



Brevard Academy

Board Meeting

Work/Training Session and Regular Meeting

Published on June 11, 2025 at 2:28 PM EDT

Amended on June 17, 2025 at 10:03 AM EDT

Date and Time

Wednesday June 18, 2025 at 5:00 PM EDT

Location

Brevard Academy Music Room

Mission:

The Mission of Brevard Academy is to prepare its students to achieve academic excellence through the Core Knowledge Sequence. Through a partnership involving students, teachers, and parents the school strives to create citizens with strong moral character and active intellectual inquiry.

Vision:

Brevard Academy: A Challenge Foundation Academy (BA-CFA) a K-8 public charter school develops and encourages motivated, intellectually curious students who are skilled in critical thinking, individual expression, and problem-solving. From their diverse backgrounds, students accept our challenge to pursue personal and academic excellence. Through this pursuit, they become confident members of their community who lead by serving others.

Strategic Goals:

1. Ensure Academic Success for Every Student
2. Actively Engage Stakeholders to Strengthen and Enrich Our Communities
3. Recruit, Hire and Retain Highly Effective Personnel

4. Use Resources Effectively and Be Fiscally Responsible
5. Provide Effective and Innovative Learning Environments

Agenda

	Purpose	Presenter	Time
I. Work Session			5:00 PM
A. Work Session	Discuss	Ted Duncan	30 m
Summer Planning and Topics			
II. Opening Items			5:30 PM
A. Call the Meeting to Order		Mark Campanini	1 m
B. Record Attendance		Jennifer Silva	1 m
C. Approve Meeting Agenda	Vote	Mark Campanini	1 m
D. Approve Minutes	Approve Minutes	Jennifer Silva	1 m
Approve minutes for Board Meeting on May 21, 2025			
E. Approve Minutes	Approve Minutes		1 m
Approve minutes for Special Board Meeting on June 4, 2025			
F. Pledge of Allegiance		Mark Campanini	1 m
III. Regular Meeting Business			5:36 PM
A. Good News	FYI	Ted Duncan	5 m
<ul style="list-style-type: none"> • All end-of-year activities went smoothly. • Remediation and Retesting has begun. • Mountain Roots is on campus. • We are fully staffed for the 2025-2026 school year. • Americorps has been reinstated. 			
B. Opportunity for Public Comment	FYI	Mark Campanini	10 m

	Purpose	Presenter	Time
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To be recognized by the Chair, an individual needs only to sign in (5 minutes) prior to the meeting being called to order. Each speaker is allowed **three minutes** unless otherwise specified by the Chair (individuals shall not yield minutes to other individuals). You may supplement or submit public comments electronically or handwritten to the School Director or Board Chair.

Please note that it is a violation of law to discuss personnel and private matters in a public meeting. It is also a violation of law to make slanderous remarks or to cast false accusations in a public meeting.

IV. Committee Reports 5:51 PM

A.	Finance	FYI	Paul Cooper	5 m
B.	Governance and Policy	FYI	Abe Pallas	5 m
	<ul style="list-style-type: none"> • Nepotism Policy Update • Family Handbook Updates and Staff Handbook Updates • AI Policy -Discussion 			
C.	Development/Fundraising	FYI	Jennifer Silva	5 m
	<ul style="list-style-type: none"> • Giving Day Focus on Arts and Theater 			
D.	Long-Range Planning	FYI	Jamie Atkinson	10 m
	Summer Retreat Training and Planning			
E.	Academic Excellence Update	FYI	Abe Pallas	5 m
F.	Facilities	FYI	Tyree Griffin	5 m
	Summer Cleaning is underway.			
	Improvements are planned in the resource room.			

V. Director Report 6:26 PM

A.	Director Report	FYI	Ted Duncan	10 m
	<ul style="list-style-type: none"> • Director Report • Additional 1:1 Position Needed--Grant Funded 			

	Purpose	Presenter	Time
• End of Year Benchmarking and EOG Data--Retesting still occurring.			
• Benchmark and EOG Comparison			
• 24-25 Attrition Report			
• Bulldog Summer Socials			

VI. Items for Board Approval 6:36 PM

These items will require Board Action.

A. Committee Consent Items	Vote	Mark Campanini	10 m
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1. Facilities
 1. Classroom Phones--Safety Grant Funds
 2. Build Out of Resource Room--Blue Ridge Health Funds
2. Finance
 1. Add a work vehicle to the encumbered spreadsheet at \$25K over 12 months.
 2. Move all financial accounts to First Bank.
3. Policy
 1. Title 1--Parent and Family Engagement: Review and Approval
 2. Employee Handbook 25-26 Changes: Approval Needed
 3. Family Handbook Changes: Approval Needed
 4. Nepotism Policy: Approval Needed
4. Long-Range Planning
 1. Jamie Atkinson as Board Chair
5. Director Requests
 1. Proposed AIG Plan
 2. Newly Hired Staff
 1. Elementary Teacher--Kristen Mullins--4th-Grade

VII. Other Business 6:46 PM

A. Announcement of Next Meeting	FYI	Mark Campanini	1 m
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VIII. Closing Items 6:47 PM

A. Adjourn Meeting	Vote	Jamie Atkinson	1 m
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This meeting is a public meeting of the BA-CFA Board in public for the purpose of conducting the School Corporation's business and is not to be considered a public community meeting. There will be time for public participation as indicated on the agenda.

Coversheet

Work Session

Section:	I. Work Session
Item:	A. Work Session
Purpose:	Discuss
Submitted by:	
Related Material:	Brevard_Academy_Recommended_Actions_EOY2025.pdf Charter School Board Structure and Composition (1).pdf OnTrack Score.pdf

Recommended Action Steps

Brevard Academy - EOY 2025 Survey

For the Administration Team

Communication

- Weekly Digest: Create a consolidated newsletter for key updates (limit email threads).
- Post-Meeting Memos: Send 1-page recaps of leadership meetings with clear action items.
- Admin Office Hours: Offer scheduled check-ins to ensure open-door communication continues in practice.

Teacher Support

- Launch a Behavior Response Plan:
 - Identify a space for short-term behavior support (ISS model).
 - Clarify escalation protocols and admin roles.
- Invest in Staff Culture:
 - Prioritize a teacher break room (even a repurposed classroom).
 - Provide at least one covered lunch per month.

Coaching & Professional Development

- Survey-Based PD Planning:
 - Build PD around classroom management and math strategies.
 - Offer tracks for hands-on learning (e.g., science labs, outdoor education).
- Middle School WIN Support:
 - Assign a coordinator to help plan intervention blocks effectively.

For the School Improvement Team (SIT)

Visibility and Communication

- Meeting Summaries to All Staff:
 - Within 48 hours of SIT meetings, send bullet-point summaries.
 - Include links to full notes for transparency.
- Quarterly SIT Feedback Loop:
 - Ask staff to submit suggestions to SIT anonymously and respond quarterly.

Supporting Strategic Goals

- Focus Teams:
 - Create mini-task forces for:
 - Music and arts revitalization
 - Behavior system evaluation
 - School culture & morale (e.g., break room, events)
- Peer SIT Representatives:
 - Ensure each team (grade level, support staff, specials) has a SIT liaison who regularly gathers feedback.



The Education Governance Academy "NAVIGATE"

**A step-by-step program for charter school board members
to create or strengthen their leadership model to navigate
the organization towards significance!**



DR. THOMAS MILLER

MEET YOUR AUTHOR

Dr. Thomas Miller is the founder of Leaders Building Leaders, the difference maker in the leadership development of individuals and organizations. He is a former exceptional children's teacher, and middle school principal who transformed into a certified speaker, trainer and coach through the John Maxwell Team. Tom specializes in providing elite-level leadership development and executive coaching to school and business leaders seeking to navigate a course from success to significance. Tom lives in Raleigh, North Carolina, he is the father of two and the lucky husband of one beautiful wife, Jennifer.



Tom and his team believe everything rises and falls with leadership. Tom is a certified speaker, trainer and coach through the John Maxwell Team who specializes in leadership development, training and coaching as well as sales training and public speaking training for leaders.

Leaders Building Leaders has successfully turned around multiple organizations, saving them from imminent failure and guiding them to long-term success. A combination of successful experience in leadership roles and transformation with John Maxwell Leadership principles allows Leaders Building Leaders to provide elite-level leadership development instruction to those seeking to navigate a course from success to significance.

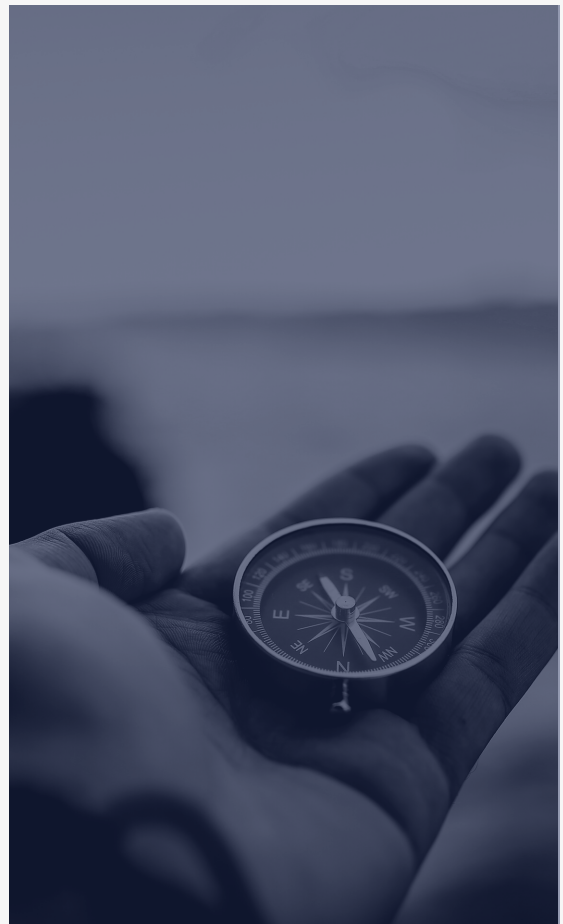
N -Necessary**A -And****V -Vital****I -Information to****G -Gain****A -Action****T -Towards****E -Excellence**

"NAVIGATE" is an interactive, high-impact governance professional development program that was developed to provide public charter school board members and leaders an ongoing professional development series that they can utilize to effectively develop, orient and equip the current and future members of their board of directors. By going through the information, watching the videos and completing the governance strengthening exercises each month public charter school boards will be more equipped to truly define what success looks like in the organization they oversee and meet their promise to the students and families who they are entrusted to serve.

To build your capacity to govern please complete the following steps:

1. Watch the supplementary teaching video and read material
2. Utilize the coaching guide on the next page to reflect on your practices
3. Read the case study with your board and address/discuss the questions
4. Complete the governance strengthening exercises prior to the next meeting
5. If you have any questions or comments, email me at **TomeLeaders-Building-Leaders.com**

Get your access to Navigate's online training series here: **<https://www.leaders-building-leaders.com> / Governance-academy**



Turn the page to start Navigating from success to significance!



CHARTER SCHOOL BOARD COMPOSITION AND STRUCTURE

On July 27, 2017 I wrote in my board chair journal, “You only have 12 meetings to make an impact, sustain the last chair’s work, or improve for the better.” When you think about it, 12 board meetings is a very short amount of time to create sustainable change without ruffling feathers.

As my second year as board chair came to a close I realized that it has taken me this long to just begin to figure it out the Board Chair position, let alone how to improve our board. Unlike my predecessor, I was fortunate enough to be on the board for two years prior to being elected Chair. He was elected Chair in his first meeting! Talk about walking into the fire.

While preparing the board meeting agenda for my last meeting as the Chair, I drafted ten questions I would like the answer to:

- 1.** If I read the last 11 months of board meeting minutes, would I be able to tell that the organization is in a better place, healthier now than it was one year ago?
- 2.** Did the super majority of students learn? How do I know? Will we have the preliminary EOG scores?
- 3.** How can we effectively utilize the skills sets of the incoming board members?
- 4.** What can we do to strengthen the school’s safety plans and processes?
- 5.** What tangible data do we have to demonstrate we are closer to reaching the organization’s goals?
- 6.** What end of the year communication should occur to the staff and families from the board?
- 7.** What are the key priorities the management team will be working to improve over the summer?
- 8.** Did we invest in our people over the past year? Did we retain our best employees?
- 9.** What question during the year was I afraid to ask in open session? Do I have those answers yet?
- 10.** What would we do if the school leader was offered a new job?

BONUS QUESTION:

IF I AM RE-ELECTED AS CHAIR, WHAT AREAS NEED IMPROVEMENT TO BUILD A STRONGER, HEALTHIER GOVERNANCE STRUCTURE?



Best-selling author Dan Coyle states, “Teams are not strong just because they have strong members. Teams are strong because they learn to navigate through challenging times together.”

This book is being written as a navigational guide to equip and provide public charter school board members, utilizing research and true stories of charter school challenges, an ongoing professional development series that they can utilize to effectively develop, orient and equip the current and future members of their board based on the defined and agreed upon roles and responsibilities. By going through the information as a board, watching the accompanying online modules and completing the governance strengthening exercises, public charter school boards will be more equipped to truly define what success looks like in the organization they oversee and meet their promise to the students and families who they are entrusted to serve.

FIRST IMPRESSIONS ARE CRITICAL...

My first meeting as a charter school board member was similar to a middle school dance. I walked in, looked for someone I knew, and sat down. I NEVER hoped for an ice breaker activity, but for the first time in my life, something corny like a get-to-know-you-game may have done the trick.

When I was elected to the board, I was also elected as the Secretary and Chair of the Governance Committee (huge mistake!). Can I share with you what a challenge it was to take meeting minutes when I didn't know the majority of the board members' names? I would be lying if I were to tell you that I was courageous enough to ask someone their name after they made a motion or a strong statement that should be included in the meeting minutes. Instead, I just typed their description and planned to ask the Executive Director later.

Motion to approve by blue shirt/glasses to approve the meeting minutes. Second by green top and dark hair.

One would think by the second meeting this went away, but no. It took me until the second quarter of meetings to get most of everyone's name, roles, and history with the board.

Sounds terrible right? Or maybe too familiar?

I'd like to share that our new board member orientation practices have improved over the years, but they haven't. Don't worry, I did some new research and put a better plan for you later in the book.

You are probably thinking that the school is underperforming, and the board is just kind-of, there? In actuality, the school has earned major awards for academics. It has a wonderful reputation in the community with a strong financial history and waitlist of over 1,000 students.

The board functioned as a team pretty well. And this is another reason why I am writing this book. Functioning as a team is one thing, having the right structures and understanding of effective governance is another.

In my over a decade of experience either as a board member, governance consultant and trainer, there is one truth I have discovered in effective governance...

IF YOU WANT TO BE A HIGHLY EFFECTIVE GOVERNING CHARTER SCHOOL BOARD THEN YOU NEED TO BE INTENTIONAL WITH EVERY ASPECT OF YOUR BOARD, ESPECIALLY THE BOARD MEMBER ORIENTATION, THE STRUCTURE OF THE BOARD, AND EACH MEMBER'S UNDERSTANDING OF THEIR ROLE ON IT.



I believe that no other singular variable is more important for the health and vitality of a public charter school than the way it is governed. In fact, every failure of a charter school can be traced back, in some form or fashion, to the board that governs the school.

Through my ongoing effective public charter school research and partnerships, I have concluded that most public charter school board members lack the specific training and skillsets needed to effectively govern the school. How to set clear goals, develop policies, minimize risk and cultivate relationships based on trust. And finally, maybe most importantly, effectively analyze the school's performance in their area of academics and finances.

Now, the interesting thing is, the majority of charter school board members are extremely skilled, talented and well equipped as professionals. But for some reason, when they become appointed to the board, many of those skills go into atrophy. They become paralyzed through analysis. The gap between what they know and what they do tends to double or triple!

As a Result:

- The public charter school board meetings are filled with trivial dialogue, lacking specific focus or strategic decision making to navigate the organization towards its goals.
- The relations between the management side of the school (principal and employees) and governing board deteriorates and has trust issues.
- The public charter school board does not realize they have a problem until it is too late.
- Causing turnover, violations, loss of credibility and sometimes a terminated charter.

