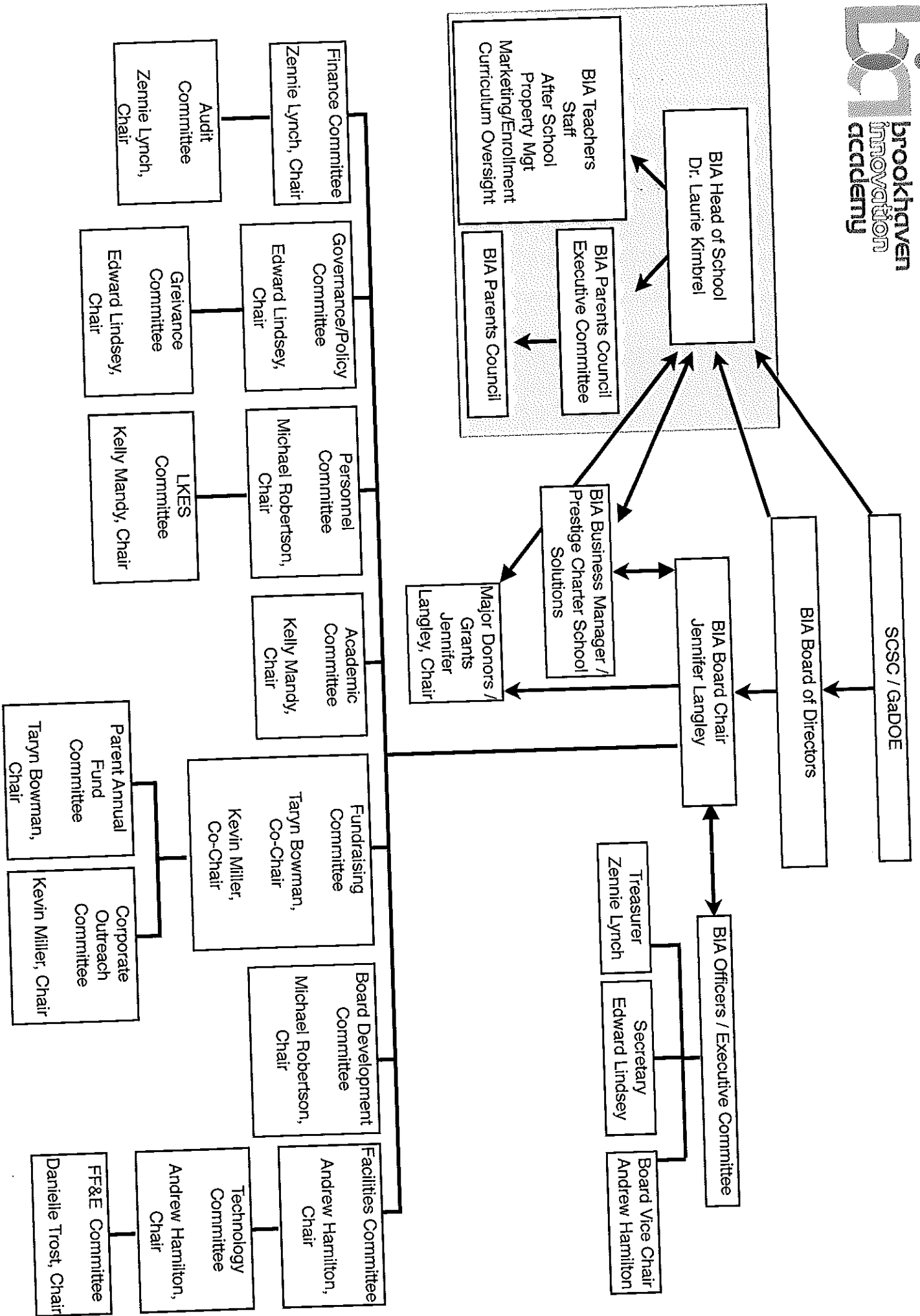
**Title of Agenda Item:** Board and School Organizational Charts

