



Brookhaven Innovation Academy Board of Directors
AGENDA

Meeting December 7, 2017 at 3159 Campus Drive, Norcross, GA, 7:00pm

1. Call to Order and Opening Remarks: Jennifer Langley
2. Approval of Agenda
3. Minutes Review and Approval
 - a. November 2, 2017 Board Meeting
4. Head of School Report: Terri Potter
5. Associate Head of School Report: Tracy Islam
6. Terri Potter
7. Committee Reports:
 - a. Academic Committee: Stephanie Cross
 - b. Diversity Committee: Stephanie Cross
 - c. Personnel Committee: Kelly Mandy
 - d. Facilities Committee: Adam Caskey
 - e. FF&E Committee: Danielle Trost
 - f. Finance Committee: Zennie Lynch
 - g. Executive Committee: Jennifer Langley
8. New Business
 - a. Bully Policy, Terri Potter / Ellenor Stone – action
 - b. Adopt Attendance Policy, Tracy Islam – action
 - c. Approve updated Parent/Student handbook with new Attendance Policy included, Tracy Islam - action
 - d. Staffing Plan for 2018-2019, Kelly Mandy – action
 - e. Salary Scale for teachers, Kelly Mandy – action
 - f. Architect Recommendation by Facilities Committee – action
 - g. Contracted Services for Compliance, Risk, Governance – action
9. Public Participation
10. Executive Session
 - a. Personnel
 - b. Real estate
11. Adjourn



MEETING MINUTES

Meeting November 2, 2017 at 3159 Campus Drive, Norcross, GA, 7:00pm

Board Members Present: Kevin Miller, Ed Lindsey, Jennifer Langley, Adam Caskey, Kelly Mandy, Zennie Lynch, Stephanie Cross, Michael Walker

Board Members Absent: Andrew Hamilton, Danielle Trost

Also Present: Terri Potter, Tracy Islam

1. Call to Order and Opening Remarks: Jennifer Langley, 7:05 pm
2. Approval of Agenda: 1st – Zennie, 2nd – Kevin, Motion passes
3. Minutes Review and Approval
 - a. October 12, 2017 Board Meeting: 1st – Ed, 2nd – Adam, Motion passes
4. Head of School Report: Tracy Islam / Terri Potter
5. Committee Reports:
 - a. Academic Committee: Stephanie Cross – Review of CCRPI scores. Committee making a recommendation with Head of School and formulating a communication to the BIA community.
 - b. Technology Committee: Michael Walker. Review of proposal for website development. Approval of proposal – 1st – Ed, 2nd – Adam. Motion passes.
 - c. Facilities Committee: Adam Caskey
 - d. Finance Committee: Zennie Lynch. Review of tax needs assessment and filing to be provided by Mauldin & Jenkins with oversight by Zennie and Lori Parrish at a fee of \$2500. 1st by Ed, 2nd by Adam. Motion passes.
 - e. Fundraising Committee: Kevin Miller
 - f. Personnel Committee: Kelly Mandy
6. New Business
 - a. Academic Committee nomination of Stephanie Cross as Chair & Personnel Committee nomination of Kelly Mandy as Chair. 1st by Ed, 2nd by Adam. Motion passes.
 - b. New Election of Board of Director, Ellenor Stone – 1st by Kelly, 2nd by Zennie. Motion passes.
 - c. New Election of Board of Director, Jonathan Schwartz – 1st by Adam, 2nd by Michael. Motion passes.
7. Public Participation – Michael Walker and Jonathan Schwartz present. No comments.
8. Executive Session- 1st by Ed, 2nd by Adam. Motion passes to enter into Executive Session
 - a. Personnel
 - b. Real estate1st by Ed, 2nd by Adam. Motion passes to exit Executive Session.
9. Adjourn – 1st by Kevin, 2nd by Jonathan. Motion passes to adjourn, 9:55 p.m.

HEAD OF SCHOOL REPORT:

- Anti-Bullying Policy: We are having to do more revisions and I don't think it will be ready by Thursday but I would still like to mention it. Anti-Bullying Club and Morning Meetings/Advisory: Anti-Bullying in January.
 - Update on the Pacing Guides.
 - Tracy and I are visiting the Atlanta Neighborhood Charter School on December 12th for a tour.
 - PBL night.
- Possible new behavior management plan.



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Board Members Absent: Andrew Hamilton, Danielle Trost

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phones or other devices are used to send or post text or images intended to hurt or embarrass another person." This includes, but is not limited to, the following actions:

- Online fights using electronic messages with angry or vulgar language.
- Repeatedly sending nasty, mean, and insulting messages.
- Sending or posting gossip or rumors about a person.
- Tricking someone into revealing secrets or embarrassing information and then sharing it online.
- Intentionally and cruelly excluding someone.
- Repeated, intense harassment and denigration that includes threats or creates significant fear.

Moreover, BIA students are prohibited from sending, displaying, posting, using, or otherwise transmitting electronic images, videos, texts, or other electronic media in any form or any other BIA student, faculty or staff member, or other member of the BIA community, without that person's explicit consent.

Bullying Outside of School

BIA also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of the school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Preventative Measures

Parents and faculty/school staff have a role to play in preventing bullying.

1. *Student Instruction/Awareness:* All staff will work with students to make sure that they understand what bullying is and how to stand up to it. BIA staff will emphasize to students that bullying is unacceptable and will teach students how to get help when they need it.
2. *Staff Awareness/Action:* BIA staff will model kindness and respect with other staff members and students. They will make sure to check in with students often and listen with attention when students have complained about issues with others. They will keep lines of communication open with students and parents so all member of the BIA community feel staff talking with staff members about issues that may arise.
3. *Student Action:* Students will participate in BIA bullying instruction and discussions and will follow the BIA bullying policy. They will report bullying to staff, do their best to be assertive, and do what they can to stand up to bullying.
4. *Parent Awareness/Action:* Parents will review the BIA bullying policy and will discuss it with their children. They check in with their children and will keep in contact with staff members and let them know if there are any issues that arise with their children.

Reporting Bullying

Students, staff, and parents are directed to report all incidents of bullying to the BIA teachers and/or administration. The school will investigate all reports of bullying, and all reports will be kept confidential and private. School staff and students are to report violations without fear of retaliation.

Staff members who witness bullying will complete a BIA Incident Report. This report will be given to administration for review.

Administration will take reports of bullying from staff and students seriously and will investigate when necessary. They will make decisions regarding appropriate interventions and/or consequences for students who are participating in bullying at BIA. In addition, the administration will maintain a record of all bullying reports in a way that can show emerging problems and patterns over time.

Intervention/Consequences

If bullying is observed, teachers and staff will:

- Intervene immediately
- Separate the students involved
- Make sure everyone is safe
- Meet any immediate medical needs
- Stay calm and reassure the students involved, including bystanders
- Model respectful behavior when intervening in the situation

Staff will summon police or medical attention immediately if:

- A weapon is involved
- There are threats of serious physical injury
- There are threats of hate-motivated violence, such as racism or homophobia
- There is serious bodily harm
- There is sexual abuse
- Anyone is accused of an illegal act, such as robbery or extortion—using force to get money, property, or services

Consequences for bullying at BIA may include:

Counseling by a BIA faculty/staff member regarding the Honor Code and School Discipline and Anti-Bullying Policy at BIA. The students will be given appropriate strategies for dealing with bullying issues. Parents will be notified for all incidents and may be asked to participate in a meeting involving administration, faculty/staff, students, and police if necessary. If students continue to engage in bullying behaviors, the BIA administration has the right, under the Honor Code and School Discipline and Anti-School Discipline Policy, to suspend (either in or out of school), or expel a student if necessary.

BULLYING BEHAVIOR CHART & CONSEQUENCES*

	Physical	Emotional	Social	
	Harm to another's body or property	Harm to another's self esteem	Harm to another's group acceptance	

	Verbal (includes cyber-bullying)	Non-Verbal	Verbal (includes cyber-bullying)	Non-Verbal	Verbal (includes cyber-bullying)	Non-Verbal	
Level 1	Taunting Expressing physical superiority	Making threatening gestures Defacing property Taking small items Staring/mugging Pushing/shoving	Insulting remarks Calling names Teasing about possessions, clothes	Giving dirty looks Holding nose or other insulting gestures Saying someone has germs or is unclean	Gossiping Spreading rumors Teasing publicly about clothes, books, etc. Verbal interference with friendships	Passively not including in the group Playing mean tricks Interference with friendships in any way	<u>Level 1 Consequences</u> 1st Offense: Verbal reprimand. 2nd Offense: Verbal reprimand and parents contacted. 3rd Offense: Level 2 consequence and an in-school suspension (ISS). All future Level 1 violations will result in Level 2 or Level 3 consequences.
Level 2	Threatening physical harm	Damaging property Stealing Initiating fights Scratching Tripping or causing a fall Assaulting	Insulting Family Harassment by verbal means Insulting intelligence, athletic ability, etc.	Defacing school work Defacing personal property, clothing, etc. Harassment by any means	Insulting race, gender Increasing gossip/rumors Undermining other relationships	Making someone look foolish Excluding someone from the group	<u>Level 2 Consequences</u> Minimum: Detention, and/or removal from privileges, referred to the school administration, parents contacted. Potential Additional: Possible consequences include but are not limited to: removal from the classroom, payment for property damages, letter of apology, isolated lunch, removal from extracurricular activities, ISS, out-of-school suspension (OSS).
Level 3	Making repeated and/or graphic physical threats	Destroying property	Frightening the victim with threats	Ostracizing	Threatening total group exclusion	Arranging and/or carrying out public humiliation	<u>Level 3 Consequences</u> Minimum: ISS, OSS, refer to law enforcement officials (when

Practicing extortion	Biting	Challenging by intimidation in public	Destroying personal property or clothing	Threat of hazing	Arranging and/or carrying out total group rejection/ ostracizing	necessary) and ongoing counseling.
Making physical threats to secure silence: "If you tell, I will..."	Physical cruelty	Harassment by verbal means while breaking the law	Harassment by any means in violation of the law		Hazing	Potential Additional: The same as for Level 2, plus completion of BIA's Bully Prevention Program, which includes up to 6 counseling sessions and writing a reflective paper with parents.
	Assaulting with a weapon					
	Making "hit lists"					

This chart is intended for illustrative purposes only to show typical actions that are likely to lead to certain consequences. However, as noted above, under the Honor Code and School Discipline Policy, the BIA administration has the right to take certain disciplinary actions, including the right to expel a student, depending on the severity of the offense. Please refer to BIA's Honor Code and School Discipline Policy to ensure your understanding of that policy.

*GaDOE Policy for Prohibiting Bullying, Harassment, and Intimidation

ASSOCIATE HEAD OF SCHOOL REPORT:

Enrollment Update -

2017-2018

5 openings:

K: 1

5: 2

6: 1

7: 1

Waitlist numbers:

K: 140

1: 107

2: 89

3: 84

4: 116

5: 99

6: 99

7: 13

- Tour dates are posted and the sign up is live
 - Tours are Tuesday and Thursdays at 9am and 9:45am from Jan 9 to Feb 1, 2018
 - Total available spots for tours is 560

Attendance

The Official Code of Georgia Annotated (O.C.G.A) statute section 20-2-690.1, titled "Compulsory School Attendance Law" mandates, under the penalty of criminal punishment, that all children ages 6 through their 16th birthday attend school daily. School success is defined as the ability of all students to perform at high levels of proficiency, graduate from high school, and obtain post-secondary education and training. The amount of time spent in the classroom is a good indicator of ultimate student success. Every time a student is tardy or absent, the student loses an opportunity to learn. Because of the rigorous classroom work, it is imperative that a student not miss school. Teachers and administrators will make contact with parents regarding excessive absences, but it is the responsibility of the parent to ensure that their child attends school each day.

We want to remind parents that a very important part of our Charter Contract is the Performance-Based Goals and Measurable Objectives section and part of this section relates to attendance. These goals must be met on a yearly basis in order for us to maintain our charter as well as for our charter to be continued at the end of the first 5 years. (This is unlike the regular public system. A charter school cannot operate without a charter, and student attendance is one part of the criteria for continuing to have our charter.) When we report our student attendance to the state Department of Education each year, we must have less than 10% of our students missing 15 days or more throughout the school. More importantly, if our students are not at school, they are not getting the information they need in order to learn!

Tardy and Early Checkout

When a student is late to school or class or is dismissed early from class, it creates an interruption in instruction and is disruptive to the entire class. We understand that students do have issues that will require them to be late periodically. Our tardy policy is as follows:

In the event a parent needs to take their child out of school before the end of the school day, the parent should come to the school office and sign him/her out. Your child will be called to the office at that time. For the safety of our students, parents are not allowed to go directly to a classroom to get their child.

Students will not be dismissed thirty minutes prior to the end of the school day. If your child has a medical/dental or any appointments late in the afternoon, please sign him/her out at least thirty minutes before school ends.

Students will NOT be sent to the office for dismissal until the parent is present for checkout. Please do not email teachers requesting that they release students.

Please remember that early dismissals are documented just as absences or tardies.

The following actions will be taken place in the event of excessive absences:

Absences

3 Unexcused – Attendance Letter

5 Unexcused – Meeting with teacher and parent to create Attendance Contract as well as formal notice in accordance with OCGA 20-2-690.1

7 Unexcused - School social work referral will be generated listing specific school based interventions (telephone calls, letters, conferences, etc.) that have occurred prior to making the referral.