The governing board of a public charter school carries the mission of the school into the community while bringing the views of the community into the school. I fully believe, the success of the charter school, along with the success of the charter school movement, rests on the governance practices of each public charter school governing board. The board's actions to maintain the health of the charter school, including its financial base, is crucial.



In this section, ***Board Composition and Structure***, we will cover:

- building a foundation,
- strategies for identifying and recruiting new board members,
- structure and size of the board, and
- developing standing committees.

BUILDING THE FOUNDATION...

Board Members: In his bestselling book *Good to Great*, Jim Collins (2001) emphasized that going from good to great starts not with “where” but with “whom.” Collins proposed that in order for organizations to be great, they must get the right people on the bus, the wrong people off the bus, and place the right people in the driver seat. Charter school board members are recruited or elected volunteers that are responsible for governing multi-million-dollar public enterprises and the education of public-school children. The volunteer status of board directors can never be used as an excuse for lack of performance. Serving on a charter school board is no small task because every decision, in some manner, affects children. Charter school board members must be effective in communicating the school’s mission and vision; planning for the future; setting sound policy; modeling professionalism; overseeing finances, program evaluation, building sustainable relationships with the community; amongst other key operational aspects (NACSA, 2007).

Recruiting highly engaged board members with specific skill sets and professional backgrounds is vital to the success of a public charter school. When recruiting new board members, the recruitment team should visualize itself as building the foundation of an organization that will sustain organizational health through continuously measuring success and making key decisions that ultimately improve the organization.

An effective governance model requires that all board members are active, in agreement regarding their roles, responsibilities, philosophy of governance, and ensure the school's mission drives the decision-making processes.

Once these diligent and active board members are in place, the board can develop a strategic plan for growth with effective organizational policies that can ultimately lead to the development of high achieving programs. As a result, charter schools can attract and retain more students, which will garner funding for them to survive and thrive. If they do not develop strong programs, the students may not come, and the school may be closed.

Strategies for Identifying and Recruiting New Board Members

Identifying: The hallmark of an effective board is its diversity. The skills most commonly needed to effectively govern and charter school are:

- **Fundraising** - experience in face-to-face solicitation, grant writing, and special events
- **Finance** - accounting, banking, insurance, and risk management
- **Facilities** - real estate, facilities financing, construction and management
- **Governance** - previous board experience
- **Human resources** -employee benefits, grievances, and compensation
- **Public relations** -marketing, and working with the media
- **Legal** -experience in risk management, policy or human resources.

It is recommended that boards evaluate their membership annually and develop a plan to recruit board members that have the area of expertise/professional skills lacking by the current board of directors. One example of a tool a board can use is the Charter School Board Profile Worksheet found in the Appendices or develop their own. Having a clear criterion (skill sets and philosophy) for board members will make it easier to find the right people with the right skills.

Recruitment: Having a board recruitment process in place is the first, and by far the most important, board development practice. While it is time-consuming, instituting a recruitment and nominations process from the start, rather than approaching the task as an ad hoc activity, will result in a more accurate assessment of the charter schools board leadership needs, ensure involvement from the best qualified individuals to fill those board leadership needs, and create a solid orientation process for new board members (Martenelli,1999).

Governance Best Practice: *There is no success without succession! Each board member should have a plan for how they will replace their skills on the board (recruitment and mentoring).*

The development of an effective recruitment and nominations process could take the following course:

1. Establish a board development committee and orientation plan.
2. Develop a profile of the current charter school board.
3. Determine strategies to build board diversity.
4. Develop an initial list of prospective board members (each member recruits in their skill).

5. Contact top recruiting prospects.
6. Schedule and conduct interview sessions with prospective board members.
7. As a full board, discuss, nominate and elect new members.

Most board performance problems can be traced to the casual or haphazard way that some charter schools go about recruiting, selecting and orienting board members. Avoid these common problems:

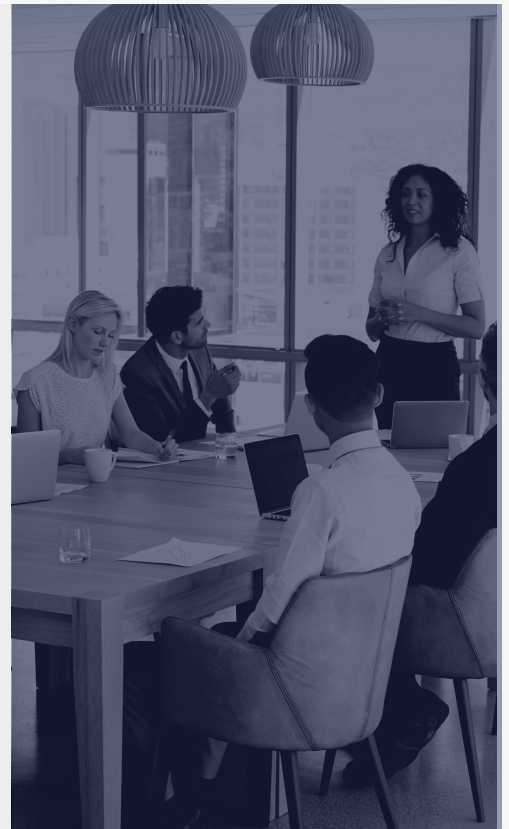
- temporary nominating committee that may rely on whoever is available
- "circle of friends and supporters" already known to the organization
- quickly assembled board that do not understand the mission and lacks diversity and balance in the critical areas of finance, management, and administration.

Board Member Orientation

If you want to be a highly effective governing board then you need to be intentional with every aspect of your board, especially board member orientation.

THE JOB OF A CHARTER SCHOOL BOARD MEMBER IS FUZZY TO BEGIN WITH.

Let's not forget that most of our board members already have a full time job. We have to bring potential board members onto the board with a clear picture if we want them to stick around and be effective. There are many excuses for why board members do not receive proper orientation, but none of them are more important than building clarity of why you are here and what is your role as a board member.



I believe that public charter schools that are highly effective have highly engaged board members and clarity on how they should spend their time in meetings. I also believe that public charter schools that are underperforming or failing have disengaged and sometimes toxic board members. Their meetings have very little context, hardly discuss important information and schedule little commentary around what regarding effective governance looks like.

There is a large assumption gap in charter school governance. The assumption is once elected, everyone knows how to be a board member. Typically, your training comes "on the job".

In 2017, a survey by Heidrick & Struggles and George Mason University of more than 500 nonprofit board members shows how a lack of formal onboarding processes hampers board effectiveness.

- Only 45 percent say their organization had a "defined onboarding process" when they joined the board.
- Only 46 percent say their onboarding experience prepared them to be an effective board member.
- While a large proportion of respondents say those orientations effectively cover matters, such as the mission of the board (92 percent) and board responsibilities (83 percent), a substantially smaller proportion say they were trained on the strategic plan (67 percent), the board decision-making process (60 percent), and evaluation of the CEO (32 percent).
- 68 percent of respondents say the board focuses on where the organization should be in five years' time.

In my time working as a coach and consultant for charter school boards, I would estimate that those numbers far exceed the reality here in North Carolina. In order to have long term success as a public charter school, charter schools need board members who are engaged, inspired, and understand how to help.

I know I fell into the trap of thinking, ***"Of course they know why they are here. Why would they have joined otherwise?"***

In reality, we need to set the right expectations for these really important people who are going to guide the future of the organization. Remember, leadership is influence, not a title.

If new members are not pulled into the right situation, they might be uncertain what is expected of them and become reluctant to become engaged. As a result, the lack of orientation may stand in the way of boards taking the riskier actions that can help the organization in the future. Especially if the school's board is currently struggling.

Let me answer questions about board member orientation.

Who should orient new members? Each board gets to decide this. Typically, it is a combination of the governance committee, the board chair, school leader, and fundraising head.

What does orientation look like? Orientation really begins at the first time the candidate hears about your school and occurs in multiple phases.



Step 1: Schedule a meeting with some key members of the board and the school leader.

- Well informed about their role;
- Generally, well informed about how the organization operates;
- Who's who in the organization;
- A few key accomplishments of the organization as they begin to tell friends, family and colleagues about their new opportunity and become a brand of the school;
- Ready to contribute on day one;
- Impressed that they have joined a professional organization; and,
- Valued and appreciated.
- During this meeting, you can share with the newly appointed members how the agenda is developed, and strategies are implemented, who is responsible for what activities, how decisions are made, and what values drive decision-making. The school leader can also share the school's mission, core values and goals for the upcoming school year.

Step 2: Teach new board members and talk about the difficult topics.

It is critical to bring up to speed the new members about key decisions that have been made or need to be made in their first meetings.

- Board members who walk through the doors feeling valued are your most engaged and productive board members. They are your future leaders.
- As a board leader, you create the culture you desire to see. By spending time on the front end preparing, you are most likely certain to save time on the back end.
- Depending on the timing of this meeting, there might be some key members of the management team on campus. Take the time to introduce them to the new members and provide them an understanding of their role and how critical they are to the school's success.



Step 3: Review the board member binder.

During the meeting, provide them with a copy of a board member binder. This binder contains the most critical documents that a board member should know and understand, including the bylaws, governance policies, meeting schedule, and strategic plan. It can also contain a history of the school, why it exists, and where the organization is compared to its ultimate vision. Recommendations for your binder can be found in the Appendices. here. *Could be passed down from board member to board member.

Step 4: Set up a meeting between new members and members rolling off the board.

Every board member should work to replace themselves with a member who has similar skill sets and experiences. Whether that new member sat on a standing committee the year before, or are brand new to the organization, the rolling off board member could spend time mentoring the new board member, walking them their board member binder, and sharing some of the key decisions that occurred during their term. This helps the new member have a better understanding of the WHY behind all past decisions and provides some context for upcoming decisions.

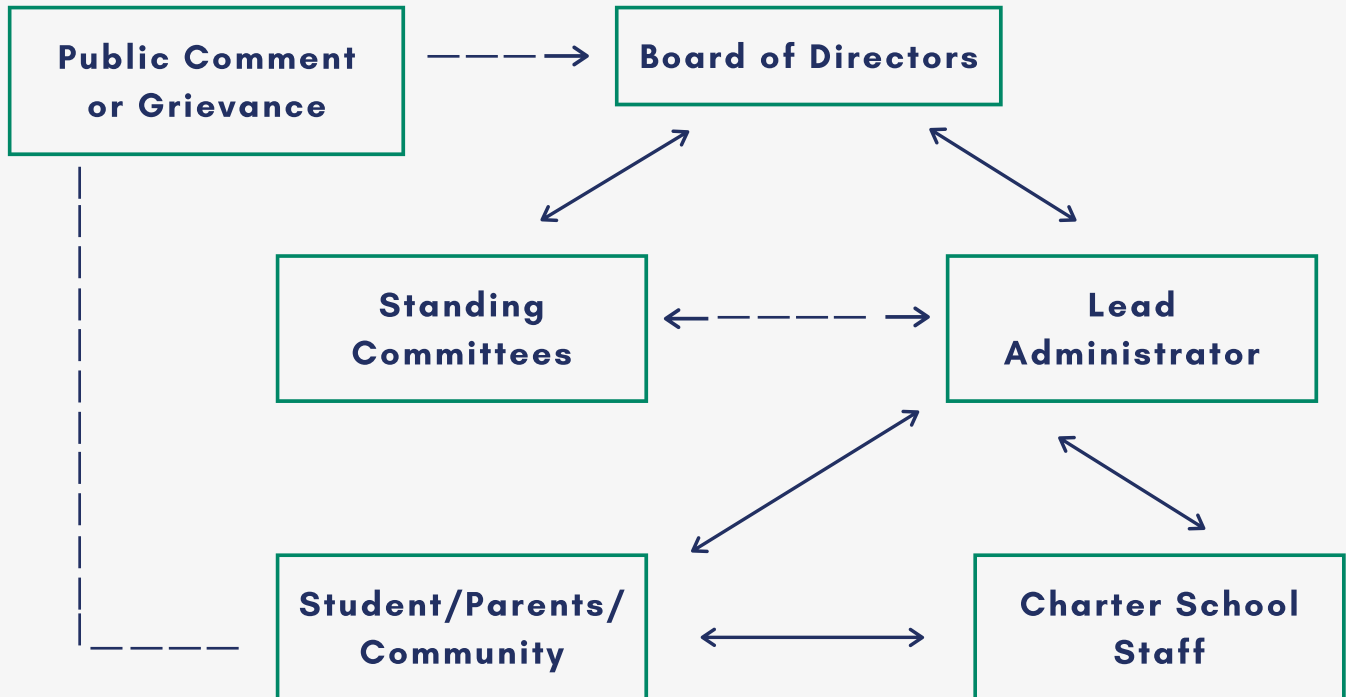
Step 5: Make the first meeting matter for the new board member.

During the first board meeting, make sure there is a time to go around the table and remind everyone of who they are, why they are a board member, the skill sets they bring to the board, and what they hope to see accomplished during their tenure.

Regardless of how you as an organization choose to orient, it will occur. The question is, wouldn't you want it to occur through positive, purposeful, and intentional action? By being intentional, you will get your board working on the important issues faster and more effectively. If you're running a business, such as a public charter school, and only 51 percent of your board knows really what you're doing and feels good at it, that's a formula for a challenging year.

STRUCTURE....

CHARTER SCHOOL BOARD ORGANIZATION CHART



High functioning boards have documented a clear structure of the governing board outlined in an organization chart. This organization chart provides a clear, sensible delineation of the governance structure to all staff, parents, and community member. Clear lines of communication are critical to creating a healthy governing culture. Since the head of school is tasked with managing the day to day operations, therefore all complaints and communications from staff, parents and students should be directed towards them. Parents and stakeholders should have opportunities to communicate to the board through grievance policies and public comment during meeting. Most importantly, the board members should continue to strive for and do everything possible to maintain a relationship of trust between the board and the lead administrator. No trust and no unity can lead to little or no organizational progress. If you are not moving forward, then you are moving backwards in this ever-changing and fast-paced global society.

Developing Effective Standing Committees

Effective Standing Committees: Effective standing committees are crucial to a board's success. They complete the majority of the board's work, freeing the full board for attention to matters like responding to emerging critical issues, strategic planning, major policy development and long range financial planning. Charter school board developers need to develop strategies for helping the board to design and maintain a standing committee structure that enhances its overall effectiveness.

Recommended Standing Committees:

Finance Committee: Major responsibilities: Creating the upcoming fiscal year budget, presenting budget recommendations to the board, monitoring implementation of the approved budget, recommending budget revisions, recommending appropriate policies for the charter school's assets.

Academic Excellence Committee: Major Responsibilities: Work with the school leader and leadership team to define academic excellence (the goals), ensure all board members know the charter promises that were made to the community and authorizer, devise clear and consistent measures to monitor these goals.

Governance Committee: Major Responsibilities: Evaluates the health of the organization, Recruit, nominate, orient, and train new members, evaluate the board in accordance with the bylaws of the school as well as established policies.

Development Committee: Major Responsibilities: Raise additional funding (non-grants) to support the school's mission, recruit additional human resources to support the school's mission.

Each committee should have a **written committee description**. To guide the committee chair and members, describe what is expected of each committee, offering details about the purpose of the committee, its composition and selection procedures, and its specific duties. You can find sample descriptions for standing committees on our Navigate Governance Academy Resources. The key for these committees is an understanding that they perform work for the board and offer recommendations to the board. **Under no circumstances does a committee ever make a decision for the full board of directors.**

Members should be thoughtfully appointed; which could include parents and stakeholders. Standing committees are an effective format to recruit and orient future board members. Committees should be recruited with the following question in mind: What tasks are the committee responsible for and who among our **members and supporters** possesses the skills and experience needed to complete those tasks? Every effort should be made to match the needs and requirements of the committee and the skills, knowledge and interests of prospective committee members.

Governance Strengthening Exercises

Board Composition and Structure: As an individual participant or team of two, complete one or more of the following post session activities.

1.To support board members understanding of Governance vs. Management, develop a document that clearly defines the separate roles of a lead administrator and board members when it comes to the learning organization. Articulate and develop a document depicting the job description and role of the leader administrator and board member (*see our template located at the end of this section*).