**Submitted by:** Jennifer Langley and Laurie Kimbrel

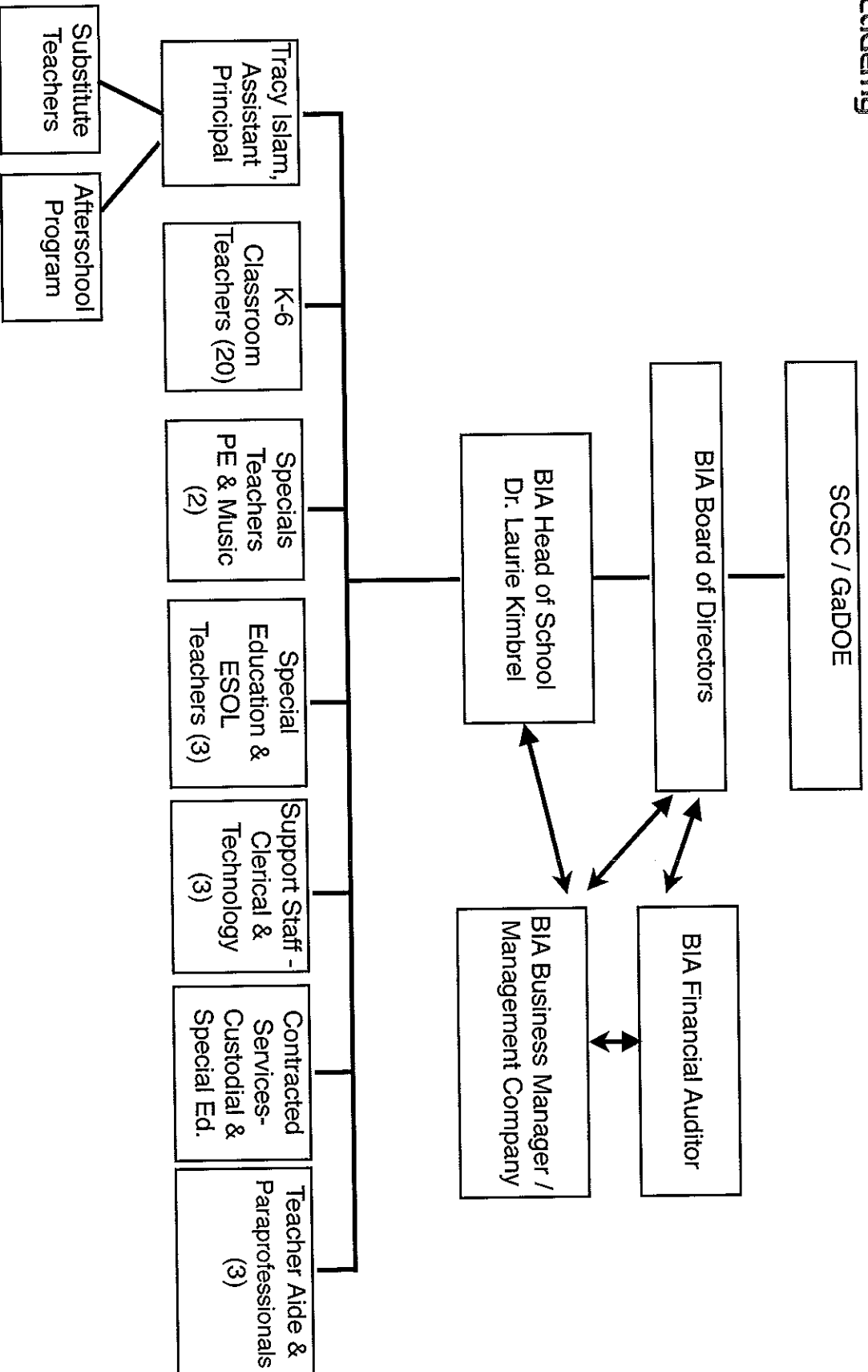
**Background and Summary:** The attached organizational charts show positions, committees and reporting relationships for the board and staff at Brookhaven Innovation Academy. These documents will clarify roles and duties and are necessary for SCSC compliance.