10 Unexcused – Students and/or parents will be subject to a referral(s) to juvenile court, magistrate court and/or Department of Family and Children Services for truancy and/or educational neglect.

Detailed information pertaining to the student, local school and school social work interventions will be necessary when filing a Complaint with DFCS, District Attorney, Juvenile and/or Magistrate Court.

Tardies and Early Dismissals

5 unexcused Tardies or Early Dismissals – Attendance Letter

8 unexcused Tardies or Early Dismissals – Meeting to create Attendance Contract

12 unexcused Tardies or Early Dismissals – 12 unexcused Tardies or Early Dismissals will be treated as 5 unexcused absences and formal notice will be provided in accordance with OCGA 20-2-690.1

*A student's parent/guardian shall be notified of excessive absences via certified mail.

Absence from School

The following are the only reasons recognized by the Brookhaven Innovation Academy Governing Board as valid for excused absences:

1. Serious illness or hospitalization;
2. Serious illness or death in the immediate family, which would reasonably necessitate absence from school;
3. Special and recognized religious holidays observed by the student's faith (administration must be notified two weeks prior to the holidays for this to count as an excused absence);
4. Court orders or mandates by order of governmental agencies, including foster care proceedings in accordance with OCGA 20-2-692.2;
5. Conditions rendering attendance impossible or hazardous to student health or safety;
6. Visitation of a parent/legal guardian who is in active military service prior to or during leave from a combat deployment (for up to five days in accordance with OCGA 20-2-692.1); or
7. Other circumstances where the parent/guardian obtains permission from an administrator at least two weeks in advance.

****Students serving as a page of the Georgia General Assembly shall be credited as a present by the school in the same manner as an educational field trip in accordance with OCGA 20-2-692.

The child must return to school with documentation as to why that student missed school.

- A signed note from a parent is required to excuse illness that creates an absence less than three days.
- An absence 3 days or longer requires a doctor's note for re-entry into school.
- Documentation from the medical office is required for medical appointments. Please make every effort to schedule routine appointments outside of school hours.

A written note should be sent to the school on the first day and no later than the second day the student returns to school. The note should include the reason the student was absent, date(s) of the absence, date the note was written and the parent's signature. Absences for which a note is received within the 2 day period will be excused based on a determination by school officials. Absences already coded as unexcused cannot be changed except under special circumstances and with administrative approval.

****Family vacations are not excused absence

PERSONNEL COMMITTEE REPORT:

Personnel Report 12-7-17

Head of School Search Update

- Applications have been submitted and vetted
- Phone/Video Interviews scheduled for this weekend
- Teacher Input on Head of School Characteristics – Included

2018-2019 Staffing

- Action Item – Vote on proposed salary schedule for teachers – Included
- o Salary scale will help with recruiting new teachers and such transparency will contribute positively to the school climate
- Action Item – Vote on proposed staffing plan – will be presented at meeting

What qualities do you think a Head of School should have?	What skillset do you think a Head of School should have at BIA that differ from a regular county principal?	What do you want a permanent Head of School to bring to BIA?	Any other comments you want to add?
Open-minded to the needs of staff Flexible Full understanding the mission and vision of BIA and what we stand for Knowledgeable about curriculum, standards and how we can BEST deliver it to our student population	PBL background & knowledge of how implementation happens and ways they will support it Well rounded background and levels of varied experiences throughout education Knowledge of special education laws, compliance, budgets, how to deal with parents, how students are serviced Full understanding of discipline best practices, as it relates to all students	Positivity Solution Oriented Innovative practices Inclusive to all walks of students, staff and families	Someone who is strong Willing to really understand the needs of our staff and student population
Someone who has a vision for the school Highly experienced leader Teaching experience	Someone who has a vision for a new school Someone who can come in and foster existing practices and build upon them Someone who is not afraid to work from the ground up Someone who is willing to work really hard	Vision Expertise in varied areas Human Resource capabilities/experience Mentor mindset	Person should be a mentor for all teachers
High expectations Relentless Achiever Reflects and Self improves High threshold of stress Tireless commitment to excellence	Experience with project based learning and personalized learning Noticed on the qualifications that it was welcomed but not necessary - I think it should be necessary for the Head of School Importance of being Instructional Leader - in classrooms often (once a month at a minimum) Knowledge of middle school students/programs	Someone who really understands project based learning Someone who has relationships with universities and companies who could bring them in to support the school	Be really honest with the applicants so that they know what they are coming into... for example: What has worked well for us? What are we still growing in that we need more support with?
Need to be a good leader but also strong willed Knowledgeable about charter schools	More familiar about budgeting/financing since we are our own district Be able to be the liaison person between the board and teachers	Someone with a full understanding of project based learning More emphasis on the STEM aspects of learning - innovative thinker, technology driven mindset Forward thinker - thinks outside the box	N/A
Knowledgeable about K-12 education, new trends, research based practices Able to work well with kids from age 5-14 Work well with diverse group of parents Experience in the classroom	Experience with PBL, experiential learning Really understand personalized learning Vision to build out our mission Understand politics in GA Understand GaDOE, governor's office of student achievement Understand fundraising - be the face of the school at events Effectively communicate Experience with coding - or a vision for it Experience in a K-8 model Public school experience - but understand that we are a district of our own	Not necessary a vision, but a desire to create a shared vision Someone that is willing to work with our staff to develop the shared vision - take staff ideas, value ideas Visionary but inclusive	Needs to be flexible Thick skin to deal with things that come up
Organized, Friendly, Willing to work with a team, Like children, Enthusiastic	Internationally minded, Culturally proficient, Paperwork (back end stuff), Connections for partnerships, Advocate for teachers	On the right path.. someone that can come in and not rock the boat. Believe in the current BIA mission and vision and trust that the staff is trying. Someone that is flexible.	A colleague of mine, Kirk Holderman, is likely going to apply for the position. He is an amazing leader, who is very globally minded.

Paraeducator and Teacher Salary Scale 2018-2019							
	Step 1 - Classified	Step 2 - Non- Certified Teacher	Step 3 - Certified + Bachelors	Level 4 - Certified + Masters	Level 5 - Certified + Specialist	Level 6 - Certified + Doctorate	Notes:
Step 1	25,000	35,000	46,000	50000	54000	58000	5 years of services at BIA = \$2,500 stipend in year 6
Step 2	25,500	35,700	46,920	51000	55080	59160	
Step 3	26,010	36,414	47,858	52020	56182	60343	10 years of service at BIA = \$5,000 stipend in year 11
Step 4	26,530	37,142	48,816	53060	57305	61550	
Step 5	27,061	37,885	49,792	54122	58451	62781	
Step 6	27,602	38,643	50,788	55204	59620	64037	Teacher leader stipend = 2,000
Step 7	28,154	39,416	51,803	56308	60813	65317	
Step 8	28,717	40,204	52,840	57434	62029	66624	ESOL Coordinator = 4,000
Step 9	29,291	41,008	53,896	58583	63270	67956	stipend annually
Step 10	29,877	41,828	54,974	59755	64535	69315	Special Education Director =
Step 11	30,475	42,665	56,074	60950	65826	70702	10,000 stipend annually
Step 12	31,084	43,518	57,195	62169	67142	72116	
Step 13	31,706	44,388	58,339	63412	68485	73558	
Step 14	32,340	45,276	59,506	64680	69855	75029	
Step 15	32,987	46,182	60,696	65974	71252	76530	
Step 16	33,647	47,105	61,910	67293	72677	78060	
Step 17	34,320	48,047	63,148	68639	74130	79622	
Step 18	35,006	49,008	64,411	70012	75613	81214	
Step 19	35,706	49,989	65,699	71412	77125	82838	
Step 20	36,420	50,988	67,013	72841	78668	84495	
Step 21	37,149	52,008	68,354	74297	80241	86185	
Step 22	37,892	53,048	69,721	75783	81846	87909	
Step 23	38,649	54,109	71,115	77299	83483	89667	
Step 24	39,422	55,191	72,537	78845	85153	91460	
Step 25	40,211	56,295	73,988	80422	86856	93289	
Step 26	41,015	57,421	75,468	82030	88593	95155	

STAFFING - MINIMUMS 2018-2019										
	Salary	TRS	FICA	Medicare	SUTA	Medical	Total Benefits	TOTAL COST	Space	
US Associate Head	55,000.00	\$ 11,495.00		\$ 797.50	\$ 514.00	\$ 5,772.00	\$ 18,578.50	\$ 73,578.50	Office (1.5)	
Special Education	10,000.00	\$ 2,090.00		\$ 145.00			\$ 2,235.00	\$ 12,235.00	Office	
Special Education	42,000.00	\$ 8,778.00		\$ 609.00	\$ 514.00	\$ 5,772.00	\$ 15,673.00	\$ 57,673.00	Desk	
ESOL	42,000.00	\$ 8,778.00		\$ 609.00	\$ 514.00	\$ 5,772.00	\$ 15,673.00	\$ 57,673.00	Classroom	
ESOL	4,000.00	\$ 836.00		\$ 58.00			\$ 894.00	\$ 4,894.00		
PE Teacher/Health	42,000.00	\$ 8,778.00		\$ 609.00	\$ 514.00	\$ 5,772.00	\$ 15,673.00	\$ 57,673.00	Additional Gym	
Entrepreneur Teacher						Part Time			Classroom	
Guidance Counselor	46,000.00	\$ 9,614.00		\$ 667.00	\$ 514.00	\$ 5,772.00	\$ 16,567.00	\$ 62,567.00	Office (1.5)	
Coding Teacher LS									Classroom	
Coding Teacher US									Classroom	
8th Grade Math	42,000.00	\$ 8,778.00		\$ 609.00	\$ 514.00	\$ 5,772.00	\$ 15,673.00	\$ 57,673.00	Classroom	
8th Grade Science	42,000.00	\$ 8,778.00		\$ 609.00	\$ 514.00	\$ 5,772.00	\$ 15,673.00	\$ 57,673.00	Classroom	
8th Grade Social Studies	42,000.00	\$ 8,778.00		\$ 609.00	\$ 514.00	\$ 5,772.00	\$ 15,673.00	\$ 57,673.00	Classroom	
Student Information Specialist									Office	
Business Clerk	4,000.00	\$ 836.00		\$ 58.00			\$ 894.00	\$ 4,894.00		
TOTALS	371,000.00	\$ 77,539.00	\$ -	\$ 5,379.50	\$ 4,112.00	\$ 46,176.00	\$ 133,206.50	\$ 504,206.50		
Gifted Teacher	42,000.00	\$ 8,778.00		\$ 609.00	\$ 514.00	\$ 5,772.00	\$ 15,673.00	\$ 57,673.00		
EIP Teacher	42,000.00	\$ 8,778.00		\$ 609.00	\$ 514.00	\$ 5,772.00	\$ 15,673.00	\$ 57,673.00		

CURRICULUM COMMITTEE REPORT:

Academic Committee Meeting Agenda (and meeting minutes in red)
November 27, 2017; 3:30-5:30; Marist

- I. Messaging to/Communication with parents
 - a. CCRPI score and note to parents (see attached). Update from Terri – what questions have parents emailed? **The only concern/question was related to the 5th grade career portfolio and whether or not it would be in place for this year.**
 - b. Facebook Live with Terri and Stephanie. What should the topics include? **This Facebook Live session will be about PBL and other curricular innovations at BIA. Lori will host sometime in January.**
 - c. CCRPI update: **Tracy and Terri found out that the CCRPI calculations will be different moving forward, and will no longer include career ready portfolios for 5th grade, or space to explain curricular innovations. Additionally, the way that attendance scores will be calculated will be changed (instead of scoring by days absent, the state will instead calculate percentage of days missed)**

- II. Core Curriculum Updates (from our Charter)
 - a. Coding curriculum
 - i. Update from Terri: **Peter met with Brent and suggested several different coding solutions for K-1. He is ordering the following: Code and Go Robot Mouse, BeeBot - coding robots, and Ozobot Bit - code robots by drawing. The K and 1st instruction should begin in January.**
 - ii. Programs to investigate further once all full-time faculty are hired for next year: **MAD-learn (<https://www.crescerance.com/learn-app-development/>) and Code. Org (<https://code.org/>) which includes free training through Georgia Tech, and the curriculum Peter is developing this year**

 - b. Project-based learning
 - i. Updates from Tracy and Terri

1. Tracy and Terri will be touring Atlanta Neighborhood Charter School (a PBL school) to learn about what they do across K-8
2. They will likely offer PBL 101 for new teachers next year through the Buck Institute, and may also offer a 1-day PD for all teachers.

c. Personalized learning

- i. Updates from Tracy and Terri: Tracy and Terri have created a flyer to help parents (and new teachers) understand personalized learning, and to stress that Odysseyware (and Compass last year) is just one tool (of many) for personalizing instruction that teachers use in their classrooms. This document will be shared with the board next week and then with parents and teachers later in December.