- a) Utilize this document to create a roles and responsibilities contract and have each member sign annually.
- b) Use the criterion to develop/bolster the tool for evaluating the school's lead administrator and each board member's effectiveness.

2.Diversity is the hallmark of an effective board. Evaluate the board you currently sit on and develop a plan to recruit board members that have the area of expertise/professional skills lacking by the current board of directors. You may use the Charter School Board Profile Worksheet provided or feel free create your own based on the particular charter school's mission and needs. Be sure there is a clear succession planning to each board member position (Specifically Officers).

3.Develop a board member binder (hard copy or electronic version) that contains the integral documents that each board member should know to warrant effective governance practices. In addition, develop an orientation process that follows when new members are elected or appointed. This orientation process should be adopted by the board through vote and kept in the board member binder.

4. Make a list of all committees currently established by the board (i.e., do not do this with management-created committees), regardless of who is on the committees or whether the committees are actually operating at present. Now, for each committee on the list, discuss whether the committee exists to help the board do its work, or whether the committee exists to help do management's work. (Tip: Ask yourself if the committee is primarily concerned with ensuring or executing, the former being the board's domain, the latter being management's.) Vote to eliminate all board-established committees that pertain to helping management do its work. Do this even if, or especially if, individual board members regard a particular committee as their main interest. Finally, establish a board policy restricting board committees solely to helping the board do its job.

5. Develop a brief, written job description for every committee and task force approved by the full board. The job description should spell out the purpose of the committee or task force, name the chair, list the expected outcomes for the group's work, and estimate the expected duration of the committee or task force's work.

6. Develop a board member binder (hard copy or electronic version) that contains the integral documents that each board member should know to warrant effective governance practices. In addition, develop an orientation process that follows when new members are elected or appointed. This orientation process should be adopted by the board through vote and kept in the board member binder.

Brevard Academy

OnTrack Score

School Year 24-25



Priorities



People



Process



Performance



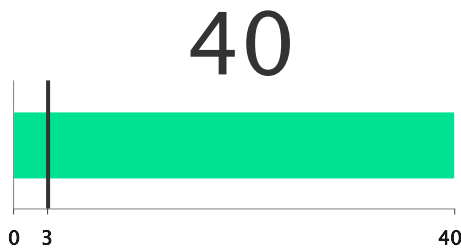
Progress



Priorities

Maintain focus on what matters by defining and aligning the board's and Executive Director's priorities.

Active Goals this SY



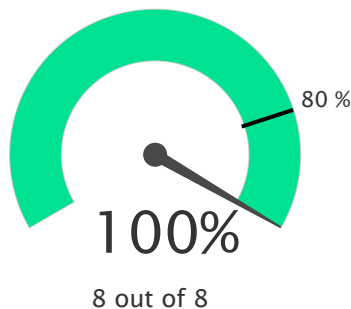
Target: 3



People

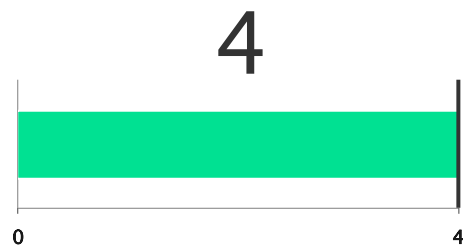
Grow strategically and sustainably with the right people in the right roles.

Member Profiles Completed



Target: 80%

Leadership Roles Assigned



Target: 4



Process

Do the right work, the right way, to maximize every trustee's time and talents.

Board Engagement Score this SY



Target: 7.5

Transparency Score this SY



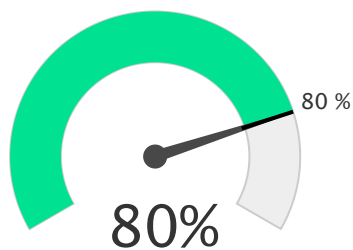
Target: 7.5



Performance

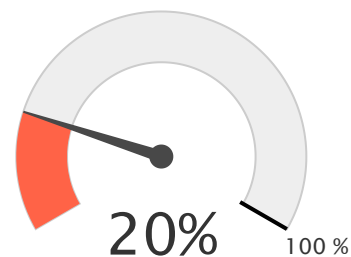
Hold yourselves and each other accountable to meet (or exceed) your goals.

% of Executive Director Evaluati...



Target: 80%

% of Goals Completed



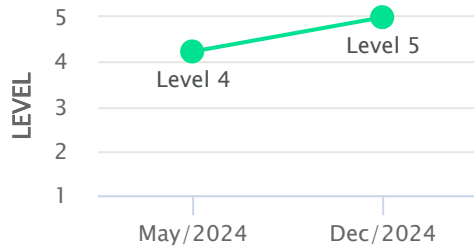
8 out of 40
Target: 100%



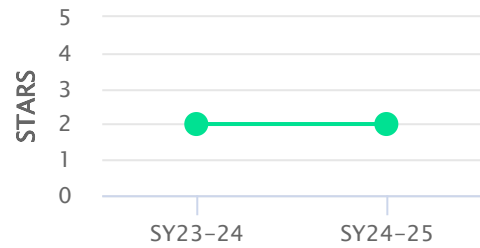
Progress

See how your capabilities mature as the organization's complexity grows.

Board Assessment Progress



OnTrack Score Progress



Coversheet

Approve Minutes

Section:	II. Opening Items
Item:	D. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board Meeting on May 21, 2025

DRAFT



Brevard Academy

Minutes

Board Meeting

Work/Training Session and Regular Meeting

Date and Time

Wednesday May 21, 2025 at 5:00 PM

Location

Brevard Academy Gym

Mission:

The Mission of Brevard Academy is to prepare its students to achieve academic excellence through the Core Knowledge Sequence. Through a partnership involving students, teachers, and parents the school strives to create citizens with strong moral character and active intellectual inquiry.

Vision:

Brevard Academy: A Challenge Foundation Academy (BA-CFA) a K-8 public charter school develops and encourages motivated, intellectually curious students who are skilled in critical thinking, individual expression, and problem-solving. From their diverse backgrounds, students accept our challenge to pursue personal and academic excellence. Through this pursuit, they become confident members of their community who lead by serving others.

Strategic Goals:

1. Ensure Academic Success for Every Student
 2. Actively Engage Stakeholders to Strengthen and Enrich Our Communities
 3. Recruit, Hire and Retain Highly Effective Personnel
 4. Use Resources Effectively and Be Fiscally Responsible
-

5. Provide Effective and Innovative Learning Environments

Directors Present

Abe Pallas, Brandon Smith, Jamie Atkinson, Jennifer Silva, Mark Campanini, Mark Franklin, Paul Cooper, Tyree Griffin

Directors Absent

None

Ex Officio Members Present

Ted Duncan

Non Voting Members Present

Ted Duncan

Guests Present

Ali Liubenov

I. Work Session

A. Work Session

Discussion on setting a date and topics for the summer retreat.

Clarifying questions on the modular unit proposal.

II. Opening Items

A. Call the Meeting to Order

Mark Campanini called a meeting of the board of directors of Brevard Academy to order on Wednesday May 21, 2025 at 5:31 PM.

B. Record Attendance

C. Approve Meeting Agenda

Jamie Atkinson made a motion to approve agenda.

Brandon Smith seconded the motion.

The board **VOTED** unanimously to approve the motion.

D. Approve Minutes

Paul Cooper made a motion to approve the minutes from Board Meeting on 04-23-25.
Abe Pallas seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Pledge of Allegiance

Liam and Eli Seefeldt led the pledge

III. Regular Meeting Business

A. Student Spotlight

Athletics celebration last night.
2 championship teams: Girls Soccer and Co-Ed Tennis
17 players this year for Tennis - some that have never played, great life sport teaching advocacy and settling disputes.
Girls Soccer - 19 girls on the team this year - undefeated in Conference Play, and Conference Champs.

8th Grade Graduates

- Name, what grade they started attending BA, and favorite memory at BA

B. Staff Highlights

End of Year Honors

-Teacher of the Year: Chad Campbell taught 5th grade this year/ will be Outdoor Ed next year

-Instructional Assistant of the Year: Ashley Baugher

-Beginning Teacher of the Year and Rookie of the Year: Sarah Hersee

C. Good News

-Jennie VanDyke won the Golden Leaf

-Spring Champions

-Upcoming Summer Conference Presenters: Camy Stirling and Michelle Peterson; Amber Wolfe, Jamie Conley, Ted Duncan, Jen Iden

-Finding Nemo Jr. Success

-Democracy Project Celebration: several students presented, and had some great projects in each category

-PTO made April, May a wonderful time and make us feel celebrated and appreciated.

Want to honor them and appreciate them. Kelly Brown - PTO President, Cynthia Coxie - Vice President, Heidi Philyaw - Treasurer, Jena Howard - Secretary

Incoming PTO: Heidi Philyaw - PTO President, Monika Holden - Vice President, Jena Howard- Secretary, Jessica Schwessinger - Treasurer

D.

Opportunity for Public Comment

Reanna Edwards - Science Teacher, sees a need for a dedicated space for STEM, having to set up with a shared space takes away from hands on learning

Derek Dennis - possibility of space seems so much more effective so that he does not have to just take stuff on a cart, feels he could take STEM to a higher level if he had a designated classroom

AIG - additional space would be appreciated as the AIG room is used for various offices, and used for other testing/meetings/etc

IV. Committee Reports

A. Finance

\$63,000 budget surplus

1.89 million cash on hand

Encumbered Funds Balance 1.7million

Wilmot Modular coming Friday to look at site to lease modular building. Can purchase after 3 years for a discounted price. Upfront cost \$17-21,000. Lease the modular building for \$35,000 a year for 3 years. No formal lease buyout. If we outright purchase the building we are responsible for the maintenance, if we lease then they are responsible for the maintenance outside of cleaning. If we lease they require \$2 million insurance coverage, Juli Lefler is pretty confident that we have that coverage.

Paul Cooper: We would like these to be action items if at all possible. We have a dead bus sitting at the site where we want to put the modular building. The bus was purchased around 9 years ago, and has well over 200,00miles on it, and the transmission is going.

Carolina Thomas gave quote:

-\$144,305 - for brand new bus with a 5 year warranty if purchased this summer

-2019 used bus: 77,000 miles on it, does not have warranty, but has every feature but not as broad of a door. \$84,305 for the used bus, and in the process of refurbishing.

Roy said inventory is way down on school buses. These are in inventory now.

We have lost our local service person, and now have to go to Asheville for servicing. Servicing in Asheville will probably be higher as demand is higher there as well.

Buses are supposed to be serviced every 30 days for basic routine maintenance, and as needed for major needs. We are not currently doing that. Our buses are safe, but we do have needs that need to be met.

15 passenger vans

- anyone can drive, no additional mileage on buses, or different routes
- looking at used vans: if we had 3 that would be great, but 2 could work as well
- estimated price \$80-90,000 for 2 used vans

With all 3 of these asks we are around \$220,000 for these expenses. Paul does not feel that our unencumbered funds would take that much of a hit in the long run.

USDA: we cannot just use Cooper, we have to put it out for bids, which is why we started looking at modular buildings. Modulares are becoming more attractive. We only have one company that has put in a bid for the modulars.

Mr. Campanini has concerns about using a modular building, as far as the wear and years that it can sustain.

B. Governance and Policy

Draft AI policy has been marked significantly. How can AI be used and safely in an educational setting? We need to have regular guidelines, and teachers using it for specialization in lower grades, but upper grades/students using it in specific use and guidelines. This policy would be reviewed yearly to see if any changes need to be made. This is the 1st reading for this policy, does not have to be final for posting.

Voting on Pay Policy tonight- eliminating one line to be more competitive than traditional districts

C. Development/Fundraising

General update: Capital Campaign - potential opportunities and focus time on strategic planning

- need a more developed and simple strategic plan for other resources available
- spend time for committee meeting

D. Long-Range Planning

Summer Retreat Training/Planning

E. Academic Excellence Update

Total of 83 students in AIG for 2024-25 school year.

F. Facilities

Installed the Peace Pole in the garden - for symbolism of unity and peace

V. Director Report

A. Director Report

All items are up to date.

Enrollment is looking great. We have 182 applications.

All BT observations and summary evaluations have been completed.

EOG testing window is opening tomorrow.

End of year activities listed.

B. Important Upcoming Dates

VI. Items for Board Approval

A. Committee Consent Items

Mark Franklin made a motion to Newly Hired Staff: Elementary Teacher: Sophia Gamache Occupational Therapist: Melissa LeViner Music Teacher: Chelsey Montgomery.

Brandon Smith seconded the motion.

The board **VOTED** unanimously to approve the motion.

Paul Cooper made a motion to approve Insurance Renewal.

Jamie Atkinson seconded the motion.

The board **VOTED** unanimously to approve the motion.

Jamie Atkinson made a motion to approve Budget for 2025-26.

Mark Franklin seconded the motion.

The board **VOTED** unanimously to approve the motion.

Abe Pallas made a motion to Revision of Employee Pay Policy.

Tyree Griffin seconded the motion.

The board **VOTED** unanimously to approve the motion.

Brandon Smith made a motion to Secure Modular Bids for the USDA to complete the STEM building.

Abe Pallas seconded the motion.

The board **VOTED** unanimously to approve the motion.

Mark Franklin made a motion to purchase used bus for \$84,000.

Paul Cooper seconded the motion.

The board **VOTED** unanimously to approve the motion.

Tyree Griffin made a motion to purchase 2 used vans for \$90,000.

Mark Franklin seconded the motion.

The board **VOTED** unanimously to approve the motion.

Mark Franklin made a motion to Over course of 3 years spend \$135,000 for lease plus site prep for a modular swing building lease.

Jennifer Silva seconded the motion.

The board **VOTED** unanimously to approve the motion.

VII. Other Business

A. Announcement of Next Meeting

Next meeting June 18, 2025

VIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:21 PM.

Respectfully Submitted,
Jamie Atkinson

This meeting is a public meeting of the BA-CFA Board in public for the purpose of conducting the School Corporation's business and is not to be considered a public community meeting. There will be time for public participation as indicated on the agenda.

Coversheet

Approve Minutes

Section:	II. Opening Items
Item:	E. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Special Board Meeting on June 4, 2025

DRAFT



Brevard Academy

Minutes

Special Board Meeting

Closed Meeting

Date and Time

Wednesday June 4, 2025 at 4:00 PM

Mission:

The Mission of Brevard Academy is to prepare its students to achieve academic excellence through the Core Knowledge Sequence. Through a partnership involving students, teachers, and parents the school strives to create citizens with strong moral character and active intellectual inquiry.

Vision:

Brevard Academy: A Challenge Foundation Academy (BA-CFA) a K-8 public charter school develops and encourages motivated, intellectually curious students who are skilled in critical thinking, individual expression, and problem-solving. From their diverse backgrounds, students accept our challenge to pursue personal and academic excellence. Through this pursuit, they become confident members of their community who lead by serving others.

Strategic Goals:

1. Ensure Academic Success for Every Student
 2. Provide Effective & Innovative Learning Environments
 3. Recruit, Hire and Retain Highly Effective Personnel
 4. Use Resources Effectively & Be Fiscally Responsible
-

5. Engage Our Communities

Directors Present

Abe Pallas (remote), Jamie Atkinson (remote), Mark Campanini, Mark Franklin (remote), Paul Cooper (remote), Tyree Griffin (remote)

Directors Absent

Brandon Smith, Jennifer Silva

Ex Officio Members Present

Ted Duncan

Non Voting Members Present

Ted Duncan

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Mark Campanini called a meeting of the board of directors of Brevard Academy to order on Wednesday Jun 4, 2025 at 4:02 PM.

Jamie Atkinson made a motion to move into closed session.

Abe Pallas seconded the motion.

The board **VOTED** unanimously to approve the motion.

Paul Cooper made a motion to come out of closed session.

Abe Pallas seconded the motion.

The board **VOTED** unanimously to approve the motion.

II. Business Meeting Items

A. USDA Consultant

Paul Cooper made a motion to engage with Jay Jones, LLC as a USDA consultant with the understanding that the 1% fee is not paid until approval of the loan.

Abe Pallas seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. Personnel Discussion

III. Closing Items

A. Adjourn Meeting

Paul Cooper made a motion to adjourn.