**Fiscal Impact:** None

**Recommendation:** Discuss and approve organizational charts for Board and School.







**Role of Committee Chairs:**

- Set the tone for committee work, ensure that members have the information they need, and oversee the logistics of the committee.
- Report to the full board on committee decisions, policy recommendations, and other committee business. Work closely with chair, chief executive, and other staff.
- Assign work to committee members, set meeting agendas, run meetings, and ensure distribution of minutes and reports.
- Initiate and lead the committee's annual evaluation, a process in which committee members review their accomplishments in relation to committee goals and reflect on areas of the committee's work that need improvement.

**Role of Committee Members:**

- Must make a serious commitment to participate actively in the committee's work, including substantive participation in committee meetings and discussions.
- Should volunteer for and willingly accept assignments and complete them thoroughly and on time.
- Must stay informed about committee matters, prepare themselves well for meetings, and review and comment on minutes and reports.
- Should get to know other committee members and build a collegial working relationship that contributes to consensus.
- Should be active participants in the committee's annual evaluation.

**Fundraising Committee**

The Fundraising Committee's job is not simply to raise money. Instead, the Fundraising Committee is responsible for overseeing the organization's overall fundraising and in particular the fundraising done by the board. To accomplish this, its responsibilities are:

- To work with staff to establish a fundraising plan that incorporates a series of appropriate vehicles, such as special events, direct mail, product sales, etc.
- To work with fundraising staff in their efforts to raise money
- To take the lead in certain types of outreach efforts, such as chairing a dinner/dance committee or hosting fundraising parties, etc.
- To be responsible for involvement of all board members in fundraising, such as having board members make telephone calls to ask for support, and
- To monitor fundraising efforts to be sure that ethical practices are in place, that donors are acknowledged appropriately, and that fundraising efforts are cost-effective.

**Finance Committee**

The Finance Committee (often called the Budget and Finance Committee) tasks are:

- To review budgets initially prepared by staff, to help develop appropriate procedures for budget preparations (such as meaningful involvement by program directors), and on a consistency between the budget and the organization's plans
- To report to the board any financial irregularities, concerns, opportunities
- To recommend financial guidelines to the board (such as to establish a reserve fund or to obtain a line of credit for a specified amount)
- To work with staff to design financial reports and ensure that reports are accurate and timely
- To oversee short and long-term investments, unless there is a separate investments committee
- To recommend selection of the auditor and work with the auditor, unless there is a separate audit committee, and
- To advise the executive director and other appropriate staff on financial priorities and information systems, depending on committee member expertise.

### **Board Development Committee**

In some ways the most influential of all the committees, the Board Development Committee (sometimes called the Nominating Committee or the Committee on Trustees) is responsible for the general affairs of the board. While the specific tasks of this committee vary greatly from organization to organization, they usually include some or all of the following responsibilities:

- To prepare priorities for board composition
- To meet with prospective board members and recommend candidates to the board
- To recommend a slate of officers to the board
- To conduct orientation sessions for new board members and to organize training sessions for the entire board, and
- To suggest new, non-board individuals for committee membership.

### **Academic Committee**

The Academic Committee is often comprised of board members who are most familiar with the organization's academic approach. Depending on its make-up and programs, this committee's most common responsibilities are:

- To oversee new academic program development, and to monitor and assess existing programs
- To initiate and guide program evaluations, and
- To facilitate discussions about program priorities for the agency.

### **Executive Committee**

Sometimes an organization with a large board forms an Executive Committee, which is a smaller group that meets more frequently than the full board. Some Executive Committees are comprised of the board officers; others include committee chairs; and some choose other configurations, such as the board officers and the Fundraising Committee chair. A risk with Executive Committees is that they may take over decision-making for the board, and other board members will feel they are only there to rubber stamp decisions made by the Executive Committee.