III. Other Curriculum/Academic issues

a. Pacing Guides

- i. Dr. Barker (from UGA) is working with BIA leaders and teachers to develop pacing guides, starting with science.
- ii. Terri and Tracy stressed that this process is about more than just having pacing guides (curricular guides will always shift to meet teachers/student needs) – it is about the opportunity to really dig deep into standards through collaboration and reflection among teachers.

b. Rosetta Stone

- i. Brent will continue collecting data through the end of the year to determine the effectiveness of this program. Peter will work with Terri to come up with an end-of-year assessment for students (Lingt).
- ii. Teachers are going through a robust RTI process with students. Until we can determine the effectiveness (or not) of Rosetta Stone, Tier 3 students will engage in RTI interventions instead of working through the Rosetta Stone program.

c. Second Step curriculum – how is it going? GREAT! Students seem to be talking a lot about the curriculum (focused on social-emotional learning) in morning meeting, etc. Terri, Tracy, and teachers are pleased with this curriculum.

d. GO MATH – how is it going? Also going well. There are lots of word problems and teachers really think this is an improved program over what they had access to last year.

IV. Other Business?

- a. **Bullying Policy:** Terri is writing up a new bullying policy (for student handbook) to present to the board. The academic committee will review this policy and then share with the board at the December meeting.
- b. **Attendance:** Tracy will send all students their attendance record at the mid-point of the year. She will also revise/simplify the attendance policy in the handbook to present to the board for approval for the 2018-19 school year. If approved, the process for next year would include sending letters home regarding attendance/absences in real-time next year.
- c. **Early release days:** Terri will reiterate the purpose of those days in her email blast in December.

V. For next meeting:

- a. Consider adding an Academic committee member with an education policy background, with specific knowledge of charter school policy
- b. Consider creating a “day-in-the-life” document that outlines what students do each day at BIA. Could help with onboarding new board members and with grant writing. Will also help guide the work of the academic committee.
- c. Big picture overview
 - i. Does BIA have an overall educational philosophy guiding our board governance work?

- ii. What is the purpose of the academic committee? Create a guiding principles document to help move us forward...

Letter to parents (from Terri and Jennifer)

November 14, 2017

Dear BIA Parents,

As many of you are aware, the state released BIA's College and Career Ready Performance Index (CCRPI) score just over a week ago. As a reminder, the CCRPI is the state's official accountability tool, and it assesses school performance in the areas of achievement and growth. This score is based on last year's data and is made up of the following components:

- Weighted percent of students scoring at "Developing Learner" on the Georgia Milestones in mathematics, science, social studies and ELA
- Percent of students missing fewer than 6 days of school
- Percent of English learners with positive movement from one performance band to a higher performance band as measured by the ACCESS for ELLs
- Percent of Students with Disabilities served in general education environments at least 80% of the school day
- Weighted percent of students scoring at "Proficient" or "Distinguished Learner" on Georgia Milestones
- Percent of 5th grade students completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters
- Percent of 5th grade students with a complete career portfolio by the end of grade 5
- Percent of 8th grade students completing 2 or more state defined career related assessments/inventories and a state defined Individual Graduate Plan by the end of grade 8

The school climate survey is also part of the CCRPI score, but it has not been factored into the current score. An updated score will be released at some point in this academic year.

School and Board leadership spent over an hour on the phone with representatives from the Georgia Charter School Commission last week to better understand the breakdown of our score. One of our big takeaways from that meeting was that there were several places where we received no points because data was not entered (or it was entered incorrectly). For example, schools can earn bonus points by entering a narrative on how they view their approach to education as innovative. It is likely that other charter schools earned points in this area while we did not, and we certainly will not miss that section in the future! Steps have already been taken to ensure that this and other data entry mistakes are not repeated. In addition to data entry errors, we were also informed that our middle school score is going to remain heavily skewed (which puts us at a huge disadvantage) until we have 8th grade data. We will, of course, not see a full middle school score until the fall of 2019. Finally, we were reminded that school attendance plays a role in our CCRPI score. Students that miss more than 6 days of school negatively affect our score, so please keep that in mind moving forward.

A large part of the CCRPI is comprised of the scores on the milestones tests. As the Head of School reiterated many times last year, we expect the milestone scores to be low in these first couple of years. We have an unapologetic focus on project based learning—a curricular approach we believe in and excel at. This means that there is no "teaching to the test" or even any teaching of test-taking skills. However, as the first year of the school progressed, the administrative team (along with the academic committee) began reviewing the curriculum and discussing needed changes for year two. These changes were put into action well before the milestone scores were released this past spring. Some of these changes were/are as follows:

For Personalized Learning:

Our original software for personalized learning, Compass, was deemed inadequate as a tool for personalized

learning for the entire school (notes on these discussions can be found in the board meeting minutes and academic committee meeting minutes). Odysseyware was chosen to be a tool for personalized learning, and the software, Front Row, has also been incorporated into the lower grades as a tool for personalized learning. Teachers have also received and are continuing to receive professional development centered around personalized learning during this academic year.

For Math:

Go Math was adopted to support the math curriculum (notes on these discussions can be found in the board meeting minutes and academic committee meeting minutes).

For Literacy:

A guided reading program has been implemented and teachers are receiving professional development during this academic year.

Curriculum/Standards:

Teachers have begun the process of creating and defining BIA pacing guides this year which will help for them to develop rigor in the core subjects. BIA is confident in its educational platform and while tweaks and changes will always be necessary, BIA will not ever become the school that “teaches to the test.” Instead, the school leadership (in partnership with teachers) works to ensure successful, purposeful, and timely integration of state standards into the project-based learning curriculum. As teachers continue to hone their project-based learning approach and refine BIA pacing guides, we expect that milestone scores will rise.

Finally, the GCSC representative reminded us that our overall score is only comparable to other state charter schools, and not to large districts. While it may be tempting to compare our school to your home district, the charter school representative stressed to us that it is not a useful or fair comparison.

If you ever have questions about scores, curriculum, academics or anything that pertains to the school, please discuss these concerns with me, Ms. Islam or your child’s teacher. Please do not take your questions, comments and concerns to a social media platform; nobody there has all of the information. Instead, please speak with me and other school leaders—we will be happy to provide you with an accurate answer!

Thank you for entrusting us as the caretakers of your child’s educational future. We are committed to your children not only learning, but loving the process of learning. As always, we thank you for your support.

Best,

Terri Potter, Head of School
Jennifer Langley, Board Chair

Academic Committee Meeting Agenda

October 25, 2017 7:00pm – 9:00pm

Meeting minutes

Conference Call – Dial in: 712-770-4700; Code: 400799

1. Introductions

2. Priority items

- Our charter includes project-based learning, personalized learning, and coding... How are we doing in those 3 areas?

Odysseyware

- Brent goes into classrooms to talk to them about Odysseyware
 - The negative about Odysseyware – it is so individualized, it is hard to say where they are... So, it's hard to pull a base report... But there can be a report of the students individualize learning path based on their MAP scores.
 - K-2 only got their individualize learning paths a few weeks ago, so admin needs more time to assess. Question to consider in the future: Might front row ed work better for those teachers?
 - How does it work logistically to have teachers focused on creating differentiated instruction with or in addition to Odysseyware
 - One vision (as described by Tracy): Stations – personalized learning with Odysseyware, small groups with the teacher, then something else. But the problem is that younger kids need a lot of help with Odysseyware... so teachers are having to move away from their station to the computers to help kids.
 - Question from Tracy: Is this really the way we should be grouping students – then maybe we don't have leveled classrooms...
 - We are only three months into this new software, so we need to continue working and thinking about how to best deliver personalized learning.
 - Odysseyware representative will come out again in a few weeks:
 - When the Odysseyware rep comes out, the rep and admin will determine who is using it effectively, etc. and then reassess how students might be grouped, etc.
 - Some teachers have reached out to her individually. She gets back to teachers right away... All teachers have phone numbers and emails, etc.
- Rosetta Stone
 - Review data from Terri (email from 10/12)
 - Brent will review data; provide feedback
 - Peter will present some recommendations
 - Continued conversation – what recommendation to bring to the board?

Notes from Brent:

- Pulled a media report to see how many students are in each language: Spanish (193), French (57), German (36), English (33), Chinese (32), Hebrew (6)
 - The average student only has about 3.9 hours completed. Average completion is 10% through – that is about where they should be.
 - There are some students have zero percent completed... If they don't receive a passing grade they can still move on, but it does not count as completed. 42 students are at zero percent.
 - Teachers said that implementation for Rosetta Stone was going well, and that the majority of students seemed to enjoy the program and feel it was beneficial. See survey results from Brent attached.
- The only data that we can pull as a whole group is hours logged on...
- Peter: To what extent do hours logged leading to learning?

- Brent asked the Rosetta Stone rep this same question: Outside of Rosetta Stone, are there any assessments to gauge whether or not students are learning the language? The representative did not know the answer to that question...

Moving forward:

- Teachers will continue to use Rosetta Stone and collect data on usage and how effective the program is across the year. Are they learning the language/ Is it time well spent?
 - Peter will follow-up with additional ideas.
- Special Education compliance
 - Long term sub or final hire? Interviewed 2 teachers; there will be someone in place by the first part of next week
 - Teacher Recruitment:
 - Draft of publication materials to review? Ellenor submitted draft of publication materials to Terri and Tracy—they will work with a parent volunteer to finalize graphics, etc. so the brochure can be ready for teacher recruitment fairs, and to distribute to GSU and UGA
 - Coding: Brent's recommendation for those students who have aged out?
 - Coding is 2nd and up. It does have a limited data-base of what lessons are available, so it was decided to not start until 2nd grade. When the teachers opened it up last year, some students finished it all within half a year... There is now an effort to go deeper instead of faster in the curriculum.
 1. NOTE: This needs to be changed and is being addressed at the school level. Our charter indicates that K-8 will receive coding instruction. Peter will work with Brent... K and I needs to do something with coding... We need to be okay with the charter...
 2. For K and 1, Brent and admin will also work with Derrick to get Samsung tablets. There are some free, really easy coding games.
 - Tinker is good for now, and we can reevaluate it at the end of the year.
 - Champions has hands-on coding, so Brent will also check in with them for curriculum ideas.
 - Finally, Stephanie will connect with Alefiya Bhatia (alefiyabhatia@MAD-learn.com; 404-913-2737; www.MAD-learn.com) to learn more about her MAD learn curriculum, a K-12 curriculum to learn mobile app development. She will also talk with educators at Georgia Tech's CEISMIC center (<https://www.ceismc.gatech.edu/>)
 - Needs to consider for 8th grade
 - Review models from other schools of similar sizes (what does middle school look like regarding electives, etc.?)
 - What asks need to go to Zennie and his committee for review related to expanded curriculum for next year?
 - Stephanie will help with middle school models, etc.
 1. Peter – the opportunity for students to have their own choice and select from different electives...
 2. It could be built out of your faculty...
 3. Look into exploratories... Stephanie and Peter will send some times...
 4. Kelly – there is so much on the teachers... are they overwhelmed? Will take this to the personnel committee...
3. New Items (if time) – **Tabled for next meeting**
- Second Step curriculum – how is it going?
 - New math curriculum – how is it going?
 - Other new items?

DIVERSITY COMMITTEE REPORT:

Diversity and Equity Committee (DRAFT)

Guiding Principle¹:

At Brookhaven Innovation Academy (BIA), we believe in creating safe, caring, mutually respectful environments where all students are honored and valued for their diverse racial, ethnic, cultural, socio-economic, gender identity/expression, and sexual orientation backgrounds, and for their unique strengths and diverse abilities. We believe that the diversity of the student population and staff enriches the learning experience for all students.

Role of the Committee:

The Diversity and Equity Committee will meet throughout the year and act as an advisory committee to the School Board and BIA school leadership. This committee will work to ensure that BIA policies and practices are inclusive, culturally responsive and equitable. More specifically, the Diversity and Equity Committee will engage in the following tasks:

- Review current and newly proposed language to school and board policies to guide and support a focus on equity/diversity throughout BIA;
- Work with the Academic Committee to ensure students have access to culturally sustaining, rigorous curriculum that includes the contributions and histories of diverse populations;
- Work with the Personnel Committee to consider the diversity in school employees across all levels of employment and job responsibility, including leadership positions, to ensure community populations are reflected equitably. (Note: this will include review of employment data, recruitment, mentoring, retention, and employee discipline practices to adherence to equal opportunity standards);
- Work with BIA school leaders to ensure that teachers and school leaders have access to high quality professional development focused on the development of teachers' cultural capital and critical consciousness, and that support teachers in continued conversation/reflection on things like implicit bias, microaggressions, Whiteness in schools, etc.;
- Examine the diversity of the BIA student body enrolled in higher level coursework and the steps taken to ensure equitable access to those programs;
- Examine the diversity of BIA populations related to student performance, discipline referrals, and placement in exceptional student education in order to inform policy and/or procedural recommendations; and
- Any other diversity and/or equity issues related to equitable and inclusive practices at BIA.

Committee Membership:

The Diversity and Equity Committee shall be comprised of diverse members from a variety of different backgrounds, perspectives, and experiences that reflect the diversity of the BIA community. Members should have a strong interest in educational equity issues and ability to engage in the hard/messy process of institutional change related to equity and diversity issues. Committee membership should include at least 2 *each* of the following BIA stakeholders: parents, students, school leaders, teachers, and informed/connected community members. Community members shall be recruited from target groups that reflect BIA's student demographics, such as:

- Latin American Association (<http://thelaa.org/>)
- Black Girls Code (<http://www.blackgirlscode.com/what-we-do.html>)
- National Cares Mentoring Movement (<http://www.caresmentoring.org/index.php/homepage>)

¹ This is modified from current language on our BIA website as follows:

“At Brookhaven Innovation Academy, we believe that all students in the school, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high-quality education that challenges the student to achieve at high levels. Adding to this, we believe that the diversity of the student population and staff enriches the learning experience for all students.”