Mark Franklin seconded the motion.

The board **VOTED** unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:25 PM.

Respectfully Submitted,
Jamie Atkinson

This meeting is a public meeting of the BA-CFA Board in public for the purpose of conducting the School Corporation's business and is not to be considered a public community meeting. There will be time for public participation as indicated on the agenda.

Coversheet

Finance

Section:	IV. Committee Reports
Item:	A. Finance
Purpose:	FYI
Submitted by:	
Related Material:	03_BOARD_REPORT_2025_05_BREVARD_ACADEMY_20250610.pdf PROD_Cash Board.pdf



BREVARD ACADEMY

Budget Analysis Report (Reconciled)

Fiscal Year: 2025 - May

Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection	Notes
Revenues							
▶ State Revenue	3,908,377.00	116,269.76	3,813,327.29	95,049.71	97.57	3,808,865.06	
▶ Local Revenue	1,698,990.64	241,554.21	1,336,293.72	362,696.92	78.65	1,897,140.63	
▶ Federal Revenue	180,703.39	7,773.72	176,401.11	4,302.28	97.62	193,943.15	
▶ Before and After School Revenue	50,063.00	6,486.00	48,776.50	1,286.50	97.43	48,726.00	
▶ Athletics Revenue	12,200.00	1,337.17	18,814.74	-6,614.74	154.22	18,814.74	
▶ Band/Music Revenue	5,500.00	0.00	200.00	5,300.00	3.64	1,200.00	
▶ School Activities Revenue	10,630.80	536.83	12,244.34	-1,613.54	115.18	16,905.62	
▶ Field Trip Revenue	29,641.00	4,267.61	19,376.16	10,264.84	65.37	36,335.61	
Revenues	5,896,105.83	378,225.30	5,425,433.86	470,671.97	92.02	6,021,930.81	
Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection	Notes
Expenses							
▶ Salaries and Bonuses	2,740,705.50	219,970.29	2,486,214.27	254,491.23	90.71	2,809,115.36	
▶ Benefits	1,285,168.56	168,093.41	1,079,521.64	205,646.92	84.00	1,208,165.15	
▶ Books and Supplies	97,700.00	4,391.31	89,854.47	7,845.53	91.97	96,651.16	
▶ Athletics	24,907.82	451.72	25,992.91	-1,085.09	104.36	28,749.80	
▶ Office Supplies	46,500.00	4,684.31	46,678.51	-178.51	100.38	47,396.70	
▶ Technology	95,500.00	4,632.00	86,092.40	9,407.60	90.15	116,355.91	
▶ Equipment and Leases	30,400.00	3,554.64	29,422.32	977.68	96.78	31,650.45	
▶ Contracted Student Services	114,500.00	10,983.75	118,843.75	-4,343.75	103.79	121,550.00	
▶ Staff Development	48,209.07	5,970.03	53,780.71	-5,571.64	111.56	64,046.98	
▶ Administrative Services	266,110.00	31,304.90	350,997.30	-84,887.30	131.90	372,804.57	
▶ Insurances	60,175.40	0.00	51,828.75	8,346.65	86.13	60,175.40	
▶ Rents & Debt Service	312,223.00	504.98	31,448.92	280,774.08	10.07	329,410.92	
▶ Facilities Building	96,500.00	18,679.09	171,714.06	-75,214.06	177.94	200,434.36	
▶ Facilities Grounds	26,479.49	0.00	17,534.80	8,944.69	66.22	22,000.00	
▶ Utilities	64,000.00	5,932.17	66,225.02	-2,225.02	103.48	69,917.09	
▶ Nutrition & Food	69,500.00	13,885.35	91,505.14	-22,005.14	131.66	97,749.99	
▶ Transportation & Travel	46,000.00	1,923.10	167,997.12	-121,997.12	365.21	185,046.00	
▶ Before & After Care Program	18,500.00	1,085.91	11,361.71	7,138.29	61.41	12,487.60	
▶ School Activities Expenses	11,750.00	1,367.34	14,536.23	-2,786.23	123.71	18,852.50	
▶ Field Trip Expenses	34,222.29	2,525.17	33,587.98	634.31	98.15	40,195.88	
▶ Fundraising Expenses	7,000.00	0.00	6,353.07	646.93	90.76	11,557.53	
▶ Federal Grant Expenses	3,382.69	2,500.00	10,860.76	-7,478.07	321.07	14,243.45	
Expenses	5,499,433.82	502,439.47	5,042,351.84	457,081.98	91.69	5,958,556.80	
Surplus/(DEFICIT)	396,672.01	-124,214.17	383,082.02	13,589.99	0.33	63,374.01	

June 12, 2025

PROD: Cash Board

Controls
& Filters

School Name contains BREVARD ACADEMY
Month, Year contains May, 2025
Comparative School Size (Click to Select) is Small

PROD: Cash Board

The Cash Board

Comparative School Size (Click to Select)

All

Small

Medium

Large

School Size Breakdown: *Small*: 0-400 ADM | *Medium*: 401-800 ADM | *Large*: 801+ ADM

Select School

BREVARD ACADEMY

Select Period

May, 2025

Your School Size:

Medium

Cash On Hand as of selected m...

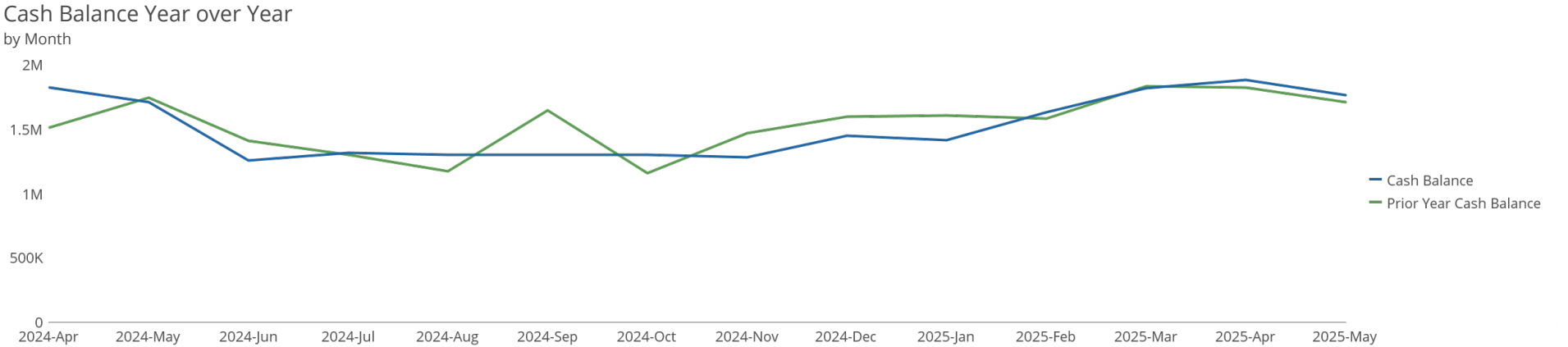
500.62KComp AVG

1.77M

Days Cash on Hand as of select...

56Comp AVG

108.49

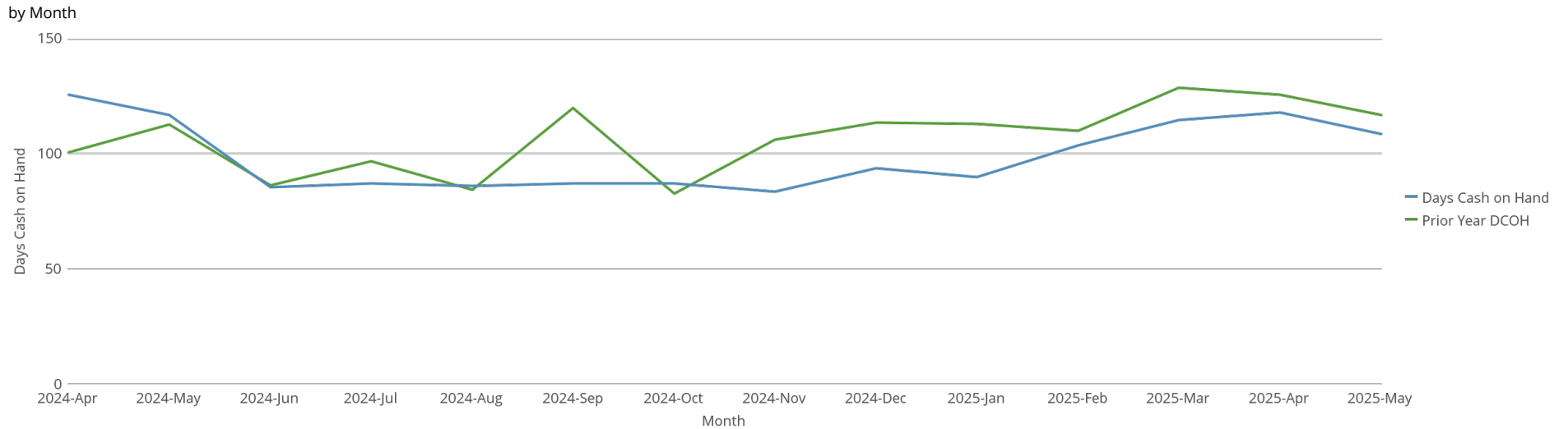


Controls
& Filters

School Name contains BREVARD ACADEMY
Month, Year contains May, 2025
Comparative School Size (Click to Select) is Small

PROD: Cash Board

Days Cash on Hand



*Days cash on Hand is calculated using the either the projected EOY expenses if tracked through Insights or the annual budgeted expenses.

Disclaimer: This data is based solely on information recorded in LINQ and may differ from information included in your financial statement audit. This data should be used for discussion purposes, but not relied upon solely for compliance with NC DPI, loan covenants, or other official requirements based on audited financial statement data.

Controls
& Filters

School Name contains BREVARD ACADEMY

Coversheet

Director Report

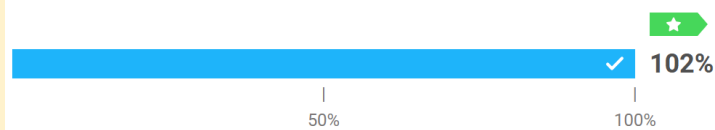
Section:	V. Director Report
Item:	A. Director Report
Purpose:	FYI
Submitted by:	
Related Material:	End of year Data 24-25.pdf iReady Benchmark Data Comparisons 23-24, 24-25.pdf Director Report June 2025.pdf 88A 2024 2025 Attrition.pdf

iReady %On Grade Level

Grade Level	Math	Reading
K	77	89
1st	72	76
2nd	86	91
3rd	71	85
4th	71	59
5th	60	53
6th	62	68
7th	50	83
8th	59	79
Average %	68	76

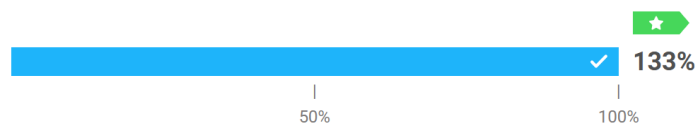
Math

Progress to Annual Typical Growth (Median)



Reading

Progress to Annual Typical Growth (Median)



EOG %Proficient

Grade Level	Math EOG	Reading EOG	Science EOG
3rd	85	54	
4th	61	59	
5th	45	53	Results this fall
6th	62	72	
7th	67	74	
8th	57*	77	Results this fall
Average %	63	65	

*Math 1 is included in 8th Grade Math 1

2023-2024				2024-2025			
Math				Math			
Grade	Proficient in BOY	Proficient MOY	Proficient EOY	Grade	Proficient in BOY	Proficient MOY	Proficient EOY
K	24	53	91	K	23	58	77
1st	18	44	72	1st	15	38	72
2nd	24	55	93	2nd	30	58	86
3rd	26	50	76	3rd	33	53	71
4th	30	51	64	4th	44	57	71
5th	44	51	60	5th	38	41	60
6th	44	54	56	6th	52	49	62
7th	41	47	60	7th	44	51	50
8th	37	41	48	8th	43	50	59
	32	50	69		36	51	68
Reading				Reading			
Grade	Proficient in BOY	Proficient MOY	Proficient EOY	Grade	Proficient in BOY	Proficient MOY	Proficient EOY
K	39	76	95	K	40	67	89
1st	13	34	84	1st	17	29	76
2nd	39	64	82	2nd	39	73	91
3rd	60	68	71	3rd	58	70	85
4th	46	62	76	4th	40	55	59
5th	53	61	69	5th	35	57	53
6th	60	67	72	6th	60	60	68
7th	67	62	74	7th	64	65	83
8th	60	63	69	8th	61	77	79
	49	62	77		46	61	76

2023-2024					2024-2025				
Math					Math				
Grade	Proficient BOY	Proficient MOY	Proficient EOY	EOG Proficiency	Grade	Proficient in BOY	Proficient MOY	Proficient EOY	EOG Proficiency
3rd	26	50	76	72	3rd	33	53	71	85
4th	30	51	64	69	4th	44	56	71	61
5th	44	51	60	57	5th	38	41	60	45
6th	44	54	56	63	6th	52	50	62	62
7th	41	47	60	68	7th	44	51	50	67
8th	37	41	48	64	8th	43	50	59	57
	37	49	61	66		42	50	62	63
Reading					Reading				
Grade	Proficient BOY	Proficient MOY	Proficient EOY	EOG Proficiency	Grade	Proficient in BOY	Proficient MOY	Proficient EOY	EOG Proficiency
3rd	60	68	71	64	3rd	58	70	85	54
4th	46	62	76	50	4th	40	55	59	59
5th	53	61	69	63	5th	35	58	53	53
6th	60	67	72	67	6th	60	60	68	72
7th	67	62	74	77	7th	64	65	83	74
8th	60	63	69	69	8th	61	77	79	77
	58	64	72	65		53	64	71	65

*with Math 1

Brevard Academy School Director's Board Report for June 2025

Enrollment

	Current Enrollment	Day 20 Enrollment	Change Since Day 20
Kindergarten	44	48	-4
1st Grade	45	48	-3
2nd Grade	44	48	-4
3rd Grade	49	52	-3
4th Grade	49	50	-1
5th Grade	47	50	-3
6th Grade	48	50	-2
7th Grade	42	45	-2
8th Grade	44	44	0
Total/Average	412	434	-22
			5% attrition (Net loss of 2 students due to Helene.)

Enrollment Notes:

EoY: Total EC student number 69= 16.75% of the total school population (412).

9.95% when Speech/ Language students (total 28) are removed.

EC Funding Cap= 13% ADM

Total number of AIG students 3-8: 84 (Spring 2025 Headcount) 19% total school; 30% of eligible grades.

Updated on May 14, 2025

PMR 1=435

Current Applications

Application Snapshot for 2025-2026						
Grade	Anticipated Openings	Confirmed	Pending	Waitlist	Total Applications	Possible Retentions
K	48	47	1	23	71	
1st	2	1	0	12	13	4
2nd	8	8	0	12	20	1
3rd	6	7	0	5	12	
4th	1	2	0	16	18	
5th	1	1	0	20	21	
6th	3	7	1	3	11	
7th	4	4	0	4	8	
8th	2	3	0	6	9	
Total	75	80	2	101	183	5
	Total Verified Applications	183				

We are ahead of our pace as compared to last year.

Our goal is to have at least twice as many applications in kindergarten as openings in kindergarten and 3 times as many applications as openings. We are meeting that goal in the following grades: 1st, 4th, 5th, and 6th.

Updated on May 14, 2025

Students and Staff Attendance

Month	Staff Attendance	Students Attending	Students on Time	Average ODRs/Day
August	98%	94%	95%	0.3
September	98%	93%	94%	3
October	94%	90%	93%	2
November	94%	92%	95%	4
December	97%	93%	93%	3
January	96%	92%	93%	2
February	95%	93%	95%	2
March	94%	94%	95%	2
April	95%	95%	95%	2
May	95%	94%	95%	3
Average	96%	93%	94%	2
The goal is 95% in these areas.				

*Attendance was optional for students from October 8-17 (we averaged less than 80% attendance on these days).