### **Audit Committee**

The role of the Audit Committee encompasses interviewing auditors, reviewing bids, recommending selection of an auditor to the board, receiving the auditor's report, meeting with the auditor, and responding to the auditor's recommendations. For many organizations, the annual audit is the only time the organization's financial systems are reviewed by an independent outsider, and as a result the auditor's report is an important mechanism for the board to obtain independent information about the organization's activities. On smaller boards, the functions of the Audit Committee are managed by the Finance Committee.

### **Personnel Committee**

The functions of the Personnel Committee include drafting and/or revising personnel policies for board approval, reviewing job descriptions, establishing a salary structure, and annually reviewing staff salaries, and reviewing the benefits package. In some organizations the board's Personnel Committee also acts as a grievance board for employee complaints. Because difficulties can arise if many less serious complaints are brought directly to the board rather than to the staff person's supervisor, it is preferable for the personnel committee to act only on formal written grievances against the executive director or when an employee formally appeals a decision by the executive director to the board.

### **Public Policy Committee**

Organizations whose mission includes Public Policy or education may create a Public Policy Committee that stays informed on relevant matters and brings proposals to the table for a board position or an organizational activity. For example, a Public Policy Committee might draft a written position paper related to the inequities in charter school funding and how such disparities impact poor and minority communities to a greater degree than other populations.



3159 Campus Drive  
Norcross, GA 30071

**Board of Directors Meeting Agenda Item**

Consent

Action

Discussion

Information

**Board Meeting Date:** December 1, 2016

**Title of Agenda Item:** Marketing Budget

**Submitted by:** Laurie Kimbrel

**Background and Summary:** One of the most important goals for BIA in 2017-2018 will be to have full enrollment in all grades with healthy wait lists to draw from when necessary. Given the quality of local public schools and nearby charter schools, it will be imperative for BIA to efficiently and effectively market itself to potential families. Our marketing efforts will need to focus on the unique elements of the BIA instructional program including Project Based Learning, Personalized Learning, and computer coding for all students.

Jennifer Langley and Laurie Kimbrel will work to coordinate all marketing materials so that we can be as cost effective as possible while also conveying a persuasive story about how BIA benefits students.

Marketing materials will include:

- 2 minute and 30 second videos with a compelling story to be used at all tours, information nights, on our website and on social media.
- Graphic design and print materials including rack cards and one page flyer.
- Social media ads.
- Select print ads in high impact locations.

**Fiscal Impact:** \$10,000

**Recommendation:** Approve a budget of \$10,000 to be used for marketing expenses including video, print materials, graphic design, and ads.



3159 Campus Drive  
Norcross, GA 30071

**Board of Directors Meeting Agenda Item**

Consent

Action

Discussion

Information

**Board Meeting Date:** December 1, 2016

**Title of Agenda Item:** Enrollment and Demographic update

**Submitted by:** Laurie Kimbrel

**Background and Summary:** Updates to enrollment and demographics

**Fiscal Impact:** None

**Recommendation:** None

**Brookhaven Innovation Academy**

**Enrollment Report**

**Nov-16**

<b>Grade</b>	<b>Oct-16</b>	<b>Nov-16</b>	<b>Change</b>
K	67	68	1
1	62	63	1
2	55	57	2
3	53	54	1
4	60	60	0
5	41	41	0
6	44	44	0
<b>Total</b>	<b>382</b>	<b>387</b>	<b>5</b>

Brookhaven Innovation Academy  
Demographic Report  
November 2016

Category	Number	Percentage
Hispanic/Latino	78	20%
Asian	17	4%
Black or African American	104	27%
White	159	41%
Two or more	24	6%
ESOL	48	12%
Special Education	36	9%
Low Income	49	13%