- **Georgia Safe Schools Coalition** (www.georgiasafeschoolscoalition.org/)
- **Georgia Advocacy Office** (<http://thegao.org/>)

FACILITIES COMMITTEE:

- 1) Architect Selection
- 3) General Update

Defer main report to Executive Session

FURNITURE, FIXTURES AND EQUIPMENT COMMITTEE:

Quotes are based on what was required from our last committee conference call:

OFFICES:

- 2 middle school coding teachers
 - 2 desks (open office)
- dean of students
 - 1 office
- registrar
 - 1 office
- counselor
 - 1 office
- Wendy
 - 1 office
- ESOL
 - 1 office with space to accommodate 5 students

CLASSROOMS

- 3 large classrooms roughly 1000 sq ft each/enough to accommodate 30 students at one time

MISCELLANEOUS

- larger modular for a gym. I have a note that says the gym teacher could be located in that area.

Lease Quotation and Agreement

Quotation Number: 175916

Customer PO/Ref:

Date of Quote: 12/05/2017

Term: 12 Months



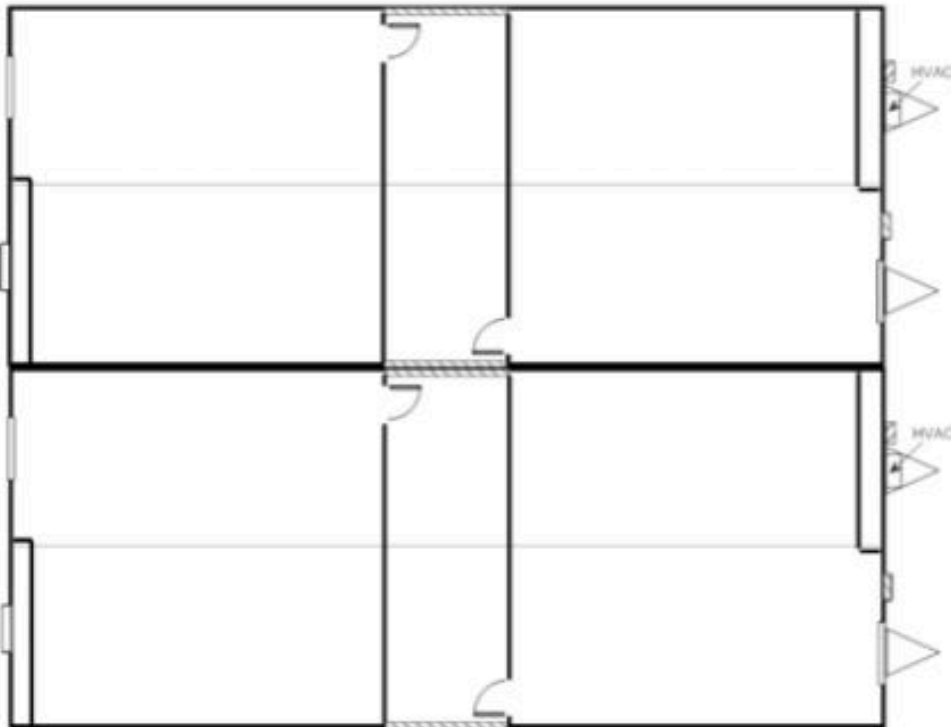
Total Estimated Charges

Subtotal of Monthly Rent	\$5,954.10
Personal Property Expense	\$270.30
Taxes on Monthly Charges	\$553.96
Total Monthly Charges (including tax)	\$6,778.36
Charges Upon Delivery (including tax)	\$36,184.52
Charges Upon Return (including tax)	\$21,841.44
Total One Time Charges (including tax)	\$58,025.96

Special Notes

Floor Plans

Classroom, 56x65 MS (Item1401)MODPOD



All drawings and specifications are nominal.

Lease Quotation and Agreement

Quotation Number: 175916

Customer PO/Ref:

Date of Quote: 12/05/2017

Term: 12 Months



Office, 36x60 MS (NonStd)Mplex



All drawings and specifications are nominal.

Additional Information

- Quote is valid for 30 days.
- A minimum cleaning charge per floor will apply for modular buildings.
- Customer's site must be dry, compacted, level and accessible by normal truck delivery. Costs to dolly, crane, forklift, etc. will be paid by customer. Unless noted, prices do not include permits, ramp removal, stairs, foundation systems, foundation system removal, temporary power, skirting, skirting removal, engineering, taxes or utility hookups.
- Subject to equipment availability. Unless noted, equipment and related furnishings, finishes, accessories and appliances provided are previously leased and materials, dimensions, and specifications vary. Detailed specifications may be available upon request. For lease transactions, Mobile Modular reserves the right to substitute equal or better equipment prior to delivery without notice.
- This transaction is subject to prior credit approval and all terms, conditions, and attachments of MMMC's standard contract.
- Security deposit and payment in advance may be required.
- Rent will be billed in advance every 30 calendar days.
- **Sales Tax will be calculated based on the tax rate at the time of invoicing.**
- **Unless otherwise noted, prices do not include prevailing wages, Davis-Bacon wages, or other special or certified wages.**



Mobile Modular Management Corporation
 4301-C Stuart Andrew Blvd.
 Charlotte, NC 28217
 Phone: (678) 714-0744
 Fax: (704) 519-4001
 www.mobilemodular.com

Lease Quotation and Agreement

Quotation Number: 175916
 Customer PO/Ref:
 Date of Quote: 12/05/2017
 Term: 12 Months

Sign up for the Easy Lease Option (see end of document for details)

Customer Information	Site Information	Mobile Modular Contact
Brookhaven Innovation Academy Atlanta, GA Danielle Trost Dtrost@tvdesign.com Phone: (404) 990-1331	Brookhaven Innovation Academy Atlanta, GA Danielle Trost Dtrost@tvdesign.com Phone: (404) 990-1331	Questions? Contact: Wendy Genske Wendy.Genske@MMMC-Rents.com Direct Phone: 866-914-7425 Fax:

Product Information	Qty	Monthly Rent	Extended Monthly Rent	Taxable
Classroom, 56x65 MS (Item1401)MODPOD	1	\$3,357.00	\$3,357.00	Y
<i>MOD POD Non-Standard Configuration. Size Excludes 4' Towbar</i>				
RNT, Ramp	1	\$550.00	\$550.00	Y
<i>URS ALUMINUM HANDICAP RAMP (4' X 40' STRAIGHT)</i>				
Office, 36x60 MS (NonStd)Mplex	1	\$2,047.10	\$2,047.10	Y
Charges Upon Delivery	Qty	Charge Each	Total One Time	Taxable
Classroom, 56x65 MS (Item1401)MODPOD				
Block and Level Building (B7)	1	\$10,424.92	\$10,424.92	N
Delivery Haulage 14 wide	4	\$891.61	\$3,566.44	Y
Installation, Skirting, Cement Board	242	\$21.20	\$5,130.40	Y
RNT, Ramp Install	1	\$1,850.00	\$1,850.00	N
			<u>\$20,971.76</u>	
Office, 36x60 MS (NonStd)Mplex				
Block and Level Building (A3)	1	\$8,057.52	\$8,057.52	N
Delivery Haulage 12 wide	3	\$636.12	\$1,908.36	Y
Installation, Skirting, Cement Board	192	\$20.58	\$3,951.36	Y
			<u>\$13,917.24</u>	
			Total	
			\$ 34,889.00	
Charges Upon Return	Qty	Charge Each	Total One Time	Taxable
Classroom, 56x65 MS (Item1401)MODPOD				
Prepare Equipment For Removal (B7)	1	\$8,230.20	\$8,230.20	N
Return Haulage 14 wide	4	\$891.61	\$3,566.44	Y
RNT, Ramp Removal	1	\$1,500.00	\$1,500.00	N
			<u>\$13,296.64</u>	
Office, 36x60 MS (NonStd)Mplex				
Prepare Equipment For Removal (A3)	1	\$6,149.16	\$6,149.16	N
Return Haulage 12 wide	3	\$636.12	\$1,908.36	Y
			<u>\$8,057.52</u>	
			Total	
			\$21,354.16	

Lease Quotation and Agreement

Quotation Number: 175916
Customer PO/Ref:
Date of Quote: 12/05/2017
Term: 12 Months



Mobile Modular Easy Lease. Sign Me Up!

Getting your modular building on its way has never been easier... and faster. With Mobile Modular Easy Lease you can convert your Lease Quotation directly into a Lease Agreement by signing below. It's as easy as 1, 2, 3, 4. Once we receive your signed Easy Lease option, we'll finalize your building details and get your project on its way.

1. Review and acknowledge agreement.

This Quotation is subject to Mobile Modular Management Corporation, a California corporation, herein known as lessor (the "Lessor") credit approval of Customer, herein known as lessee (the "Lessee"). Lessor does not warrant that the equipment meets any local or state code not specifically listed herein. Equipment is subject to availability. By signing below, customer accepts the terms of this quotation including prices and specifications, and instructs Lessor to make appropriate arrangements for the preparation and delivery of the Equipment identified herein, and agrees that such signature constitutes customer's acceptance of and agreement to the Lessor's Lease. Such lease, and customer's agreement thereto, is subject to Lessor's standard terms and conditions located on the Lessor's web site at (www.mobilemodular.com/contractterms) which are incorporated by reference herein. Customer may request a copy of the terms and conditions from Lessor. If customer has previously executed a master agreement with Lessor, those terms and conditions shall govern the transaction. Such terms and conditions are incorporated as if fully set forth herein. No alterations, additions, exceptions, or changes to any Quotation or Agreement made by Lessee shall be effective against Lessor, whether made hereon, contained in any printed form of Lease or elsewhere, unless accepted in writing by Lessor. Any customer purchase order or other customer-provided document purporting to replace, supersede or supplement the terms and conditions of the Lessor's Lease shall carry no force or effect except as an instrument of billing.

Lessor:

Mobile Modular Management Corporation

By: _____

Name: _____

Title: _____

Date: _____

Lessee:

Brookhaven Innovation Academy

Signature: _____

Print Name: _____

Title: _____

Date: _____

2. Request your delivery date.

Requested delivery date: _____

Please note: For modular buildings, as a "rule of thumb" allow one day per module to accommodate for set up after delivery. We will attempt to meet your desired date. However, the date is subject to change based on equipment availability and readiness and must be confirmed by a Mobile Modular representative.

3. Insurance value.

Prior to the scheduled delivery, please send, or have your insurance company send, a certificate of insurance referencing the Quotation number shown above. We require General Liability coverage in the amount of 1,000,000.00 per occurrence listing Mobile Modular Management Corporation as an additional insured and Property coverage for the value of the leased unit(s) listing Mobile Modular Management Corporation as loss payee.

Item & Description	Qty	Item Code	Insurance Value
Classroom, 56x65 MS (Item1401)MODPOD	1	1401	\$225,000.00
Office, 36x60 MS (NonStd)Mplex	1	1971	\$144,000.00

4. Tell us how you would like to pay.

- Bill me on approved credit (you will be sent an invoice for payment as charges are incurred)
- Credit card payment (a representative will contact you to obtain the credit card information for billing)



December 4, 2017

Brookhaven Innovation Academy
3159 Campus Dr
Norcross, GA 30071
.....

Dear Danielle Trost,

We are pleased to provide this budgetary estimate as a courtesy to help you in planning your space requirements. The specifications, scope of work and pricing included in this package are intended to **approximate** the requirements of your project based on the limited parameters we have discussed. **The actual price of your modular building project could vary significantly** depending on specific building and site requirements not identified or considered in this preliminary assessment.

Vanguard Modular Building Systems, LLC has been committed to providing quality products, services, and customer satisfaction to both the public and private sectors since 1998. Our expertise in development and execution of wide-ranging space solutions affords us the distinct satisfaction of fulfilling each of our client's modular construction needs.

Contents (attached):

- Statement of Qualification
- Modular Project Description
-

It is our goal to meet your particular needs, so please be certain to thoroughly review each attachment included in this package to ensure you completely understand the pricing, product, and service being presented. Please notice that there are certain items which are assumed, or have not been included in this estimate, that have been itemized on the Modular Project Description attachment.

Please do not hesitate to contact me for answers to any questions or concerns you may have regarding your spec requirements. It would be our pleasure to partner with you on this important project. Thank you for your consideration.

Sincerely,

Bill Simpson
Area Sales Manager

Enclosure



Pricing Summary – Lease Transaction

The information provided in this proposal is prepared for the referenced organization and is CONFIDENTIAL. Unauthorized distribution of this information is strictly prohibited.