Key Indicators for Success

Discipline Report

Updated on May 14, 2025

Month	Total ODRs	ISS Incidents	ISS Days	Students Assigned ISS	OSS Incidents	OSS Days	Students Assigned OSS	Bullying/Harassment Investigations	Substantiated Bullying/Harassment Reports
August	4	1	1	1	1	1	1	0	0
September	52	8	10	5	6	15	5	2	1
October	26	2	2	2	5	11	2	2	0
November	52	3	3	3	4	14	4	0	0
December	38	1	1	1	3	15	3	0	0
January	22	6	9	6	0	0	0	0	0
February	32	2	3	2	3	3	1	1	1
March	34	7	7	7	5	7	5	2	0
April	33	2	2	2	2	2	1	0	0
May	53	2	3	2	5	11	5	0	0
Average	34.6	3.4	4.1	3.1	3.4	7.9	2.7	0.7	0.2

ODR=Office Discipline Referral

ISS=In-School Suspension

OSS=Out-of-School Suspension

This section will be updated throughout the year.

Updated on May 14, 2025

Board and Committee Meeting Dates for 2024-2025

Briefings--[Board Action Calendar](#)

Updated on May 14, 2025

BREVARD ACADEMY
Student Enrollment Trends
2024-2025 School Year

	KI	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL
AUGUST														
Beginning	46	50	48	51	50	49	49	46	42					431
Enrollments	2	1	0	1	0	1	1	0	3					9
Withdrawals	0	2	0	0	0	0	0	1	1					4
Ending	48	49	48	52	50	50	50	45	44					436
Attrition	0.00%	4.04%	0.00%	0.00%	0.00%	0.00%	0.00%	2.20%	2.33%					0.92%
% Inc/(Dec)	4.35%	-2.00%	0.00%	1.96%	0.00%	2.04%	2.04%	-2.17%	4.76%					1.16%
SEPTEMBER														
Beginning	48	49	48	52	50	50	50	45	44					436
Enrollments	0	0	0	0	0	0	0	0	0					0
Withdrawals	1	1	0	1	0	1	0	0	0					4
Ending	47	48	48	51	50	49	50	45	44					432
Attrition	2.11%	2.06%	0.00%	1.94%	0.00%	2.02%	0.00%	0.00%	0.00%					0.92%
% Inc/(Dec)	-2.08%	-2.04%	0.00%	-1.92%	0.00%	-2.00%	0.00%	0.00%	0.00%					-0.92%
OCTOBER														
Beginning	47	48	48	51	50	49	50	45	44					432
Enrollments	0	0	0	0	0	1	0	0	0					1
Withdrawals	0	1	1	0	0	1	0	1	0					4
Ending	47	47	47	51	50	49	50	44	44					429
Attrition	0.00%	2.11%	2.11%	0.00%	0.00%	2.04%	0.00%	2.25%	0.00%					0.93%
% Inc/(Dec)	0.00%	-2.08%	-2.08%	0.00%	0.00%	0.00%	0.00%	-2.22%	0.00%					-0.69%
NOVEMBER														
Beginning	47	47	47	51	50	49	50	44	44					429
Enrollments	0	0	0	0	0	0	0	0	0					0
Withdrawals	0	1	1	1	0	0	2	0	0					5
Ending	47	46	46	50	50	49	48	44	44					424
Attrition	0.00%	2.15%	2.15%	1.98%	0.00%	0.00%	4.08%	0.00%	0.00%					1.17%
% Inc/(Dec)	0.00%	-2.13%	-2.13%	-1.96%	0.00%	0.00%	-4.00%	0.00%	0.00%					-1.17%
DECEMBER														
Beginning	47	46	46	50	50	49	48	44	44					424
Enrollments	0	0	0	0	0	0	0	0	0					0
Withdrawals	0	0	0	1	0	0	0	1	0					2
Ending	47	46	46	49	50	49	48	43	44					422
Attrition	0.00%	0.00%	0.00%	2.02%	0.00%	0.00%	0.00%	2.30%	0.00%					0.47%
% Inc/(Dec)	0.00%	0.00%	0.00%	-2.00%	0.00%	0.00%	0.00%	-2.27%	0.00%					-0.47%

Attrition: Withdrawals / [(Beg. Enrollment + End. Enrollment) / 2] * 100

Percent Inc/(Dec): (End. Enrollment - Beg. Enrollment) / Beg. Enrollment * 100

BREVARD ACADEMY
Student Enrollment Trends
2024-2025 School Year

	KI	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL
JANUARY														
Beginning	47	46	46	49	50	49	48	43	44					422
Enrollments	0	0	0	0	0	0	0	0	0					0
Withdrawals	3	0	2	0	1	1	0	0	0					7
Ending	44	46	44	49	49	48	48	43	44					415
Attrition	6.59%	0.00%	4.44%	0.00%	2.02%	2.06%	0.00%	0.00%	0.00%					1.67%
% Inc/(Dec)	-6.38%	0.00%	-4.35%	0.00%	-2.00%	-2.04%	0.00%	0.00%	0.00%					-1.66%
FEBRUARY														
Beginning	44	46	44	49	49	48	48	43	44					415
Enrollments	0	0	0	0	0	0	0	0	0					0
Withdrawals	0	1	0	0	0	1	0	0	0					2
Ending	44	45	44	49	49	47	48	43	44					413
Attrition	0.00%	2.20%	0.00%	0.00%	0.00%	2.11%	0.00%	0.00%	0.00%					0.48%
% Inc/(Dec)	0.00%	-2.17%	0.00%	0.00%	0.00%	-2.08%	0.00%	0.00%	0.00%					-0.48%
MARCH														
Beginning	44	45	44	49	49	47	48	43	44					413
Enrollments	0	0	0	0	0	0	0	0	0					0
Withdrawals	0	0	0	0	0	0	0	0	0					0
Ending	44	45	44	49	49	47	48	43	44					413
Attrition	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%					0.00%
% Inc/(Dec)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%					0.00%
APRIL														
Beginning	44	45	44	49	49	47	48	43	44					413
Enrollments	0	0	0	0	0	0	0	0	0					0
Withdrawals	0	0	0	0	0	0	0	1	0					1
Ending	44	45	44	49	49	47	48	42	44					412
Attrition	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2.35%	0.00%					0.24%
% Inc/(Dec)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	-2.33%	0.00%					-0.24%
MAY														
Beginning	44	45	44	49	49	47	48	42	44					412
Enrollments	0	0	0	0	0	0	0	0	0					0
Withdrawals	0	0	0	0	0	0	0	0	0					0
Ending	44	45	44	49	49	47	48	42	44					412
Attrition	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%					0.00%
% Inc/(Dec)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%					0.00%

Attrition: Withdrawals / [(Beg. Enrollment + End. Enrollment) / 2] * 100

Percent Inc/(Dec): (End. Enrollment - Beg. Enrollment) / Beg. Enrollment * 100

BREVARD ACADEMY
Student Enrollment Trends
2024-2025 School Year

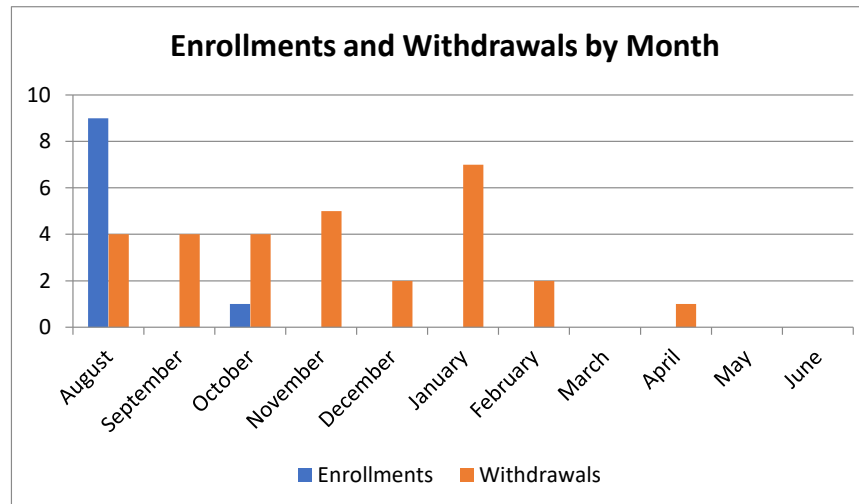
	KI	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL
JUNE														
Beginning	44	45	44	49	49	47	48	42	44					412
Enrollments	0	0	0	0	0	0	0	0	0					0
Withdrawals	0	0	0	0	0	0	0	0	0					0
Ending	44	45	44	49	49	47	48	42	44					412
Attrition	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%					0.00%
% Inc/(Dec)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%					0.00%

BREVARD ACADEMY
Student Enrollment Trends
2024-2025 School Year

	KI	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL
ANNUAL														
Beginning	46	50	48	51	50	49	49	46	42					431
Enrollments	2	1	0	1	0	2	1	0	3					10
Withdrawals	4	6	4	3	1	4	2	4	1					29
Ending	44	45	44	49	49	47	48	42	44					412
Attrition	8.89%	12.63%	8.70%	6.00%	2.02%	8.33%	4.12%	9.09%	2.33%					6.88%
% Inc/(Dec)	-4.35%	-10.00%	-8.33%	-3.92%	-2.00%	-4.08%	-2.04%	-8.70%	4.76%					-4.41%

SUMMARY

	Enrollments	Withdrawals
August	9	4
September	0	4
October	1	4
November	0	5
December	0	2
January	0	7
February	0	2
March	0	0
April	0	1
May	0	0
June	0	0
TOTAL	10	29



Avg. Enrollments / Month (Exc. 1st & Last): 0.11
Avg. Withdrawals / Month (Exc. 1st & Last): 2.78

Coversheet

Committee Consent Items

Section:	VI. Items for Board Approval
Item:	A. Committee Consent Items
Purpose:	Vote
Submitted by:	
Related Material:	BA-CFA+3560+--+Title+1+Parent+and+Family+Engagement+Policy.pdf Summary of Employee Handbook Changes for Board of Directors.pdf Nepotism Policy.FromHandbook.docx Family Handbook Updates.pdf Brevard Academy AIG Plan.docx

SECTION: 3000 CURRICULUM AND INSTRUCTION*Policy Code: 3560***TITLE 1 PARENT AND FAMILY ENGAGEMENT POLICY***Approved: 06.10.24*

Decades of research have shown that when schools work together with families to support learning, children are inclined to succeed not just in school but throughout life. Brevard Academy: A Challenge Foundation Academy believes that learning can best take place when there is shared effort, interest, and commitment among students, parents, extended family members, community members and staff. The goal of this parent and family engagement plan is to support in a more consistent and effective manner those things already in practice as well as to generate new ways of strengthening the partnership between school and home.

At Brevard Academy: A Challenge Foundation Academy, the partnership between school and home will be supported by:

- convening an annual meeting in the school to provide information to parents, family members, and community members about the school and available programs and maintaining on file at the school, at a minimum, a copy of the agenda from the meeting highlighting that Title I programming was discussed; documentation of parental feedback and/or evaluation in the form of sign-in sheets and minutes from the presentation/ meetings; if relevant, a copy of any presentation, and flyers, website announcements, message recordings and/or other advertisements for the meeting;
- notifying parents of and clearly posting on the School's website NC School Report Card Data;
- offering a flexible number of meetings, workshops, and parent conferences that assist parents, family members, and community members in improving the achievement of all children;
- providing opportunities for all parents, family members, and community members to participate in school activities, including persons with disabilities and limited English proficiency;
- involving parents, family members, and community members in an organized, ongoing, and timely way in consultation for the improvement of the School and its' programs, specifically including these critical stakeholders in the planning, review, and evaluation of programs and improve programs based on the results;

SECTION: 3000 CURRICULUM AND INSTRUCTION*Policy Code: 3560***TITLE 1 PARENT AND FAMILY ENGAGEMENT POLICY***Approved: 06.10.24*

- having all parties involved sign a School/Family Student Compact stating how each will contribute to ensuring the student's achievement;
- assisting parents, family members, and community members in understanding state academic content, the North Carolina Accountability Program, state and local assessments, and student performance standards;
- communicating clearly and frequently with parents, family members, and community members about school policies, programs, and their own children;
- educating school personnel in the value of contributions of parents, family members, and community members and in how to communicate with and build ties between these critical stakeholders and the school in order to build school capacity and
- annually conducting a joint evaluation of the content and effectiveness of this policy with parents, family members, and community members and maintaining on file at the school, at a minimum, a copy of the agenda from the meeting highlighting that this policy was discussed, reviewed and revised; a copy of this policy with latest revision date; proof that this policy was distributed in multiple ways (i.e., newsletter, parent handbook, website, etc.); documentation of parental feedback and/or evaluation in the form of sign-in sheets and minutes from policy meetings, and flyers, website announcements, message recordings and/or meeting advertisements.

Original Approval: May 17, 2023

This policy is reviewed annually and reapproved by the Brevard Academy Board of Directors.

Here is a board-ready bullet-point summary of the key changes made to the **Employee Handbook** for the 2025–2026 school year, organized by section and including the rationale behind each update:

Summary of Handbook Changes for Board of Directors

Brevard Academy – 2025–2026 School Year

♦ Title VI, VII, and IX Compliance

- **Expanded definitions** of discrimination to include “actual or perceived” identity, dress, and culture.
- **New examples** added (e.g., antisemitic, Islamophobic harassment).
- **Rationale:** Ensures alignment with U.S. Department of Education Office for Civil Rights guidance.

♦ Pregnant Workers Fairness Act (PWFA)

- **New section** outlining rights and accommodations for pregnant staff (e.g., seating, food, flexible hours).
- **Rationale:** Compliance with federal PWFA law (effective June 2023).

♦ PUMP Act and Nursing Accommodations

- Includes **break times**, **private lactation space**, and **labeling/storage guidelines**.
- **Rationale:** Compliance with FLSA amendments protecting nursing employees.

♦ Harassment & Workplace Conduct

- **Clarified definitions** of sexual, racial, and digital harassment.
 - **Expanded examples** of misconduct (e.g., social media contact with students, inappropriate texts).
 - **Rationale:** Increased clarity and coverage of cyber-harassment and boundaries.
-

◆ Disability & Religious Accommodations

- **Streamlined process** for requesting accommodations; describes “interactive process.”
 - **Rationale:** Ensures ADA compliance and procedural clarity for staff and admin.
-

◆ Use of Devices & Data Security

- **Staff must purge school data** from personal devices upon termination.
 - **School-issued devices** subject to search; no expectation of privacy.
 - **Rationale:** Clarifies data ownership and supports cybersecurity protocols.
-

◆ Recording & Media Policy

- **New section:** No classroom recordings (Zoom, phones, PD video) without prior written permission.
 - **Rationale:** Protects student and staff privacy; FERPA compliance.
-

◆ Social Media Boundaries

- Staff may not **tag students, use personal accounts to contact them, or post identifiable student content.**

- **Disciplinary consequences** added for violations.
 - **Rationale:** Reinforces digital boundaries and professional standards.
-

◆ Workplace Expectations & Discipline

- Clearer progressive discipline path, even for at-will employees.
 - Adds misconduct examples like:
 - Sleeping on duty
 - Retaliation
 - Tampering with timecards
 - **Rationale:** Improves behavioral clarity; aligns with due process.
-

Nepotism Policy

In accordance with the Charter Agreement and N.C.G.S. 55A-8-31, the board recognizes that the employment of immediate family can cause various problems including but not limited to charges of favoritism, conflicts of interest, family discord, and scheduling conflicts that may work to the disadvantage of both the School and its employees. It is the goal of the School to avoid creating or maintaining circumstances in which the appearance or possibility of favoritism, conflicts, or management disruptions exist. For the purposes of this policy the term "relative" shall include the following relationships: relationships established by blood, marriage, or legal action.

For the purposes of this section, the term "immediate family member" is as set forth in N.C.G.S. Section 115C-12.2 and means a spouse, parent, child, brother, sister, grandparent, or grandchild. The term includes the step, half, and in-law relationships. The term also includes domestic partners (a person with whom the employee's life is interdependent and who shares a common residence) and, a daughter or son of an employee's domestic partner.

School may allow existing personal relationships to be maintained or employ individuals with personal relationships to current employees under the following circumstances:

1. No voting members of the Board of Directors shall be an employee of a for-profit organization that provides substantial services to the school for a fee;
2. No employee of the charter school shall be a voting member of the Board of Directors;
3. No employee shall be an immediate family member of a voting member of the Board of Directors;
4. They may not create a supervisor/subordinate relationship with a family member;
5. They may not supervise or evaluate a family member;
6. The relationship will not create an adverse impact on work productivity or performance;
7. The relationship may not create an actual or perceived conflict of interest;
8. They may not audit or review in any manner the related individual's work;
9. They may not be employed if a member of the employee's immediate family (spouse, children, parents, grandparents, brothers, sisters, step-family members, in-law family members) serves on the organization's Board or any Committee which has authority to review or order personnel actions or wage and salary adjustments which could affect his/her job.
10. No teacher or staff member that is the immediate family of the Head of School shall be hired without the Board evaluating their credentials, establishing a structure to prevent conflicts of interest, and notifying the Department of Public Instructions (NCDPI), with evidence that this process has occurred.
11. Before any immediate family of any member of the Board of Directors or a School employee with supervisory authority shall be employed or engaged as an employee, independent contractor, or otherwise by the Board of Directors in any capacity, such proposed employment or engagement shall be:
 - a. Disclosed to the Board of Directors; and

- b. The Board of Directors must approve the hiring or contract in a duly called open session meeting.

No personal employee relationship covered by this policy will be allowed to be maintained, regardless of the positions involved, if it creates a disruption or potential disruption in the work environment, creates an actual or perceived conflict of interest, or is prohibited by any legal or regulatory mandate.

This policy must be considered when electing, hiring, promoting, or transferring any employee and any action must be discussed and approved by the board of directors in a duly called open-session meeting.

Should relationships addressed within this policy be identified with either candidates for employment or, current employees, the matter should be immediately reported to the Head of School and/or Board of Directors and the following policies and procedures will be followed:

- A determination will be made whether the relationship is subject to the organization's Nepotism policy based on the conditions described above.
- If the relationship is determined to fall within one or more of the conditions described in this policy the Head of School in consultation with the affected employees and/or the Board of Directors will attempt will to resolve the situation through the transfer of one employee to a new position or identifying some other action (e.g., supervisory reassignment) which will correct the conflict or issue identified. If accommodations are not feasible then, with affected employee suggestions, the Head of School in consultation with the organization's Board of Directors shall determine which employee must resign in order to resolve the situation.

The School reserves the right to exercise appropriate managerial judgment to take such actions as may be necessary to achieve the intent of this policy.

The burden of disclosure of such personal relationships covered in this policy shall be on the applicable Board member, Director, or employee with supervisory authority. If the requirements of this policy are complied with, the School may employ the immediate family of any member of the Board or a School employee with supervisory authority consistent with this policy and applicable law.

It is the responsibility of every employee to identify to the organization's Principal/Head of School any potential or existing personal relationship, which falls under the definitions provided in this policy. Employees who fail to disclose personal relationships covered by this policy will be subject to disciplinary action up to and including the termination of employment.

Comparison: 2025–2026 Updates vs. 2024–2025 Handbook

1. Parental Access and Campus Behavior

Topic	2024–2025 Handbook	2025–2026 Handbook (Marked-Up)	Change
Parental Behavior & Campus Access	Not explicitly addressed. General expectations for positive conduct and check-in protocol present.	Clearly defines expectations and consequences for adult misconduct. Language softens attorney phrasing while retaining authority: “If a situation arises where these expectations are not met...”	+ <i>New section with more precise legal grounding and clearer communication tone</i>

2. Threatening or Aggressive Conduct

Topic	2024–2025	2025–2026	Change
Threatening Behavior	No explicit section addressing adult threats or aggression. Student Code of Conduct addresses serious student behavior only.	Introduces language clarifying that threatening, aggressive, or disruptive behavior by any individual may lead to removal. Tone revised to: “Individuals who act in a way that threatens, disrupts, or puts others at risk...”	+ <i>Addition</i> – covers adult behavior; tone softened to reflect school partnership language

3. Weapons and Legal References

Topic	2024–2025	2025–2026	Change
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Weapons on Campus	Detailed in Code of Conduct, especially under “Level 5” violations, including mandatory reporting. Legal references implied, not quoted.	Adds statutory citation (N.C.G.S. §14-269.2) and integrates it into the family-friendly language. “Firearms and other weapons are not permitted... Any violations... will be reported...”	✓ <i>Improved clarity and legal citation with consistent family-appropriate tone</i>
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4. Legal Rights Disclaimer

Topic	2024–2025	2025–2026	Change
Rights Preservation Clause	Present as a general compliance note in the Equal Opportunity and Compliance sections.	Rewritten as: “This policy is not intended to take away or limit any rights protected by federal or state law.”	✓ <i>Simplified for accessibility, no substantive legal change</i>

5. Law Enforcement Notification

Topic	2024–2025	2025–2026	Change
Criminal Conduct Reporting	Referenced within the Code of Conduct and Discipline Procedures, with multiple mentions of mandatory reports to law enforcement.	Restated in clearer, proactive language: “In situations involving potential criminal behavior, or when required by law, the school will notify local law enforcement...”	✓ <i>Improved transparency and tone with retained legal intent</i>



Summary of Improvements in 2025–2026 Version

Area	Improvement Type
Tone	Revised for clarity, warmth, and family-friendly tone while preserving firm boundaries
Legal Clarity	Citations such as N.C.G.S. §14-269.2 now explicitly included
Policy Scope	Expanded to include adult behavior on campus, not just student infractions
Due Process	Still present for suspensions/expulsions; phrased to match handbook style

FERPA/PPRA More comprehensively addressed in other sections of the 2025–2026 file

Standard 1: Student Identification

The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead toward appropriate educational services.

Practice A

Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

Rationale: Brevard Academy (BA) will annually articulate and disseminate the procedures for AIG student identification, making all stakeholders knowledgeable of AIG characteristics in order to ensure that academically and intellectually gifted students are both recognized and served appropriately. This information will be made available through the school website, ~~an informational brochure, parent newsletters, and parent and faculty presentations.~~ Brevard Academy has at least ~~onetwo~~ gifted-certified specialists on staff and ~~an eligibility team will create a "TAG Team" (Talented and Gifted)~~ to make placement decisions.

Goals: Brevard Academy will update its website to include information about its gifted services. ~~A brochure will be created for dissemination and i~~Informational presentations will be prepared for both the faculty and parents. The ~~eligibility TAG~~ team will be ~~updated annually selected~~ and will meet several times ~~a year~~ in order to ~~review testing data and placement decisions. prepare for the screening and identification process that will take place during the first semester of the school year.~~

Description:

Brevard Academy will make available to all stakeholders the AIG screening, referral, and identification procedures and timetables electronically on its website, ~~and traditionally in brochures and/or newsletters.~~ Parents of enrolling and current students will receive this information at the initial open house or orientation meeting. Within the first quarter of the school year, the AIG specialist(s) will give a presentation to the faculty detailing the screening, referral, and identification process.

Planned Sources of Evidence:

Website, ~~brochure,~~ newsletter articles
Presentations/Power Points for parents and staff

Practice B

States and employs multiple criteria for AIG student identification. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional measures that are based on current theory and research.

Rationale: *Serving the needs of AIG students means considering each child as a unique individual whose needs change over time. Brevard Academy will use multiple criteria for identification of students in order to ensure that all children have equal opportunities for services.*

Goals: *In preparation for ~~testing each the 2016-2017 school~~ year, Brevard Academy will do the following:*

- *Discuss and review ~~Finalize~~ details of the screening and identification process*
- *MForm and meet with the ~~eligibility TAG team~~*
- *~~Determine which screening checklist will be used; order and/or create~~*
- *Prepare ~~/ update~~ materials as outlined in practice A (website, ~~brochure, newsletter,~~ presentations for faculty and parents)*

Description:

SCREENING and REFERRAL for TESTING: ~~Early in the 2016-2017 school year, teachers will be trained to identify characteristics of giftedness and will complete a screening tool such as the TABs (Traits, Abilities, Behaviors) in order to nominate students for testing. Teachers will be able to nominate previous as well as current students in grades 3-8. A sweep will also be done to identify students who scored at or above the 95th percentile on reading or math achievement tests from the prior school year. These students will be automatically referred for testing. The screening process will be completed by October and testing will take place in November. Each fall, AIG teachers will review records of all new students, grades 3-8, to determine if any have test scores and/or grades that might indicate the need for testing. Teachers will be consulted, and pParents will be notified to and will provide signed consent for testing. Because the program will be in its first year, teachers will also be able to nominate students in the spring. In subsequent years, screening will only take place once a year.~~

Students who qualify in the fall will begin services in January. In the spring all second grade students will be tested. No consent forms are required since all students will be involved. A small number of older students may be tested as well. These would include parent requests, teacher referrals, and in some cases, student self-referrals. Second graders who qualify will create the 3rd grade AIG class for the following year. Others will be added to existing AIG classes and will begin services at the beginning of the following school year.

IDENTIFICATION: Students ~~may~~ can be identified through one of three pathways: (1) Intellectually Gifted: Scores at or above the 95th percentile in at least one of the three CogAT subtests (verbal, quantitative, or nonverbal). (2) Academically Gifted in math or reading: Scores at or above 90% on the CogAT and achievement test scores at or above 90% in the corresponding area (verbal/reading or quantitative/math). (3) Pathway 3 provides some flexibility for special cases, such as those scoring 85% or above on the nonverbal section of the CogAT (for which there is no corresponding achievement test score). These students will be given an alternative cognitive abilities test called the Naglieri or NNAT. Scoring at or above 90% on the NNAT is considered intellectually gifted. Pathway 3 is also used for students with severe ADHD for whom the shorter NNAT is a more suitable test than the CogAT. In rare instances, the eligibility team may decide that placement is in the child's best interest and will override the requirements for pathway 1 or 2. This has been done on occasion when language (ESL) is considered, or if extenuating circumstances are thought to have interfered with the child's test performance. In any pathway 3 placement, the eligibility team is consulted, and extensive notes are provided to justify the placement. ~~as Academically Gifted in math and/or reading based on achievement test scores at or above the 95th percentile. Students can be identified as Intellectually Gifted based on qualifying scores on the CogAT (at or above the 96th percentile in verbal, quantitative, nonverbal, or composite based on age). In the spring of 2017, the CogAT will be administered to all 2nd grade students who will have completed a year of weekly PETS (Primary Education Thinking Skills) lessons, taught by a gifted-certified teacher. This annual blanket testing of 2nd graders in the spring will become standard practice as the program moves into its second and third years. It will be during this spring testing window that students in grades 3-7 who have been nominated by their teachers will also be tested.~~

In the identification process, ~~no one criterion will automatically keep a student from being considered. The TAG team will pursue alternate means of collecting data, such as portfolio development or administration of nonverbal mental ability testing (TONI or Naglieri), to determine student need and appropriate service options. Equal opportunity for consideration will be provided to all students. The eligibility TAG team will meet to review information gathered on each student in order to determine placement and appropriate services to be provided. Parents will be notified of placement decisions within two weeks of the receipt of test results.~~

For each child that is tested, a folder containing teacher recommendations, parental consent for testing, testing data, and communication between ~~eligibility TAG~~ team and parents will be created. Students found ineligible may be tested again, if nominated, in two years.

Planned Sources of Evidence:

- Screening and ~~eligibility TAG~~ team logs/notes
- Student folders containing testing data

- Files containing school wide data for each testing period

Practice C

Ensures AIG screening, referral, and identification procedures respond to traditionally under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

Rationale: Brevard Academy will strive to provide fair access to the AIG program for all students whose gifts may not be immediately evident. This includes students who are culturally or ethnically diverse, economically disadvantaged, English Language Learners, highly gifted (but underperforming in the regular classroom), and/or twice exceptional. BA will use ~~the Naglieri, or NNAT nonverbal assessments such as the TONI or the Naglieri~~ that provides s-more cultural or linguistic validity.

Goals: ~~As the 2016-2017 school year will be the first in which BA provides gifted services, it will be necessary to conduct a demographic study of the school to determine the nature of its student population. Teachers will need to be trained to identify characteristics of giftedness in all segments of the school's population. Each year,~~ Once the first identification process is complete, the demographics of the AIG population will be compared to the overall demographics of the school in order to ensure that there are no discrepancies.

Description: Brevard Academy will use both non-traditional and traditional measures in the screening, referral, and identification process of potentially gifted students. The following measures may be used:

- CogAT for all 2nd grade students
- CogAT for students in grades 3-7 who are referred by their teachers
- Naglieri ~~and/or TONI~~ (nonverbal assessments)
- ~~Motivation checklists~~
- Gifted characteristics checklists provided to teachers for consideration in referrals
- Annual nationally normed achievement tests (MAP or iReady)

The eligibility TAG team will analyze demographic information each school year. The AIG specialist(s) will focus on screening and/or identifying under-represented students through data collection from classroom teachers, ELL teachers, specials teachers (PE, art, music), the guidance counselor, and other professional personnel.

Planned Sources of Evidence:

- Screening and eligibility TAG team logs/notes
- Student folders containing testing data

- Notebook containing data for each testing period

Practice D

Implements screening, referral, and identification processes consistently within the LEA.

Rationale: *Since Brevard Academy consists of only one school, it will strive to maintain consistent implementation of the screening, referral, and identification process across grade levels within the school.*

Goals: *As outlined in practice A, Brevard Academy will update the school's website, ~~create an informational brochure, write an article for the school's newsletter,~~ and provide informational meetings for both parents and faculty that clearly explain the screening, referral, and identification process. This will help to ensure consistency.*

Description: *The screening, referral, and identification process will be clearly outlined on the school website, ~~and through a brochure and newsletters.~~ Teachers, as well as parents, will be made aware of the process through presentations conducted at the beginning of the school year by an AIG specialist. The ~~eligibility AIGIT~~ team will meet monthly to discuss and review procedures to ensure consistency throughout the school.*

Planned Sources of Evidence:

- Brevard Academy website
- ~~Brochure, newsletters~~
- Presentation materials
- Minutes of ~~eligibility monthly TAG~~ team meetings

Practice E

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

Rationale: *Brevard Academy will communicate with parents/guardians and involve them in any decisions made concerning their student(s). Parents will sign for permission to have their child tested as well as to agree to placement in gifted services. Files will be maintained for each student that is tested, whether or not they qualify for services.*

Goals: *Forms will be ~~provided created~~ for parents to sign to give permission for testing as well as placement. The ~~eligibility TAG~~ team will also ~~maintain create~~ a checklist of items required for student files.*

Description: Parents will be informed if their child(ren) are referred for testing and will provide permission for testing to take place. Parents will then be informed of test results and, if eligible, provide permission for placement. AIG teacher(s) will provide a progress report communicate with parents twice a year (end of first semester and end of year) quarterly to inform parents them of activities and curriculum as well as activities taking place within the AIG program narrative commentary on the students' participation and performance in AIG classes. m. Annual reviews will be held with parents to discuss the students' progress and any possible changes to the plan for the coming school year.

Planned Sources of Evidence:

- Student folders containing initial consent for testing and consent for placement
- AIG newsletters, emails, updates on Class Dojo
- Records of biannual progress reports annual reviews

Standard 2: Differentiated Curriculum and Instruction

The LEA employs challenging, rigorous, and relevant curriculum and instruction, K-12, to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Adapts the NC Standard Course of Study (SCOS) K-12, to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

Rationale: As a charter school, Brevard Academy uses the K-8 Core Knowledge (CK) curriculum. While the CK curriculum increases the rigor of instruction and raises the expectations of content mastery for all students, BA recognizes that AIG students will need teachers to differentiate instructional methods and curriculum in order to meaningfully address each student's advanced abilities.

Goals: AIG specialist(s) will be available to meet with teachers to assist in curriculum compacting and creating appropriate enrichment/extension activities for AIG students within the regular classroom. AIG teacher(s) will review curriculum at each grade level to determine units/topics in which to provide enrichment activities that extend the CK curriculum for the entire class.

Description: The first way of addressing an AIG student's needs within the existing curriculum will be differentiation of CK coursework within heterogeneously grouped

classrooms. AIG specialist(s) will meet with teachers by request to help them plan appropriate extension activities for AIG students in their classes.