Prepared For: Brookhaven Innovation Academy
 Project No: _____

Proposal Date: December 4, 2017
 Revision No: _____

MODULAR BUILDING INFORMATION

Unit No(s)	Unit Size(s)	State Coded	Unit Description & Occupancy Type
B20665	24' x 48'	Georgia	Custom Modular

LEASE RATE (Options)

Initials = Selected	Term (Months)	*Monthly Rate (USD)	Lease Rate Notes
	12	722.00	

SCOPE OF WORK – UPFRONT ONE-TIMES

Scope of Work Description	Amount (USD)
Delivery	\$ 1,080
Block Level & Tie-Down with above grade single dry stack CMU piers	\$ 4,800

*Base Upfront One-Times Total: \$ 5,880

OPTIONS

Initials = Selected	Option Description	Amount (USD)
	Site option/s not included in pricing:	
	Vinyl Skirting (includes hitch removal)	\$ 1,565
	36' Straight or L-Shaped Handicap Ramp with 6x6 platform	\$ 3,444
	General Code Steps with 5x5 platform (1) at 1,440.00 each	\$ 1,440
	Code Option/s not included in pricing:	
	Poured Concrete Footers with Surface Bonding Cement on Dirt – <i>(if required by local code enforcement office - note hard surfaces like concrete/asphalt will require additional cost - Estimate of 38 piers based on 3,000 psf compaction (local officials may require soil testing to confirm compaction) Check with local officials for exact code compliance as this may not be required in your city.</i>	\$ 4,560
	Professional Engineered Stamped Ramp Drawings	\$ 900
	Factory Prints	No Charge

DISMANTLE & RETURN

Due at end of Lease, at Current Rate unless other amount is indicated.

Lessee is responsible for site restoration, including, but not limited to, removal of footings, foundations, decks, ramps, and utilities at the end of the Lease

Dismantle & Return Estimate	Amount (USD)
At lease end knockdown, prepare for transport and return to drop estimate actual cost billed	

All pricing set forth is subject to the Terms, Exclusions and Site Requirements as described in this proposal

EXAMPLE PRICING ONLY. MULTIPLE PAGES OF THIS PROPOSAL NOT INCLUDED.

Considerations for your modular building project

Here are some items that you will want to be aware of that can impact your modular building project. Many of these will need to be planned for and addressed during the modular building process.

- ✓ Availability of Funding or Financing
- ✓ Term Length of Space Need
- ✓ Ownership vs. Leasing vs. Finance Leasing
- ✓ Building Occupancy Use
- ✓ Schedule Requirement for Completion
- ✓ Land Development & Site Plan
- ✓ Exact Future Building Location
- ✓ Site Accessibility
- ✓ Location of Utilities
- ✓ Location of Water & Sewer
- ✓ Site Soil Compaction
- ✓ Building Layout | Floor Plan
- ✓ Exterior Finishes

Things that can affect your **PRICE**

- ✓ Crane
- ✓ Surveillance | Alarm Systems
- ✓ Sprinkler Systems
- ✓ Excavation and Grading
- ✓ Special Foundation Requirements
- ✓ Waste Water Management



The Typical Modular Building **PROCESS**

1. Design & Engineering
2. Permitting
3. Building Fabrication (off site)
4. Excavation & Grading
5. Foundation Installation
6. Delivery from Manufacturing Plant to Site
7. Building Installation
8. Punch list

Things that can affect your **SCHEDULE**

- ✓ Weather
- ✓ Plan Review & Building Inspection Process
- ✓ Permitting Process
- ✓ Utilities being Energized
- ✓ Decisions by Committee
- ✓ Changes to the Original Scope

Vanguard Modular Building Systems, LLC is not just another modular building dealer. Our team of experts will take the time to partner with you and to guide you through the process.

Building **Customization Options**

- ✓ Upgrades to Windows, Doors, and other Hardware
- ✓ Interior Wall, Ceiling, and Flooring Finishes
- ✓ Exterior Wall and Roof Finishes
- ✓ Access Systems: Steps, Decks, and Ramps

Vanguard Modular Building Systems, LLC
877.438.8627 (for your local branch office)
www.vanguardmodular.com
www.vanguardmodularusedbuildings.com



FINANCE COMMITTEE REPORT:

Summary notes from Finance Committee Meeting 12/1/17

- 2017 – 2018 expenses are tracking in line with budget with two exceptions: Legal and Professional services (ie. Physiological services, counseling, etc.). The two exceptions are partially offset by the reclassification of the FFE & Technology cost into a 3 year Lease.
- Operating Cash Flow remains a challenge but is expected to improve in the second part of the school year due to some relief of prior obligations and an increase in the monthly allotment from the state.
- Finance Committee with work with Fundraising Committee for a final accounting from the BIA BASH.
- Finance Committee reviewed a first pass of Comprehensive Performance Framework. Initial results indicate a need to improve.
- Finance Committee will reach out to other schools who are performing well in the CPF finance category for guidance on meeting CPF objective.
- Finance Committee reviewed an initial pass of the 2018 – 2019 budget. It will be brought forth for review and public hearing in the second part of the school year, along with a version 2 of the 2017 – 2018 budget.

Brookhaven Innovation Academy
2017-18 Actual YTD v Budget (Full Yr)

	07/01/2017 Through 10/31/2017		Year Ending 06/30/2018		% of Budget - 50.00%
	Actual	17-18 Version 1	Summary		
Revenues					
Revenue - Federal Sources					
Other Federal Grants Through GADOE	\$ 19,159	\$ 90,525	71,367		21.16 %
Total Revenue - Federal Sources	\$ 19,159	\$ 90,525	71,367		21.16 %
Revenue - Local Sources					
Charter Commission Revenue	\$ 1,164,197	\$ 3,777,746	2,613,549		30.82 %
Club Dues and Fees	545	0	(546)		0.00 %
Donations	316,981	167,500	(149,481)		189.24 %
Fundraising (School-Based) & Field Trips	9,859	0	(9,859)		0.00 %
After School Care Revenues	443	0	(443)		0.00 %
Other Revenues	9,645	0	(9,645)		0.00 %
Total Revenue - Local Sources	\$ 1,501,670	\$ 3,945,246	2,443,575		38.06 %
Total Revenues	\$ 1,520,829	\$ 4,035,771	2,514,942		37.68 %
Expenses					
Personal Services - Salaries					
Teachers	\$ 481,992	\$ 1,237,996	756,004		38.93 %
Substitute - Non Certified	7,650	40,800	33,150		18.75 %
Extended Day - Teachers	0	10,000	10,000		0.00 %
Art, Music, PE Teachers	29,177	187,000	157,823		15.60 %
Principal	35,000	100,000	65,000		35.00 %
Assistant Principal	24,000	72,000	48,000		33.33 %
Aides And Paraprofessionals	48,591	116,220	67,629		41.81 %
Secretarial Staff	8,571	22,800	14,229		37.59 %
Clerical Staff	10,506	36,000	25,494		29.19 %
Accountant	15,250	52,000	36,750		29.33 %
Technology Specialist	15,000	45,624	30,624		32.88 %
Total Personal Services - Salaries	\$ 675,737	\$ 1,920,440	1,244,703		35.19 %
Personal Services - Benefits					
Health Insurance	\$ 51,705	\$ 214,904	163,199		24.06 %
FICA/Medicare	10,070	30,384	20,314		33.14 %
Teachers Retirement System	95,675	290,436	194,761		32.94 %
Unemployment Compensation	3,697	14,099	10,402		26.22 %
Other Employee Benefits	338	0	(338)		0.00 %
Total Personal Services - Benefits	\$ 161,485	\$ 549,823	388,338		29.37 %
Purchased Professional and Tech Svcs					
Contracted Service -Administration	\$ 30,000	\$ 52,500	22,500		57.14 %
Contracted Service -Counselors	34,526	75,000	40,474		46.04 %
Contracted Service -Technology Specialist	13,272	0	(13,272)		0.00 %
Backgrounds & Fingerprints	318	750	432		42.45 %
Professional Legal Services	16,842	20,000	3,158		84.21 %
Per Diem and Fees - Prof. Dev.	28,005	35,000	6,995		80.01 %
Total Purchased Professional & Tech	\$ 122,963	\$ 183,250	60,287		67.10 %
Purchased Property Svcs					
Facility TICAM and Cleaning Services	\$ 24,822	\$ 95,000	70,178		26.13 %
Repair & Maint. - General and Facility	8,910	13,000	4,091		68.54 %

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 For Management Use

Brookhaven Innovation Academy
2017-18 Actual YTD v Budget (Full Yr)

	07/01/2017 Through 10/31/2017		Year Ending 06/30/2018	
	Actual	17-18 Version 1	Summary	% of Budget - 50.00%
Repair & Maint. - Technology	677	4,500	3,823	15.04 %
Building and Land Rental	119,480	355,308	235,828	33.63 %
Computer and IT Rental	2,483	0	(2,484)	0.00 %
Other Purchased Property Services	11,250	45,000	33,750	25.00 %
Total Purchased Property Svcs	\$ 167,622	\$ 512,808	345,186	32.69 %
Other Purchased Services				
Student Transportation	\$ 1,600	\$ 0	(1,600)	0.00 %
Insurance	7,668	25,403	17,735	30.19 %
Communication	14,779	25,000	10,222	59.12 %
Food Service Management	7,723	53,280	45,556	14.50 %
Travel - Employees	2,410	7,500	5,090	32.13 %
Other Purchased Services	9,886	80,000	70,114	12.36 %
Total Other Purchased Services	\$ 44,066	\$ 191,183	147,117	23.05 %
Supplies				
Supplies - General	\$ 19,429	\$ 15,000	(4,429)	129.53 %
Supplies - Instructional and Tech	39,525	102,000	62,475	38.75 %
Computer Software	79,267	96,000	16,733	82.57 %
Energy	19,887	50,000	30,113	39.77 %
Purchased Food	2,260	0	(2,260)	0.00 %
Textbooks	15,173	26,000	10,827	58.36 %
Books (Other Than Textbooks)	6,999	10,000	3,001	69.99 %
Expendable Equipment	2,783	68,430	65,647	4.07 %
Expendable Computer Equipment	0	25,000	25,000	0.00 %
Total Supplies	\$ 185,323	\$ 392,430	207,107	47.22 %
Other Operating Expenses				
Dues & Fees	\$ 2,646	\$ 5,500	2,854	48.12 %
Interest	12,781	48,000	35,219	26.63 %
FFE Lease Costs	8,659	134,544	125,885	6.44 %
Total Other Operating Expenses	\$ 24,086	\$ 188,044	163,958	12.81 %
Total Expenses	\$ 1,381,282	\$ 3,937,978	2,556,696	35.08 %
Total Current Year Income/(Loss)	\$ 139,547	\$ 97,793	(41,754)	142.70 %

Brookhaven Innovation Academy
2017-2018 Actual YTD v Current Budget

	07/01/2017 Through 10/31/2017		Summary
	Actual	17-18 Version 1	
Revenues			
Revenue - Federal Sources			
Other Federal Grants Through GADOE	\$ 19,159	\$ 6,225	(12,934)
Total Revenue - Federal Sources	\$ 19,159	\$ 6,225	(12,934)
Revenue - Local Sources			
Charter Commission Revenue	\$ 1,164,197	\$ 1,166,934	2,738
Club Dues and Fees	545	0	(546)
Donations	316,981	50,000	(266,981)
Fundraising (School-Based) & Field Trips	9,859	0	(9,859)
After School Care Revenues	443	0	(443)
Other Revenues	9,645	0	(9,645)
Total Revenue - Local Sources	\$ 1,501,670	\$ 1,216,934	(284,736)
Total Revenues	\$ 1,520,829	\$ 1,223,159	(297,670)
Expenses			
Personal Services - Salaries			
Teachers	\$ 481,992	\$ 412,668	(69,324)
Substitute - Non Certified	7,650	13,600	5,950
Extended Day - Teachers	0	3,336	3,336
Art, Music, PE Teachers	29,177	62,336	33,159
Principal	35,000	33,336	(1,664)
Assistant Principal	24,000	24,000	0
Aides And Paraprofessionals	48,591	38,740	(9,851)
Secretarial Staff	8,571	7,600	(971)
Clerical Staff	10,506	12,000	1,494
Accountant	15,250	17,336	2,086
Technology Specialist	15,000	15,208	208
Total Personal Services - Salaries	\$ 675,737	\$ 640,160	(35,577)
Personal Services - Benefits			
Health Insurance	\$ 51,705	\$ 70,968	19,263
FICA/Medicare	10,070	10,128	58
Teachers Retirement System	95,675	96,812	1,137
Unemployment Compensation	3,697	2,607	(1,090)
Other Employee Benefits	338	0	(338)
Total Personal Services - Benefits	\$ 161,485	\$ 180,515	19,030
Purchased Professional and Tech Svcs			
Contracted Service -Administration	\$ 30,000	\$ 30,000	0
Contracted Service -Counselors	34,526	25,000	(9,526)
Contracted Service -Technology Specialist	13,272	0	(13,272)
Backgrounds & Fingerprints	318	600	282
Professional Legal Services	16,842	6,664	(10,178)
Per Diem and Fees - Prof. Dev.	28,005	26,000	(2,005)
Total Purchased Professional & Tech	\$ 122,963	\$ 88,264	(34,699)
Purchased Property Svcs			
Facility TICAM and Cleaning Services	\$ 24,822	\$ 31,664	6,842
Repair & Maint. - General and Facility	8,910	7,800	(1,109)
Repair & Maint. - Technology	677	3,500	2,823
Building and Land Rental	119,480	118,436	(1,044)

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Brookhaven Innovation Academy
2017-2018 Actual YTD v Current Budget