Special consideration will be given to students who, through achievement test scores and/or classroom performance, have shown advanced academic skills in certain subject areas. Every effort will be made to connect these students with project based learning activities and competition opportunities such as Science Fair, Math Fair, Battle of the Books, Odyssey of the Mind, and others – both during and after school.

~~In addition to differentiation, in grades 3-5, AIG teacher(s) will “push in” to collaborate with classroom teachers to provide and lead activities for the entire class using Interact simulation activities that extend and enrich grade level curriculum.~~

Additional services will be provided as outlined in practices B, C, and G within this standard.

Planned Sources of Evidence:

- AIG differentiation documented in lesson and unit plans
- Minutes from meetings between grade level teachers and AIG specialist(s)
- Enrollment/ participation in competitions and contests
- ~~Documentation of simulation activities conducted within the classes, such as posted photos and videos, presentation materials, and student work~~

Practice B

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.

Rationale: Brevard Academy is committed to providing challenging and differentiated instructional practices to meet the needs of its unique gifted learners. To accomplish this, the program will be carefully planned, but then reviewed and revised regularly in order to ensure that various and appropriate instructional strategies are being used.

Goals: ~~Throughout the first three years of implementation,~~ BA will seek out instructional practices and gifted curriculums that will best meet the needs of its gifted students. Practices and curriculums will be reviewed and revised annually, taking into account the needs and preferences of students, parents, and collaborating teachers.

Description: In order to best serve its gifted students, Brevard Academy will provide differentiated services based on grade level. Initial plans include, but are not limited to:

K-2: The AIG specialist, or a designated and trained volunteer, will meet weekly with K-2nd grade classes to lead all students in lessons and activities that teach thinking skills using the PETS (Primary Education Thinking Skills) curriculum. These lessons will nurture all students in the development of critical and creative thinking skills that will serve as a foundation for future learning. The PETS program provides the AIG teacher with checklists to aid in screening for students who exhibit gifted characteristics, so the AIG teacher can begin to assist classroom teachers with enrichment activities for these students, even before they are tested and identified. It is also the hope that, in providing this foundation, the playing field will be leveled in preparation for all students to take the CogAT at the end of 2nd grade.

3-5: The AIG specialist will work with classroom teachers to select and develop appropriate curriculum extensions that can be done with the whole class to enrich the existing CK curriculum. AIG classes will meet weekly, for approximately 2 hours, to work with identified students on selected units of study. One ~~The primary~~ resource for these will be Interact simulation activities. Additionally, the AIG specialist will continue to work with individual students who have been identified to provide additional enrichment activities both in and out of school such as contests, competitions, and clubs. Occasionally the AIG teacher will pull out identified students for small group activities.

Other resources to be used in grades K-5 include "Primarily Creativity", "Lollipop Logic", "Primarily Logic", "Primarily Problem Solving", and analogies activities. A unit on Gardener's Multiple Intelligences will be taught to all 5th graders to help students identify and understand how to best use their unique abilities before entering middle school.

6-8: The gifted-certified teacher in the middle school will work with other middle school teachers to provide differentiated instruction and/or independent projects for students who demonstrate advanced knowledge and abilities in certain subject areas. Interest inventories will be administered to determine special interests, and gifted students will be encouraged to participate in clubs and competitions that build on both their interests and abilities. 8th grade AIG students will complete a "passion project" that will be shared with an audience of peers, parents, and staff. By the end of 8th grade, gifted students will have the documentation and the skills needed to transition smoothly into gifted/advanced classes provided at Brevard High School.

Planned Sources of Evidence:

- Student inventories and surveys
- AIG differentiation documented in lesson and unit plans
- Minutes from meetings between grade level teachers and AIG specialist(s)
- Enrollment/ participation in competitions and contests

- AIG progress reports that outline semester activities / unit work (housed in cumulative AIG folders)
- Student binders of unit work housed in the AIG classroom
- ~~Documentation of simulation activities conducted within the classes, such as posted photos and videos, presentation materials, and student work~~

Practice C

Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

Rationale: Brevard Academy understands that enrichment, extension, and acceleration cannot simply involve assigning more work to AIG students. Quality – not quantity – counts. AIG differentiation involves research-based supplemental resources to augment curriculum and instruction.

Goals: ~~In these first three years of providing gifted services,~~ AIG specialist(s), administration, and eligibility team members AIGIT regularly team will conduct a ~~thorough~~ review of various websites and teaching resources that might best be used to supplement the existing Core Knowledge curriculum. Each resource that is used will be reviewed and evaluated before determining whether or not to continue its use.

Description: AIG specialist(s) will regularly share research-based methods and techniques of instructional delivery for AIG students in the regular classroom. These techniques may include Socratic Seminars, simulations, concept mapping, problem based learning, tiered assignments, creative problem solving, independent projects, novel units, and critical thinking activities.

Curriculum resources mentioned in practice B (PETS, Interact units, “Primarily” series, multiple intelligences) will be implemented mainly by the AIG specialist(s), but all teachers will be encouraged to embed information and activities from these resources in their lessons.

Planned Sources of Evidence:

- Presentation materials
- Evidence of new techniques being embedded in lesson plans
- Enrollment/ participation in competitions and contests
- ~~Documentation of simulation activities conducted within the classes, such as posted photos and videos, presentation materials, and student work~~

Practice D

Fosters the development of 21st century content and skills on advanced level.

Rationale: *Brevard Academy believes that an effective education must foster students' development of 21st century skills and mastery of 21st century content. An awareness of global competition and real world environments must be present in lesson plan designs and unit creations at all grade levels. As a result, the AIG program cannot focus solely on traditional academic skills or intellectual domains.*

Goals: *Brevard Academy will ~~do a comprehensive survey to~~ determine technology needs (both equipment and training) to ensure that all classrooms are equipped to infuse technology into units of study.*

Description: *Brevard Academy is committed to producing globally competitive students. This will be accomplished in a variety of ways:*

- *Character education will be integrated into all subject areas.*
- *Creative and innovation skills will be developed through PETS lessons and simulation activities.*
- *Use of technology – BA ~~currently employs a technology teacher that works with all students to develop computer skills.~~ Teachers are encouraged to use technology to differentiate in an advanced, self-directed, manner.*
- *Service learning projects that address 21st century content and skills.*

Planned Sources of Evidence:

- *Sample lessons*
- *Student demonstrations and work products*

Practice E

Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

Rationale: *Brevard Academy understands that students can experience leaps and plateaus in their learning rates and that they achieve mastery with different amounts or types of direct instruction. Recognizing that true differentiation is responsive to AIG students' individual needs, classroom teachers and AIG specialists will monitor student learning through on-going formal and informal assessments in order to make informed instructional decisions.*

Goals: *In order to be able to effectively plan useful assessments, an inventory will be done to determine which assessments students are already being given at each grade level. The eligibility TAG team will meet to determine what additional assessments would enable teachers to better meet the needs of gifted students.*

Description: Brevard Academy currently uses *iReady, MAP (Measure of Academic Performance), Core Knowledge assessments, and teacher-made tests to determine progress in academic content areas.*

Additional assessments to determine individual student strengths and needs will be added as necessary to guide educators in differentiating classroom curriculum and instructional groups.

In order to aid in compacting curriculum for gifted students who may have already mastered content, teachers will administer pre-assessments to match academic needs and drive curricular decisions.

Teachers will also be trained in how to develop alternative assessments such as culminating products that require students to “show what they know”.

Planned Sources of Evidence:

- *Examples of pre-, formative, and post-assessment data*
- *Use of flexible grouping*
- *Samples of student culminating products*
- *Presentation materials for training teachers to use curriculum compacting and alternative assessments.*

Practice F

Creates affective curricular and instructional practices, which support the social and emotional needs of AIG students.

Rationale: *The social and emotional needs of AIG students, while of critical importance, are often overlooked in curricular and instructional practices. Many times this is due to misconceptions of what giftedness “looks like” and means for individual students. Various stereotypes of gifted students lead many classroom teachers to assume the students are fine on their own and can handle whatever comes their way, when, in reality, the social and emotional needs of the gifted child can make learning even more challenging.*

Goals: *Brevard Academy recognizes that advanced learners need affective as well as cognitive learning support. Presentations that explain the unique social and emotional needs of gifted students will be developed for use with both faculty and parents in order to address stereotypes and foster greater understanding. The eligibility TAG team will also explore curriculum that will help gifted students to gain deeper understandings of their own strengths, abilities, and needs.*

Description: *In addition to including self-awareness activities throughout the curriculum, AIG specialists will work with children who have specific social and*

emotional needs. This can be done on a one-on-one basis or in small groups, and sometimes the school counselor will be involved to help students gain insight into their own needs, insecurities, and questions.

AIG specialists will also develop group lessons on specific issues that gifted students sometimes face, such as perfectionism and anxiety, lack of social skills, or self-esteem issues. Students may be given a survey to determine topics they feel would be helpful. A list of books and/or websites that address the social/emotional development of gifted students will be provided to teachers as well as parents and students, and group book studies will be conducted with select groups of students when deemed appropriate.

Underachieving and at-risk gifted students will continue to be served rather than removed from gifted programs, as removing them only furthers their disengagement. Gifted learners who do not demonstrate satisfactory performance in regular and/or gifted education classes will be provided with specific guidance and counseling services that address the issues related to underachievement.

Planned Sources of Evidence:

- *Materials from presentations on social/emotional needs of the gifted child*
- *Lesson plans that address specific needs*
- *Needs surveys*
- *List of books and/or websites that address the social/emotional development of gifted students*

Practice G

Cultivates and develops the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction.

Rationale: *The development of potential in young (K-3) students needs to be cultivated through purposeful and intentional strategies. Students who enter school from a wide variety of backgrounds need nurturing in order to develop a common foundation of critical and creative thinking skills that will enable them to reach their full potential as they progress through elementary school and beyond.*

Goals: *Brevard Academy will develop a program to nurture its youngest students, exposing them all to critical and creative thinking skills necessary to maximize their potential.*

Description: *~~The Starting in the second semester of kindergarten, the~~ AIG specialist (or a trained volunteer) will visit all K-2 classes weekly to teach lessons from the PETS (Primary Education Thinking Skills) curriculum. The AIG specialist will keep notes on students' progress and will meet regularly with classroom teachers to discuss certain*

students who show early signs of giftedness. Recommendations for extension and enrichment will be made, and, at times, small groups may be pulled for extension activities.

Other curriculums that may be used include "Primarily Creativity", "Lollipop Logic", "Primarily Logic", "Primarily Problem Solving", and analogies activities.

It is also the hope that, in providing this foundation, the playing field will be leveled in preparation for all students to take the CogAT at the end of 2nd grade. The AIG teacher will continue to follow and support these students as they move into the upper elementary grades and will be able to provide information and support to their teachers as well.

Planned Sources of Evidence:

- *PETS curriculum and lesson plans*
- *Notes and observational charts kept by AIG teacher*
- *Notes from meetings with classroom teachers*

Practice H

Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.

Rationale: *Regular collaboration among teachers is essential to creating a strong learning environment for children. This is particularly true when striving to meet the unique needs of gifted children. AIG specialists can support classroom teachers in ideas and strategies for differentiation, while classroom teachers can provide AIG specialists with essential information on the specifics of each grade level's curriculum.*

Goals: *Brevard Academy will ensure collaboration between AIG specialists and other professional staff by encouraging regular meetings between the specialist(s) and the classroom teachers to discuss curriculum, enrichment ideas, and the progress of certain students. An eligibility -TAG team will ~~be created before the beginning of the new school year~~ consisting of the AIG specialist(s), teacher representatives from K-2, 3-5, and 6-8, the school counselor, and an administrator will con~~with the goal of collaborating to~~ continually review and evaluate practices and curriculum. AIG specialists and select teachers will attend the annual NCAIG conference for further staff development and collaboration.*

Description: *Collaboration will be ensured by:*

- *K-8 AIG specialists meeting with classroom teachers during scheduled grade level planning times*

- Discussions during curriculum writing sessions
- Discussions with technology instructors
- Sharing of research-based supplemental resources
- Regular *eligibility TAG* team meetings
- Meetings with counselors and media specialists to support social and emotional needs
- Discussion of assessment data

Planned Sources of Evidence:

- Minutes from grade level meetings
- Minutes from *eligibility TAG* team meetings
- Collaboration during curriculum writing
- Lesson plans that include differentiation for gifted students
- Notes, materials, and resources from NCAIG annual conferences

Practice I

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.

Rationale: *Once a student has been identified as gifted, it is imperative that appropriate services be planned and implemented to best meet his/her unique needs. These plans need to be revisited annually to ensure that the services continue to meet the needs.*

Goals: *Brevard Academy will develop Differentiated Education Plans (DEPs) for its students who qualify for gifted services. The *eligibility TAG* team will work together to determine which differentiated services will best meet the needs of each student. ~~In its early years of implementation, BA will compile, and continuously add to, a menu of services available to its gifted students.~~*

Description: *Each year during the eligibility process, the *eligibility TAG* team will create a folder for each student who was tested. The team will then create a DEP for each student found eligible for gifted services. The DEP will be signed by parents and shared with classroom teachers. ~~These DEPs will be reviewed annually to adjust according to changing needs.~~*

In some instances, students may need an individualized plan (IDEP). These may include underachieving gifted students, gifted students with disabilities, or the gifted student from a culturally diverse or economically disadvantaged family. IDEPs will

also be created for students who are identified as IG so that appropriate services can be given.

Planned Sources of Evidence:

- DEPs / IDEPs
- AIG student folders
- ~~Annual reviews~~

Standard 3: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.

Practice A

Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

Rationale: *Since our "LEA" consists of one school, Brevard Academy will employ at least one gifted-certified teacher to act as AIG coordinator to guide, plan, develop, implement, and monitor the school's AIG plan.*

Goals: ~~*Prior to the start of the 2016-2017 school year, Brevard Academy will strive to employ at least currently employs will recruit and hire at least one gifted-certified teacher to serve as AIG coordinator. Other AIG teachers may or may not have gifted certification, but will have a background - as either a parent of gifted children or as a community volunteer with an understanding of and passion for gifted education. He/she should meet with all stakeholders, have a clear job description, and be ready to begin services on day one of the school year. Ideally, he/she should commit to at least a three-year tenure so as to see the new program through its initial cycle.*~~

Description: *The role of the AIG coordinator will include, but not be limited to, the following:*

- *plan and guide implementation of gifted program service options*
- *oversee the screening, identification, and placement process, working closely with the TAG team*
- *integrate gifted programming into the general education program*
- *collaborate with teachers to support differentiation by providing materials, instructional strategies, and unit planning assistance*
- *offer demonstration lessons in K-5 regular education to promote critical and creative thinking*

- *plan, coordinate, and develop ongoing staff development, as well as parent education, on the social, emotional, and academic needs of gifted students*
- *stay informed of issues, trends, methods, and policies for gifted education*
- *communicate with parents and community regarding gifted education services and opportunities*
- *advocate for the continuous support of gifted students and their education services*

Planned Sources of Evidence:

- *AIG coordinator job description*
- *AIG coordinator's qualifications and credentials*
- *Presentation notes*
- **Eligibility TAG** *team meeting notes*

Practice B

Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

Rationale: *Brevard Academy is committed to providing differentiated and appropriate services to all its students, including gifted students who may need additional academic challenges and support. The board of directors ~~has thus~~ approved funding for a part time AIG coordinator beginning in the 2016-2017 school year. This specialist will be engaged in tasks that explicitly address the academic, intellectual, social, and emotional needs of AIG students.*

Goals: *The ~~new~~-AIG coordinator will be hired prior to the start of the school year so that he/she may be actively involved in schoolwide scheduling and planning.*

Description: *As stated in Practice A above, the AIG coordinator's role will entail the following responsibilities:*

- *plan and guide implementation of gifted program service options*
- *oversee the screening, identification, and placement process, working closely with the AIGIT team*
- *integrate gifted programming into the general education program*
- *collaborate with teachers to support differentiation by providing materials, instructional strategies, and unit planning assistance*
- *offer demonstration lessons in K-5 regular education to promote critical and creative thinking*
- *plan, coordinate, and develop ongoing staff development, as well as parent education, on the social, emotional, and academic needs of gifted students*
- *stay informed of issues, trends, methods, and policies for gifted education*

- *communicate with parents and community regarding gifted education services and opportunities*
- *advocate for the continuous support of gifted students and their education services*

Additionally, the AIG coordinator will work directly with students by doing the following:

- *providing or overseeing inclusion lessons for all K-2 classrooms once a week using PETS*
- *teaching units and lessons to promote higher level thinking skills ~~both in classrooms and occasionally~~ through pull-out sessions*
- *assisting with counseling AIG students on social/emotional issues*

Planned Sources of Evidence:

- *AIG specialist's teaching schedule and time log*
- *Emails, lesson plans, student products*

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

Rationale: *Given the fact that, ~~prior to now,~~ Brevard Academy's AIG program is relatively new ~~has not identified or explicitly served its AIG students~~, all personnel will need appropriate training. Classroom teachers will need to be trained in recognizing characteristics of gifted learners, the screening and identification process, and in how to differentiate instruction and curriculum in the regular classroom. The school counselor and administrators, as well as teachers, will need training in providing appropriate support for the unique social and emotional needs of these students.*

Goals: *Brevard Academy will plan appropriate and on-going staff development for its faculty and staff.*

Description: *Staff development presentations will be developed for*

- *recognizing characteristics of AIG students*
- *screening and identification procedures*
- *differentiation and instructional strategies*
- *resources available*
- *supporting social and emotional needs*

Teachers will also be encouraged to attend NCAGT and NAGC conferences and share what they learned with the rest of the faculty.