	07/01/2017 Through 10/31/2017		Summary
	Actual	17-18 Version 1	
Computer and IT Rental	2,483	0	(2,484)
Other Purchased Property Services	11,250	15,000	3,750
Total Purchased Property Svcs	\$ 167,622	\$ 176,400	8,778
Other Purchased Services			
Student Transportation	\$ 1,600	\$ 0	(1,600)
Insurance	7,668	11,801	4,133
Communication	14,779	8,336	(6,443)
Food Service Management	7,723	17,760	10,037
Travel - Employees	2,410	2,500	90
Other Purchased Services	9,886	26,664	16,778
Total Other Purchased Services	\$ 44,066	\$ 67,061	22,995
Supplies			
Supplies - General	\$ 19,429	\$ 8,250	(11,179)
Supplies - Instructional and Tech	39,525	23,336	(16,189)
Computer Software	79,267	79,600	333
Energy	19,887	16,664	(3,223)
Purchased Food	2,260	0	(2,260)
Textbooks	15,173	26,000	10,827
Books (Other Than Textbooks)	6,999	3,336	(3,663)
Expendable Equipment	2,783	68,430	65,647
Expendable Computer Equipment	0	25,000	25,000
Total Supplies	\$ 185,323	\$ 250,616	65,293
Other Operating Expenses			
Dues & Fees	\$ 2,646	\$ 5,500	2,854
Interest	12,781	16,000	3,219
FFE Lease Costs	8,659	44,848	36,189
Total Other Operating Expenses	\$ 24,086	\$ 66,348	42,262
Total Expenses	\$ 1,381,282	\$ 1,469,364	88,082
Total Current Year Income/(Loss)	\$ 139,547	\$ (246,205)	(385,752)

Brookhaven Innovation Academy 2017-2018 Actual by Month

	Month Ended July Actual	Month Ended August Actual	Month Ended September Actual	Month Ended October Actual	07/01/2017 Through 10/31/2017 Actual
Revenues					
Revenue - Federal Sources					
Other Federal Grants Through GADOE	0	3,721	0	15,438	19,159
Total Revenue - Federal Sources	0	3,721	0	15,438	19,159
Revenue - Local Sources					
Charter Commission Revenue	0	582,151	291,023	291,023	1,164,197
Club Dues and Fees	0	0	50	495	545
Donations	7,498	127,782	54,135	127,566	316,981
Fundraising (School-Based) & Field Trips	1,943	1,078	0	6,838	9,859
After School Care Revenues	0	0	207	236	443
Other Revenues	39	9,605	0	0	9,645
Total Revenue - Local Sources	9,480	720,616	345,415	426,158	1,501,670
Total Revenues	9,480	724,337	345,415	441,596	1,520,829
Expenses					
Personal Services - Salaries					
Teachers	115,999	115,333	137,045	113,613	481,992
Substitute - Non Certified	0	700	3,150	3,800	7,650
Art, Music, PE Teachers	7,041	7,084	7,969	7,084	29,177
Principal	8,750	8,750	8,750	8,750	35,000
Assistant Principal	6,000	6,000	6,000	6,000	24,000
Aides And Paraprofessionals	11,875	12,083	11,864	12,770	48,591
Secretarial Staff	1,875	1,875	2,860	1,960	8,571
Clerical Staff	2,627	2,627	2,627	2,626	10,506
Accountant	4,250	3,000	4,000	4,000	15,250
Technology Specialist	3,750	3,750	3,750	3,750	15,000
Total Personal Services - Salaries	162,167	161,202	188,015	164,353	675,737
Personal Services - Benefits					
Health Insurance	9,205	(5,483)	34,397	13,586	51,705
FICA/Medicare	2,241	2,359	2,886	2,583	10,070
Teachers Retirement System	14,869	26,981	26,836	26,989	95,675
Unemployment Compensation	1,322	1,287	809	280	3,697
Other Employee Benefits	50	49	77	161	338
Total Personal Services - Benefits	27,687	25,193	65,005	43,599	161,485
Purchased Professional and Tech Svcs					
Contracted Service -Administration	7,500	7,500	7,500	7,500	30,000
Contracted Service -Counselors	0	245	10,846	23,435	34,526
Contracted Service -Technology Specialist	6,259	5,313	1,700	0	13,272
Backgrounds & Fingerprints	193	97	29	0	318
Professional Legal Services	1,105	2,201	8,958	4,577	16,842
Per Diem and Fees - Prof. Dev.	0	14,635	5,284	8,086	28,005
Total Purchased Professional & Tech Svcs	15,057	29,991	34,317	43,598	122,963
Purchased Property Svcs					
Facility TICAM and Cleaning Services	7,024	7,024	7,024	3,750	24,822
Repair & Maint. - General and Facility	7,015	1,895	0	0	8,910
Repair & Maint. - Technology	0	0	730	(53)	677
Building and Land Rental	29,870	29,870	29,870	29,870	119,480
Computer and IT Rental	827	828	827	0	2,483
Other Purchased Property Services	3,750	3,750	3,750	0	11,250
Total Purchased Property Svcs	48,486	43,367	42,201	33,567	167,622

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Brookhaven Innovation Academy
2017-2018 Actual by Month

	Month Ended July Actual	Month Ended August Actual	Month Ended September Actual	Month Ended October Actual	07/01/2017 Through 10/31/2017 Actual
Other Purchased Services					
Student Transportation	0	0	0	1,600	1,600
Insurance	3,938	1,865	1,865	0	7,668
Communication	2,013	3,497	6,066	3,204	14,779
Food Service Management	0	0	7,723	0	7,723
Travel - Employees	501	0	1,909	0	2,410
Other Purchased Services	3,312	3,450	1,131	1,993	9,886
Total Other Purchased Services	9,764	8,812	18,694	6,797	44,066
Supplies					
Supplies - General	10,901	5,932	1,838	758	19,429
Supplies - Instructional and Tech	5,501	535	391	33,099	39,525
Computer Software	76,481	2,786	0	0	79,267
Energy	2,212	9,986	3,567	4,120	19,887
Purchased Food	0	809	505	947	2,260
Textbooks	14,227	947	0	0	15,173
Books (Other Than Textbooks)	1,089	28	4,688	1,194	6,999
Expendable Equipment	0	0	102	2,680	2,783
Total Supplies	110,411	21,023	11,091	42,798	185,323
Other Operating Expenses					
Dues & Fees	70	54	1,465	1,058	2,646
Interest	(1,614)	2,940	2,795	8,660	12,781
FFE Lease Costs	22,425	11,213	8,659	(33,638)	8,659
Total Other Operating Expenses	20,881	14,207	12,919	(23,920)	24,086
Total Expenses	394,453	303,795	372,242	310,792	1,381,282
Total Operating Net Income/(Loss)	(384,973)	420,542	(26,827)	130,804	139,547
Financing Sources and Uses					
Other Loan Proceeds	283,955	297,500	267,200	265,800	1,114,455
Principal Payments	(75,617)	(547,500)	(28,950)	(540,438)	(1,192,505)
Total Financing Sources and Uses	208,338	(250,000)	238,250	(274,638)	(78,050)
Capital Items					
Building Improvements	6,945	0	0	0	6,945
Total Capital Items	6,945	0	0	0	6,945
Net Income with Financing and Cap. Items	(183,580)	170,542	211,423	(143,834)	54,552

Brookhaven Innovation Academy
Statement of Assets, Liabilities and Fund Balance
07/01/2017 Through 10/31/2017

ASSETS

Current Assets

Cash and Cash Equivalents

Checking Account - Private Bank \$ 161,386

Petty Cash 500

Checking Account - Private Bank Capital 50,001

Cash in Bank-Private Bank Annual 1

Total Cash and Cash Equivalents \$ 211,888

Short Term Investments \$ 1,000

Accounts Receivable (Net) 18

Prepays, Deferrals and Other Current 40,000

Total Current Assets \$ 252,906

Capital Assets (Net of Dep'n)

Buildings and Land 251,588

Furniture, Fixtures and Equipment 322,598

Total Net Capital Assets \$ 574,186

Total Assets \$ 827,092

LIABILITIES AND FUND BALANCE

Liabilities

Current Liabilities

Current Leases and Other Current Liabs 118,164

Accounts Payable 221,951

Payroll Liabilities 33,594

Total Current Liabilities \$ 373,709

Long Term Liabilities \$ 500,347

Total Liabilities \$ 874,056

Fund Balance

Net Asset Accounts \$ (46,964)

Total Fund Balance \$ (46,964)

Total Liabilities and Fund Balance \$ 827,092

Brookhaven Innovation Academy
2017-18 Statement of Revenues, Expenditures and Changes in Fund Balance
07/01/2017 Through 10/31/2017

	Actual
Net Income with Financing and Capital Items	
Net Operating Income/(Loss)	
Revenues	
Revenue - Federal Sources	
Other Federal Grants Through GADOE	19,159
Total Revenue - Federal Sources	19,159
Revenue - Local Sources	
Charter Commission Revenue	1,164,197
Club Dues and Fees	545
Donations	316,981
Fundraising (School-Based) & Field Trips	9,859
After School Care Revenues	443
Other Revenues	9,645
Total Revenue - Local Sources	1,501,670
Total Revenues	1,520,829
Expenses	
Personal Services - Salaries	675,737
Personal Services - Benefits	161,485
Purchased Professional and Tech Svcs	122,963
Purchased Property Svcs	167,622
Other Purchased Services	44,066
Supplies	185,323
Other Operating Expenses	24,086
Total Expenses	1,381,282
Total Operating Net Income/(Loss)	139,547
Financing Sources and Uses	
Other Loan Proceeds	1,114,455
Principal Payments	(1,192,505)
Total Financing Sources and Uses	(78,050)
Capital Items	
Building Improvements	6,945
Total Capital Items	6,945
Net Income with Financing and Cap. Items	54,552

Brookhaven Innovation Academy
Working Capital Analysis by Month

	Month Ended July <small>Actual</small>	Month Ended August <small>Actual</small>	Month Ended September <small>Actual</small>	Month Ended October <small>Actual</small>
Working Capital				
Cash and Cash Equivalents	2,241	149,531	378,489	211,888
Accounts Payable and other Current Liabilities	247,805	251,170	278,313	255,545
Net LOC Balance	42,412	(207,588)	30,662	(243,975)
Total Working Capital	\$ (287,976)	\$ 105,949	\$ 69,514	\$ 200,318
Working Capital Net of LOC				
Cash and Cash Equivalents	2,241	149,531	378,489	211,888
Accounts Payable and other Current Liabilities	247,805	251,170	278,313	255,545
Total Working Capital Net of LOC	\$ (245,564)	\$ (101,639)	\$ 100,176	\$ (43,657)

BROOKHAVEN INNOVATION ACADEMY					
FINANCIAL INDICATORS					
		Possible Points	6/30/17	9/30/17	10/31/17
Title	Measure 1(a), Current Ratio (Working Capital Ratio): Current assets divided by current liabilities		0.32	0.88	0.57
Question	Does the school have the ability to cover short-term financial obligations?				
Criteria	Exceeds Standard: Current Ratio is greater than 3.0	20			
	Meets Standard: Current Ratio is between 1.0 and 3.0	15			
	Approaches Standard: Current Ratio is between .9 and 1.0 or equal to 1.0 OR Current Ratio is between 1.0 and 3.0 and one-year trend is negative	10			
	Does Not Meet Standard: Current Ratio is less than or equal to .9	0	0	0	0
Title	Measure 1(b), Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses/365)		1	107	43
Question	Does the school maintain an appropriate balance of cash on hand?				
Criteria	Exceeds Standard: Days Cash greater than 75 days	20		20	
	Meets Standard: Between 45 and 75 Days Cash and one-year trend is positive	15			
	Approaches Standard: Days Cash is between 15 and 45 days OR Days Cash is between 45 and 75 days and one-year trend is negative	10			10
	Does Not Meet Standard: Less than 15 Days Cash	0	0		
Title	Measure 1(c), Enrollment Variance: [Actual Enrollment during the October FTE Count(fiscal year x) – school enrollment projection(fiscal year X)] / school enrollment projection(fiscal year X)		-10%	1.0%	1.0%
Question	Is the school able to project enrollment in a way that enables them to adequately budget?				
Criteria	Exceeds Standard: Enrollment Variance equals less than 2 percent	10		10	10
	Meets Standard: Enrollment Variance is between 2 and 8 percent	5			
	Does Not Meet Standard: Enrollment Variance is greater than 8 percent	0	0		
Title	Measure 1(d), Default				
Question	Is the school repaying debts in a timely manner?				
Criteria	Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments OR School does not have any outstanding debt	10	10	10	10
	Does Not Meet Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments	0			
Title	Measure 2(a), Efficiency Margin: Change in Net Assets divided by Total		N/A	N/A	N/A
Question	Does the school manager costs appropriately?				
Criteria	Exceeds Standard: Aggregated Three-Year Efficiency Margin is 10 percent or greater	20			
	Meets Standard: Aggregated Three-Year Efficiency Margin is between 0 and 10 percent	15			
	Approaches Standard: Aggregated Three-Year Efficiency Margin is between -.01 and -10 percent	10			
	Does Not Meet Standard: Aggregated Three-Year Efficiency Margin is less than -10 percent	0			
Title	Measure 2(b), Debt to Asset Ratio: Total Liabilities divided by Total Assets		120%	94%	106%
Question	Does the school maintain an appropriate balance between assets and liabilities over time?				
Criteria	Exceeds Standard: Debt to Asset Ratio is less than 25 percent	20			
	Meets Standard: Debt to Asset Ratio is between 25 and 94.99 percent	15			
	Approaches Standard: Debt to Asset Ratio is between 95 and 100 percent	10		10	
	Does Not Meet Standard: Debt to Asset Ratio is greater than 100 percent	0	0		0

Cash Flow November 2017

BROOKHAVEN INNOVATION CASH FLOW

Current Bank Balance @ 11/29/17	\$	(130,677.90)
LOC Credit Line @ 11/29/17	\$	176,699.30
	\$	46,021.40
Reserves		
Provision for Estimated Payroll - 12/29/17	\$	155,603.00
Total Reserves	\$	155,603.00
Pending/Priority Payments		
Auto Payments	\$	136,639.63
Total Pending Payments	\$	136,639.63
Anticipated Inflows/Outflows		
Unidentified Deposits	\$	(21,805.76)
Capital Campaign	\$	(28,226.47)
Charter Commission Revenue	\$	291,023.00
Title I Reimbursement	\$	22,339.25
Title II Reimbursement	\$	5,398.00
Total Inflows/(Outflows)	\$	268,728.02
Remaining Balance Available for Disbursement		\$22,506.79

EXECUTIVE COMMITTEE:

Proposal by EIP –

Ed Innovation Partners

Connectivity, Solutions, Results

TERMS AND CONDITIONS

BROOKHAVEN INNOVATION ACADEMY, INC AND ED INNOVATION PARTNERS, LLC

THIS AGREEMENT is made and entered into this twentieth day of November 2017, by and between Brookhaven Innovation Academy, Inc., 3159 Campus Drive, Norcross, GA 30071 aka Brookhaven Innovation Academy ("BIA") and, Ed Innovation Partners, LLC 1220 Station Drive, Watkinsville, GA 30677, ("Consultants"), collectively, the "Parties". In consideration of the mutual promises contained herein, BIA and Consultants agree as follows:

- 1. Services.** Consultants shall perform the services described in Exhibit "A", attached hereto and incorporated herein. As compensation for the performance of said services, BIA shall pay Consultants in accordance with the fee schedule set forth in Exhibits "A" through "D." Payment will be made upon submission of an invoice for said services, as set forth in Exhibit "A"
- 2. Relationship of Parties.** It is expressly acknowledged by the parties hereto that Consultant is an independent contractor, and nothing in this Agreement is intended nor shall be construed as conferring upon Consultant any other status in relationship to BIA. The Consultant may only act with approval from the Board of Directors of BIA (the "Board"), which may not abdicate its fiduciary responsibilities. Additionally, nothing in this Agreement is intended nor shall be construed to create an employer/employee relationship between Consultant and its employees or independent contractors to BIA. In performing services under this Agreement, Consultants shall be solely responsible for determining the means and methods for performing the professional and/or technical services described in Exhibits A-D. Consultants shall observe and abide by all policies and directions of the Board; all applicable laws and regulations, including, but not limited to, those of BIA relative to conduct on its premises. Consultants shall be solely responsible for, and shall hold BIA harmless from, all matters relating to the payment of Consultant's employees, including but not limited to compliance with F.I.C.A. and unemployment requirements.
- 3. Confidentiality.** BIA recognizes that Consultants may have the following information: future plans, business affairs, trade secrets, and other proprietary information (collectively, "Information") which are valuable, special and unique assets and need to be protected from improper disclosure, except those subject to open records. In consideration for the disclosure of the Information, BIA agrees to not at any time or in any manner, either directly or indirectly, use any information for any individual's own benefit, or divulge, disclose, or communicate in any manner any Information to any third party, except for the Board's counsel and other agents, without the prior written consent of EIP. Consultants and BIA will protect Information and treat it as strictly confidential when applicable. A violation of this paragraph shall be a material violation of this Agreement, unless disclosure of such information is otherwise required by state or federal law.
- 4. Term.** The initial term of this Agreement is seven (7) months, beginning on 12/01/2017, and ending on June 30, 2017. The parties may terminate, renew, or amend as outlined herein and in Exhibit A. By May 1, 2018 and May 1, 2019, EIP will propose a new scope of work and fees for subsequent terms of this Agreement.
- 5. Termination.** If Consultants default in its performance under this agreement, and does not cure the default within thirty (30) days after written notice of default, BIA may terminate this agreement upon written notice, without penalty. Either Party may terminate this Agreement at any time by giving ninety (90) days written notice to the other party. Upon termination of this Agreement, BIA shall pay the remainder of the Annual Fee described in Exhibit A, or fees for the remaining 90, whichever is less. No additional fees will be paid after the termination of the Agreement. Any other fees which were due prior to termination shall be paid to Consultants upon receipt of said funds by BIA. Provided, however, no other fees described in Exhibit A shall accrue after termination.

For purposes of this Agreement, a "default" includes but is not limited to Consultants' failure to provide or deliver any item(s) contained in Exhibits A-D, including but not limited to the "deliverables" and "Scope of Work" in Exhibit A, and failure to adhere to the provisions for "Availability" under Section 6 of this Agreement

- 6. Availability.** The Parties shall be reasonably available to each other through telephone access and Consultants shall notify BIA promptly of any absence or anticipated delay in the performance of services under this Agreement. Reasonably available

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means, among other things, attending meetings (as necessary and mutually agreed) and returning communications within 24 hours withstanding any conflicts which would preclude such communications..

7. Nondiscrimination. During the performance of this contract, Consultants shall not discriminate against any employee or applicant for employment because of race, religion, sex, color or national origin. Consultants will further fully comply with all provisions of the Civil Rights Act of 1964, as amended, the Age Discrimination Act of 1975, as amended, Executive Order 11246, as amended, and each and every other federal and state employment law, and regulations and orders issued pursuant thereto to the extent the same are applicable to its performance hereunder.

8. Amendments. The Agreement, including all Exhibits, contains the entire agreement between the Parties on the matters covered herein and supersedes any prior or contemporaneous agreements, whether oral or written, express or implied. This Agreement may be amended by mutual written consent of the Parties.

9. Indemnification. Consultants agree to and hereby does indemnify, defend and hold harmless BIA, its agents, employees, servants, and contractors from and against any and all claims, judgments, costs, liabilities, damages and expenses, including reasonable attorney's fees, whatsoever arising in connection with any actions or omissions by Consultants, its agents, servants, employees, partners, contractors or sub-contractors, in the performance of its obligations under this Agreement. Consultants further agrees to indemnify and hold BIA harmless against all liability and loss in connection with, and shall assume full responsibility for, payment of all federal, state and local taxes or contributions imposed or required under unemployment insurance, Social Security and income tax laws, with respect to any Consultants' performance of duties pursuant to this Agreement. The terms of this provision shall survive the termination or completion of this Agreement.

10. Notice. Whenever either party desires or is required under this Agreement to give notice to any other party, it must be given in writing, sent by registered United States mail, with return receipt requested, addressed to the party for whom it is intended at the following addresses.

To: Brookhaven Innovation Academy, Inc.

Attn: Jennifer Langley, Board Chair
3159 Campus Drive
Norcross, GA 30071

To: Ed Innovation Partners, LLC

Attn: Danny Brewington
1220 Station Drive
Watkinsville, GA 30677

11. Severability. In the event that any clause or portions of this Agreement shall be construed or held to be null and void by a court of law, the Georgia legislature, a federal or any other authorized entity, that portion or clause of the Agreement shall be deemed to be severed from the Agreement with the remaining portions of the Agreement held to be in full force and effect.

12. Venue. This Agreement has been executed and delivered in, and shall be interpreted, construed and enforced pursuant to and in accordance with the laws of the State of Georgia. Oconee County, Georgia shall be the sole and exclusive venue for any litigation, special proceeding or other proceedings as between the parties that may be brought or arise out of or in connection with or by reason of this Agreement.

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AGREED AND ACCEPTED by the Parties, BIA, through the authorized representative, and Consultants, through duly authorized representative, on the respective dates under each signature.

BROOKHAVEN INNOVATION ACADEMY, INC

By: _____
Date

Print Name: _____

Title: _____

ED INNOVATION PARTNERS, LLC

By: _____
Date

Print Name: _____

Title: _____

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Exhibit A: Scope of Work

Ed Innovation Partners will strategize with BIA's Board of Directors and other stakeholders to design and implement appropriate strategy, partnerships, and action plan to maximum opportunity to move toward a stabilization across Academics, Operations, and Finance as well as become "investable and renewable" as a public charter school. The intent is to position BIA for renewal through Georgia's State Charter Schools Commission as well as position for long-term financing and sustainability. The proposed scope of work is outlined below:

Scope A: Organizational Assessment and Strategy Development

December 2017-June 2018

1. Facilitate and Manage **Organizational Assessment and Strategy Development** to address and define actionable strategies and integrate those into strategic plan, underwriting, and other supporting documents while addressing the following areas as aligned to a Georgia's adopted Comprehensive Performance Framework (outlined in Exhibit B):
 - a. Academic Performance: *Is the educational program a success?*
 - b. Financial Performance: *Is the school financially viable?*
 - c. Organizational Performance: *Is the organization effective and well run?*
2. Facilitate organizational planning and development activities based on **Organizational Assessment and Strategy Development** that includes the following activities:
 - a. Define, Support, and/or Facilitate Strategic-Planning-Development Process and Timeline
 - b. Support the Development of Long-Term Planning, Resources, and Organizational/Operational Solutions as necessary
 - c. Support and/or Facilitate the Development or Revision of Organizational Chart, Support and Resource Matrix, and other Key Documents to Ensure Clarity of Academic, Operational, and Financial Trajectory, Initiatives, and Improvements
 - d. Facilitate and Support any (re)definition of Roles, Expectations, and Work-Streams of Board, School Leadership, Support Partners, and/or other Providers
 - e. Support the Development and Submission Appropriate Charter Renewal, Funding, and/or Other Applications (where and when applicable)
 - f. Others as mutually agreed upon
3. EIP, Strategic Partners, and BIA's Board of Directors and/or Leadership will identify and formalize additional Key, **Foundational, Transformative and/or Essential Organizational (re)Development Areas**, Programs, and/or Structures and Strategies based upon three components: a)Preliminary Gap-Analysis and Needs Assessment; b)Required areas as part of site visit process of SCSC; renewal application process to SCSC; and c)the above referenced **Organizational Assessment and Strategy Development**:
 - a. **Key Activity Areas:**
 - i. **Academic, Organizational, and Financial Goal Redevelopment**
 1. Define/Redefine Mission Specific Goals, Objectives, and Metrics
 2. Integrate Comprehensive Performance Framework Goals, Objectives, and Metrics to overall operations of BIA in an actionable and measurable strategy
 - ii. **Board Development and Capacity-Building**
 1. Conduct Governing Board "Bootcamp" on Charter School Governance Best Practices and Strategic Development
 2. Define/Affirm and Support Committee Structure and Operation
 3. Define and Make Actionable Board Development, Recruitment, and Strategy
 4. Conduct Ongoing Board Training Components as Requested/Required
 5. Initiate Governing Board Mentor Network (existing board members in GA)
 6. Initiate Governing Board Technical Support Consultant, Guidance, and/or Mentorship
 7. Conduct Board/School Leadership Shared Coaching and Training

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8. Define School Reporting Expectations and Scheduling

iii. **Academic and Operational Outcomes**

1. School Structure/Configuration (Considerations and Options)

- a. Revisit and Validate BIA's Instructional Framework
 - i. Conduct Analysis on Student Achievement
 - ii. Conduct Analysis on Fidelity of Implementation of Model and Develop strategies around improvement
- b. Revisit and/or Refine Grade and Configuration Options
- c. Revisit and/or Refine Class Size and Programs

2. School Level Leadership Development and Accountability

- a. Review BIA's Charter Implementation and Performance and define best practices of Leadership Structure strategies
- b. Define Individualized Planning, Development, and Training with and between BIA Leadership team, EIP, and colleague school leaders
- c. Define Individualized Evaluation (in addition to LKES) of Leadership Team by Governing Board in partnership with EIP and colleague school leaders
- d. Initiate School Leadership Mentor Network Initiated (ongoing)
- e. Initiate and Provide School Leadership Technical Support Consultant and Guidance (ongoing)
- f. Define School Reporting Expectations and Scheduling

3. Academic Accountability and Monitoring

- a. Review, Refine, and/or Implement a Rigorous Data Team Process
 - i. Revisit and refine Student Data Tracking and Analysis
 - ii. Explore and define Principal/Teacher Data Summits
 - iii. Initiate Monthly Board Report process
- b. Ensure effective and efficient ongoing/benchmark assessment
 - i. Revisit/Initiate NWEA-MAP or Comparable Program for Assessing Students Quarterly

4. Student Supports and Services

- a. Revisit and Validate BIA's Student Supports and Services with particular focus of special populations
 - i. Conduct Analysis on Current Programs and Services
 - ii. Recommend supports and/or develop strategies around improvement
- b. Revisit and/or Refine Staffing, Resource, and/or Program Options

5. Professional Development and Training

- a. Define Professional Development Plan
- b. Define BIA-Specific Training Needs to ensure fidelity of implementation and evaluation from analysis

6. Staffing Structure and Modification Observations

- a. Support Definition of Optimal Staffing Needs and
- b. Define/Refine Process for Recruiting and Retaining Highly Qualified, Talented Teachers
- c. Implement other areas as identified in **Organizational Assessment and Strategy Development**

7. Operational Needs

- a. Define Needs in Business, Finance, and Operations as identified in the Assessment process
- b. Create Actionable Plan to Implement strategies, solutions, and improvements as defined in Organizational Assessment process

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Fees:

Beginning December 1, 2017, EIP will initiate the services outlined in Scope A above. In lieu of its usual and customary daily rate and/or retainer fee, EIP will provide the services outlined as *Organizational Assessment and Strategy Development* as a defined project fee. For the initial project period (December 2017-June 2018) the total fee will be \$56,000.00, to be paid \$8,000.00 per month.

Administrative:

During the initial term, EIP will invoice BIA \$8,000.00 per month beginning on December 15, 2017 for services provided unless another mutually agreed schedule is developed as outlined above. Each invoice is to be paid no later than the 5th day of the subsequent month. Invoices will be paid on the following schedule:

January 5, 2018 - \$8,000.00

February 5, 2018 - \$8,000.00

March 5, 2018 - \$8,000.00

April 5, 2018 - \$8,000.00

May 5, 2018 - \$8,000.00

June 5, 2018 - \$8,000.00

June 30, 2018 - \$8,000.00

Additional Services and Fees

A key aspect of the outlined scope of work is the development and implementation BIA's Resource Development Strategy. Likewise EIP and/or its Consultants shall seek **direct financial contribution or grant funds/award** on behalf BIA and/or its affiliated board and/or partner organizations as it relates to supporting the development of the school's infrastructure, governance, academic, and capital/facility planning responsibilities. Any additional fee structure outside that articulated above shall be mutually defined and provided *as allowable under the terms of such awards and/or an amount mutually agreed upon prior to solicitation/procurement.*

Any determined fee(s) shall be paid within thirty (30) days of award or as mutually agreed upon. Once an application, request, or ask has been initiated, the fee/incentive terms shall survive any termination or completion of this agreement.

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b. Key Deliverables:

- i. Organizational Assessment and Strategy Report and Action Plan
- ii. Strategic Development Timeline, Documents and Materials
- iii. Revised Organizational Chart (as necessary)
- iv. Comprehensive Support and Resource Matrix (as necessary)
- v. Progress Monitoring Deliverable Timeline and Process - State and Internal (as necessary)
- vi. Board Development Documents
- vii. Revised Strategic Goals as aligned to i. above (as necessary)
- viii. Initial Academic Strategic Direction Document to Drive Overall Strategic Plan
- ix. Initial/Revised Professional Development Plan
- x. Initial/Revised Resource Development Plan
- xi. Compilation - Comprehensive Revised Policy/Operations Manual and/or Handbooks – Board and School Level
- xii. Necessary Funding/Grant Documents (as mutually defined)
- xiii. Submitted Renewal Charter Petition (when/if applicable)
- xiv. Site-Visit and/or Interview Preparation Packets, Sessions, and Mock Interviews (as applicable)
- xv. Requested or Required Strategic Reports, Timelines, and Authorizer Responses (as needed)
- xvi. Overview of additional deliverables for Renewal and/or Phase II of Scope (if necessary)
- xvii. Proposal for any additional Support and Resource Services on or before February 1, 2018 (or as necessary if beyond this date), including a proposal for additional costs associated with these services.
- xviii. **Definition (and Mutual Agreement) of Scope of Work and Fees for July 2018-June 2019 – no later than May 1, 2018**

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Exhibit B: Academic, Financial, and Operational Performance and Accountability

EIP and its partners recognizes the challenges of charter schools and acknowledges the need to exceed at all levels of academic, financial, and operational objectives and outcomes. The intent of **Organizational Assessment and Strategy Development** is to ensure that BIA's existing Organizational and Operational Framework is thoroughly analyzed and integrated an overall strategy to drive BIA's Academic, Operational, and Financial Design to ensure compliance, success, and sustainability.

Organizational Assessment and Strategy Development will integrate (but not be exclusive) 10 areas encompassing all facets of academic, operational, and financial outputs. The EIP Team will utilize a best practices approach that has been adapted to no less than 10 areas and 33 targets aligned closely to the Georgia adopted Comprehensive Performance Framework. Each target will have a rating metric associated with defined indicators.

The three areas of performance covered by the framework— *academic achievement, financial viability, and organizational effectiveness*—correspond directly with the three components of a strong charter school program. In each of these three areas, we will ask a fundamental question.

- **Academic Performance:** *Is the educational program a success?*
- **Financial Performance:** *Is the school financially viable?*
- **Organizational Performance:** *Is the organization effective and well run?*

The answers to each of these three questions are essential to a comprehensive evaluation of charter school status and current/future performance. The framework also enables BIA and its stakeholders to make decisions and projections with clarity about expected outcomes, objective evidence of achievement, and a comprehensive tool for evaluating results.

Another value-add is that this promotes transparency and objectivity about the performance standards that will be used to evaluate whether or not BIA is successful and is living up to its expectations and ensures no surprises when a school is held accountable for meeting them to its stakeholders, authorizer, and/or investors.

Finally, the performance framework protects BIA's autonomy by clarifying through mutual agreement and in objective terms the performance data to be collected and the outcomes that it expects and will evaluate.

A snapshot of the areas and targets are outlined in Exhibit C.

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Exhibit C: Performance Areas and Targets

Performance Area #1: State and Federal Compliance

BIA must meet state and federal performance targets and perform above the level that would place it on any "Watch" or "Focus" list.

- Target #1a: BIA meets targets set forth by state and federal accountability systems.
Target #1b: BIA meets state designation expectations as set forth by state and federal accountability systems.

Performance Area #2: Student Achievement and Student Growth

BIA will demonstrate its ability to positively impact students' academic proficiency while also prioritizing the academic growth of their students.

- Target #2a: BIA is annually *outperforming* the district(s) it serves
or
Target #2b: BIA annually demonstrate typical/high academic *growth* compared to their academic peers enrolled in the traditional schools
Target #2c: BIA is annually closing the achievement gap between students in eligible subgroups as compared to traditional schools

Performance Area #3: Near-Term Financials

BIA's near-term financial measures will be used to calculate its ability to cover its short term (less than 1 year) financial obligations.

- Target #3a: BIA has the ability to cover short-term financial obligations with a positive Working Capital Ratio.
Target #3b: BIA maintains an appropriate balance of cash on hand via a positive Unrestricted Days Cash
Target #3c: BIA is able to project enrollment in a way that enable to adequately budget project budget
Target #3d: BIA repays debt in a timely manner

Performance Area #4: Financial Sustainability

BIA's sustainability measures are used to determine its ability to cover long term obligations as well ability to effectively control cost.

- Target #4a: BIA manages costs appropriately.
Target #4b: BIA maintains an appropriate balance between assets and liabilities over time.

Performance Area #5: Operational Performance

BIA's overall purpose is to provide its students a quality and innovative educational program. The school must adhere to the educational program identified in its charter contract.

- Target #5a: BIA is implementing all essential or innovative features of its program as defined in its current charter contract.
Target #5b: BIA's curricular and educational program is aligned with its stated mission as evidence through the attainment of mission-specific Targets.
Target #5c: BIA complies with applicable education legal and regulatory requirements
Target #5d: BIA complies with Reporting Requirements

Performance Area #6 Financial Oversight

BIA must be faithful stewards of public funding and must adhere to stringent standards in the management of its assets. Failure to do so is one of the leading causes of charter school closure.

- Target #6a: BIA meets all financial reporting and compliance timeline and form requirements.
Target #6b: BIA follows Generally Accepted Accounting Principles (GAAP)

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Performance Area #7 Governance

BIA's governing board must provide adequate oversight of school management and operations to ensure that the school is fulfilling its duties to students, employees, parents, and the general public.

- Target #7a:** BIA complies with all applicable general governance requirements.
- Target #7b:** BIA complies with all applicable open governance requirements
- Target #7c:** BIA complies with all applicable governance training requirements
- Target #7d:** BIA holds management and contractors accountable

Performance Area #8 Students and Employees

Parents entrust schools with the education and welfare of their children, and the school must afford those children the appropriate rights and care. BIA must respect its employees and ensure that they are duly qualified to further the education and welfare of students.

- Target #8a:** BIA protects the rights of all students
- Target #8b:** BIA protects the rights of students with disabilities
- Target #8c:** BIA protects the rights of English Learners
- Target #8d:** BIA meets teacher and other employee qualification requirements
- Target #8e:** BIA respects employees' rights.
- Target #8f:** BIA completes background checks of all employees.

Performance Area #9 School Environment

A safe and healthy school environment is critical to creating a conducive learning environment and protecting the well-being of students and employees.

- Target #9a:** BIA complies with all facilities requirements.
- Target #9b:** BIA maintains a safe and secure school environment as measured by the retention of eligible students
- Target #9c:** BIA complies with health and safety requirements.
- Target #9d:** BIA complies with nursing, food service, and transportation requirements.
- Target #9e:** BIA maintains student and employee information and BIA securely and communicating with stakeholders appropriately.

Performance Area #10 Continuous Obligations

BIA must faithfully fulfill all its obligations and quickly remedy any instance of noncompliance.

- Target #10a:** BIA complies with all other legal, statutory, regulatory, or contractual requirements, including those contained in its charter contract, that are not otherwise explicitly addressed in the Performance Standards.

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Exhibit D: Support and Resource Team for BIA

BIA Support Resource Team Overview

Consultant	Area of Support	School and/or Board Interface	General Availability and/or Regular Support	Contact
Danny Brewington	<ul style="list-style-type: none"> Overall Lead Contact Lead Contact on Operations, Finance, Resource Development, and Strategic Engagement Comprehensive Support and Resource Coordination 	<ul style="list-style-type: none"> Board Chair Committee Chairs Principal 	<ul style="list-style-type: none"> Ongoing Technical Support via Phone and Email Regular Site-Visits (as defined by team members and need) Weekly Touch-Point/Status Calls/Skype Meetings Committee Meetings (as required) Monthly Board Meetings (as necessary – See Mote and Carden as Regular/Ongoing Attendance) 	706-247-4478 danny.brewington@gmail.com dbrewington@edinnovationpartners.com
Chad Mote	<ul style="list-style-type: none"> Lead Contact on Academics Academic, Instructional, and Assessment Support 	<ul style="list-style-type: none"> Academic Committee Chair Principal Instructional Lead 	<ul style="list-style-type: none"> Ongoing Technical Support via Phone and Email Weekly Site-Visits Leadership and Academic Team Meetings Weekly Touch-Point/Status Calls/Skype Meetings Academic Committee Meetings Monthly Board Meetings (as needed) 	404-432-8041 chadmote@gmail.com
Lyn Carden	<ul style="list-style-type: none"> Lead Contact on Governance Governance Support and Mentorship 	<ul style="list-style-type: none"> Board and Committee Chairs 	<ul style="list-style-type: none"> Ongoing Technical Support via Phone and Email Weekly Touch-Point/Status Calls/Skype Meetings Site Visits (as Needed) Committee Meetings (as required) Monthly Board Meetings 	770-298-2243 lyn@tri-mconsultants.com
Dr. Allison Nealy	<ul style="list-style-type: none"> RTI and Special Population Support 	<ul style="list-style-type: none"> Principal and SPED Lead/Coordinator 	<ul style="list-style-type: none"> Ongoing Technical Support via Phone and Email Weekly Touch-Point/Status Calls/Skype Meetings Monthly Site-Visit SPED Team Meetings (as needed) 	706-461-8708 anealy@uga.edu
Debbie Price	<ul style="list-style-type: none"> SPED Compliance and Oversight 	<ul style="list-style-type: none"> Principal and SPED Lead/Coordinator 	<ul style="list-style-type: none"> Ongoing Technical Support via Phone and Email Touch-Point/Status Calls/Skype Meetings (as needed) Site-Visits (as Needed) SPED Team Meetings (as needed) 	706-338-8478 debbierprice@gmail.com
Shaun Kerr	<ul style="list-style-type: none"> Project Support and Coordination / Logistics 	<ul style="list-style-type: none"> Board and Committee Chairs Principal Area Leads as Necessary 	<ul style="list-style-type: none"> Ongoing Technical Support via Phone and Email Weekly Touch-Point/Status Calls/Skype Meetings Site-Visits (as Needed) Committee and Board Meetings (as needed) 	706-424-6754 Shaun0kerr@gmail.com

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School Finance Consultant/Provider (TBD)	<ul style="list-style-type: none"> Finance and Back – Office Support 	<ul style="list-style-type: none"> Finance Committee Chair 	TBD	TBD
Student Support / Special Populations Consultants	<ul style="list-style-type: none"> Roles as Needed – typically SPED, Gifted, ELL 	<ul style="list-style-type: none"> Principal and/or SPED Lead/Coordinator 	TBD	TBD
Other Support and Resource Specialists	<ul style="list-style-type: none"> Roles as Needed across Organizational Assessment, Operational Compliance, Financial Compliance, and/or others 	<ul style="list-style-type: none"> TBD 	TBD	TBD