Planned Sources of Evidence:

- *resources and links provided to teachers*
- *faculty meeting agendas and sign-in sheets*
- *presentation agendas and notes*
- *notes from meetings with grade levels or individual teachers*

Practice D

Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from and Institute of Higher Education (IHE) or who have met the LEA's professional development requirements for that position.

Rationale: *In order to best meet the unique academic, social, and emotional needs of its gifted students, Brevard Academy recognizes the importance of placing these students in general education classrooms with teachers who have earned AIG certification.*

Goals: *BA's ultimate goal would be for at least one teacher per grade level to have AIG certification. AIG students would then be placed in that teacher's homeroom. This would ensure that AIG students are taught by teachers who understand their needs and know how to meet them.*

Description:

- *Conduct an informal survey to determine which faculty members currently have AIG certification.*
- *Determine which grade levels are lacking AIG licensed teachers.*
- *Encourage at least one teacher per grade level to seek and obtain AIG certification.*
- *Provide information on area programs that grant AIG licensure.*
- *Seek AIG-certified teachers to fill future vacancies.*
- *Place AIG students in classes with AIG certified teachers.*

Planned Sources of Evidence:

- *Copy of survey and findings*
- *List of AIG-licensed faculty members*
- *Information and literature on local AIG licensure programs*
- *Class rosters showing AIG students' placement in classes with AIG-licensed teachers*

Practice E

Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

Rationale: As stated in Practice C, Brevard Academy's ~~will be launching its~~ AIG program ~~in the fall of 2016. Because it is~~ relatively new to the school. Therefore, professional development for all staff ~~is~~will be imperative.

Goals: Brevard Academy will plan appropriate and on-going staff development for its faculty and staff. These professional development opportunities, in addition to providing teachers with information on characteristics of gifted learners and the identification process, will include instructional best practices for gifted learners.

Description: Staff development will be developed to align with AIG program goals and best practices in gifted education. Presentations will include:

- recognizing characteristics of AIG students
- screening and identification procedures
- differentiation and instructional strategies
- available resources
- supporting social and emotional needs

Teachers will also be encouraged to attend NCAGT and NAGC conferences and share what they learned with the rest of the faculty.

Planned Sources of Evidence:

- resources and links provided to teachers
- faculty meeting agendas and sign-in sheets
- presentation agendas and notes
- notes from meetings with grade levels or individual teachers

Practice F

Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

Rationale: Quality professional development ensures that learning includes time for reflection, follow-up, and collaboration in order for new instructional strategies to be implemented appropriately.

Goals: Recognizing that developing, implementing, and refining AIG services requires collaboration, Brevard Academy will provide resources and time for AIG-related planning and development, based on learning from professional development.

Description: Time for collaboration between the AIG specialist, classroom teachers, and guidance counselor will be scheduled so that skills and instructional strategies learned in professional development can be successfully shared, processed, and implemented.

Planned Sources of Evidence:

- *Examples of curriculum resources produced through collaboration*
- *AIG specialist's schedule that reflects time for collaboration*
- *Minutes from AIG meetings and grade level meetings*

Standard 4: Comprehensive Programming within a Total School Community

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Delivers AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all classroom environments, grade levels, and settings.

Rationale: *Brevard Academy recognizes the importance of supporting the full range of needs that gifted learners have. As plans are made to begin this important program, care needs to be taken Brevard Academy will to assure that all needs – social and emotional, as well as academic and intellectual – are addressed.*

Goals: *Brevard Academy will combine the efforts of Standards 2 and 3 with Standard 4, focusing on curriculum planning and development that incorporates vertical alignment and comprehensive programs and services across all grade levels. BA will also implement professional development that focuses on the academic, intellectual, and social/emotional needs of gifted learners. These two standards will foster and allow Standard 4 to become a reality.*

Description: *As stated in Standard 2, Brevard Academy will strive to*

- *Adapt the Core Knowledge curriculum, focusing on blocks of K-2, 3-5, and 6-8 (Std 2A)*
- *Enrich, extend, and accelerate the curriculum (Std 2B)*
- *Use a variety of research-based supplemental resources (Std 2C)*
- *Foster the development of 21st century skills (Std 2D)*
- *Use on-going assessment to differentiate classroom curriculum and instruction (Std 2E)*
- *Create affective curricular and instructional practices to support the social and emotional needs of AIG students (Std 2F)*
- *Cultivate and develop the potential of young students (Std 2G)*

- *Ensure collaboration among AIG personnel and other professional staff by integrating with ongoing initiatives in the school (Std 2H)*

These standards, combined with the professional development efforts of Standard 3, will fulfill the requirements of Standard 4. With each of the above stated practices there will be a view toward appropriate pacing and curricular transitions through vertical alignment. 5th and 8th grade AIG students will receive focused attention so that the transition years from elementary to middle and middle to high school will be smooth. 5th and 8th grade teachers will complete student recommendations for all 5th and 8th graders to ensure that any pertinent information is shared with all stakeholders involved.

Planned Sources of Evidence:

- *Student schedules*
- *School calendars*
- *PETS and Interact units, lesson plans, and student work*
- *Professional development presentations, agendas, notes*

Practice B

Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.

Rationale: *Brevard Academy's ~~new~~ AIG program will ~~need to~~ be reviewed regularly as it evolves ~~over its first three years~~ to ensure that the programs and services are aligned with AIG Standards and Practices.*

Goals: *Brevard Academy will align its AIG program and services with each area of AIG identification process, goals, and resources so as to best meet the needs of the gifted learner. The AIG specialist, ~~eligibility AIGIT~~ team, school counselor, and administration will meet regularly to assess progress and make changes where necessary.*

Description: *Program goals will include the following in order to align with AIG Standards and Practices:*

- *Define a process for student nomination and procedures for identification in reading and/or math.*
- *Provide weekly critical and creative thinking skills lessons through PETS for all K-2 students.*
- *Create a pool of identified students through mass screening in spring of 2nd grade.*
- *Develop a DEP for each identified student that matches his/her needs and abilities with appropriate AIG services.*
- *Develop an IDEP for students with specific individual needs such as twice exceptional, underachieving, or ELL.*

- *Ensure that the curriculum for gifted students is aligned with and extends the Core Knowledge curriculum.*
- *Develop and implement high-quality curriculum that is supported by research-based models appropriate for gifted students.*
- *Beginning in middle school, provide a variety of advanced classes to AIG (and other) students.*
- *Provide a variety of opportunities for clubs, contests, and competitions to further support the academic needs of gifted middle school students.*
- *Provide training in specific social/emotional needs of the gifted.*
- *Develop scope and sequence for affective curriculum.*
- *Provide support for parents.*
- *Maintain regular communication with parents and community through websites, ~~newsletters~~, email, and conferences.*
- *Encourage AIG licensure for classroom teachers.*

Planned Sources of Evidence:

- *DEPs and IDEPs*
- *Lesson plans*
- ***Eligibility TAG** team minutes*
- *Testing results*
- *Examples of ~~newsletters~~, emails, website information, etc.*
- *Agendas and notes from staff development presentations*

Practice C

Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

Rationale: *While Brevard Academy is committed to providing appropriate services to its AIG student population, it is important that the program supports and benefits the instructional program of the total school.*

Goals: *Brevard Academy will strive to integrate its gifted program into the total school so that, while specifically targeting the needs of the gifted students, it enriches the educational experiences of all students. Through regular meetings with the AIG specialist, the **Eligibility TAG** team, the school counselor, and administration, BA will continuously review and revise the program as necessary in order to enhance and enrich the educational experiences of the entire student population.*

Description: *Brevard Academy will nurture its youngest students, K-2, with weekly PETS (Primary Education Thinking Skills) lessons. These weekly activities will enhance the educational experience of all students, providing them with the skills needed to become active and lifelong learners. These experiences will also prepare all students equally for the administration of the CogAT at the end of 2nd grade.*

In grades 3-5, the AIG specialist will work with teachers to help differentiate the curriculum and instruction for identified gifted students, but will also meet with identified students for a half day each week to extend the Core Knowledge curriculum through simulations and other units of study appropriate for gifted students. ~~be actively involved in classroom instruction through Interact simulation units and model lessons that extend the Core Knowledge curriculum for all students.~~

In middle school, an AIG-licensed teacher will oversee advanced placement for AIG students and will provide opportunities for extra-curricular contests, competitions, and clubs (ADD differentiation / curricular support. When possible, the teacher will pull students by grade level for units of study that extend the CK curriculum.)

Staff development will revolve around understanding and supporting the gifted learner and research-based instructional methods. These strategies and methods, while specifically targeting gifted learners, will also enhance learning for all students.

Planned Sources of Evidence:

- Lesson plans
- Student work
- Grade level and cross-grade level planning notes
- DEPs and IDEPs that document service options
- Policies and procedures for acceleration and grouping with academic/intellectual peers

Practice D

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

Rationale: *As a charter school, Brevard Academy is a school of choice. Because we offer a unique AIG program, ~~Because the gifted program will be new to Brevard Academy in the 2016-2017 school year, it is important will be imperative~~ that the ~~entire~~ faculty and staff is well-informed about ~~the plan and~~ its goals and services so they can advocate for what we have to offer.*

Goals: *During pre-planning and throughout the school year, teachers will be informed of the rationale for the program and will be trained in recognizing characteristics of gifted learners, in the screening and nomination process, and how to differentiate curriculum and instruction for gifted students.*

Description: *A presentation providing a comprehensive overview of Brevard Academy's AIG plan – from identification, to services, to available programs – will be*

presented at the outset of the new school year. Training and informational sessions will continue throughout the year at faculty meetings and staff development sessions. The AIG specialist will meet regularly with grade levels to provide resources and support. Information will also be disseminated through the website, ~~and newsletters~~.

Planned Sources of Evidence:

- Professional development agendas and presentation notes
- Agendas and minutes from collaborative planning meetings
- Information posted on website ~~and in newsletters~~

Practice E

Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

Rationale: *Communication between the elementary AIG specialist and the middle school AIG coordinator will be necessary to ensure a successful transition for 5th grade AIG students. Additionally, the middle school AIG coordinator will need to be proactive in ensuring a smooth transition for AIG students as they leave BA after 8th grade to attend high school.*

Goals: *In order to ensure a smooth transition for 5th and 8th grade AIG students, Brevard Academy will put clear guidelines in place for each of those transitional years. These guidelines will be shared with 5th and 8th grade teachers and the parents of AIG students in those grades.*

Description:

- *In the spring of 5th and 8th grades, DEPs and IDEPs will be reviewed with the AIG specialist/coordinator and the grade level teachers. These student folders will be passed from one grade/school to the next in a timely manner and will be made available to the school's AIG specialist at the beginning of the school year.*
- *Recommendations will be made to 6th and 9th grade teachers/schools for continuation of placement and/or adjustment in AIG programming.*
- *Efforts will be made to allow 8th grade AIG students and their parents to visit the high school they will be attending during the spring of 8th grade. While there, they will meet with the school's AIG specialist, ask questions, and visit classes.*

Planned Sources of Evidence:

- DEPs and IDEPs for 5th and 8th graders

- *Written recommendations for continued placement and/or program adjustments for 5th and 8th grade AIG students*
- *Dates and minutes of spring meetings with rising grade level teachers*
- *Calendar, agenda, and communication for high school visitations*

Practice F

Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of AIG students.

Rationale: *While AIG programs typically focus on the academic needs of their students, Brevard Academy recognizes the vital importance of also supporting the gifted learner's social and emotional needs. Unless those needs are adequately understood and met, AIG students may not reach their academic potential.*

Goals:

- *To provide an effective, proactive counseling program for helping gifted learners develop positive self-images.*
- *To train parents in understanding the unique social and emotional needs of the gifted learner.*
- *To provide necessary staff development for counselors, AIG personnel, and classroom teachers.*

Description:

In addition to including self-awareness activities throughout the curriculum, AIG specialists will work with children who have specific social and emotional needs. This can be done on a one-on-one basis or in small groups, and sometimes the school counselor will be involved to help students gain insight into their own needs, insecurities, and questions.

AIG specialists will also develop group lessons on specific issues that gifted students sometimes face, such as perfectionism and anxiety, lack of social skills, or self-esteem issues. Students may be given a survey to determine topics they feel would be helpful. A list of books that address the social/emotional development of gifted students will be provided to teachers as well as parents and students, and group book studies will be conducted with select groups of students when deemed appropriate.

Underachieving and at-risk gifted students will continue to be served rather than removed from gifted programs, as removing them only furthers their disengagement. Gifted learners who do not demonstrate satisfactory performance in regular and/or gifted education classes will be provided with specific guidance and counseling services that address the issues related to underachievement.

Planned Sources of Evidence:

- *Materials from presentations on social/emotional needs of the gifted child*
- *Lesson plans that address specific needs*
- *Needs surveys*
- *List of books that address the social/emotional development of gifted students*

Practice G

Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.

Rationale: *Brevard Academy recognizes that gifted learners vary widely in their instructional needs. While enrichment and differentiation is appropriate for some, other students who show strength in a particular subject may be better served through curriculum compacting and/or acceleration.*

Goals: *The AIG specialist, the eligibility TAG team, the school counselor, and administration will work together to develop a process for acceleration and placement options when an appropriate body of evidence indicates such a practice is warranted for an individual gifted learner.*

Description: *When it becomes evident that an AIG student needs more than differentiation and/or enrichment, the following steps will be followed:*

- *The eligibility AIGIT team will meet to discuss the individual case, reviewing test scores, classroom performance, and teacher recommendations.*
- *AIG specialists ~~specialist~~ will work with the classroom teacher to explore options for compacting the curriculum.*
- *The counselor will administer the Iowa Acceleration Scale to determine if acceleration would indeed benefit this particular child.*
- *Follow-up meeting will be held to review all options. Parent(s) and, if appropriate, student will be involved in the discussion.*
- *If acceleration is approved, AIG specialist and guidance counselor will work with administration to ensure appropriate placement and will provide support to affected teacher(s) and student. Online options will also be investigated.*
- *The student's DEP will be changed to an IDEP and updated to reflect changes to his/her services.*

Planned Sources of Evidence:

- *Minutes from eligibility TAG team meetings*
- *Lesson plans showing compacted curriculum (if appropriate)*
- *Results from Iowa Acceleration Scale*

- *Student's amended schedule (if appropriate)*
- *Updated DEP > IDEP*

Practice H

Provides intentional programming for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English Language Learners, highly gifted, and twice-exceptional.

Rationale: *Brevard Academy is committed to ensuring that all eligible students, including traditionally under-represented populations, receive excellent and appropriate gifted services.*

Goals:

- *Determine which AIG students are from populations that are traditionally under-represented.*
- *Research appropriate methods and models to best serve these students.*
- *Develop staff development presentations to train teachers.*

Description: ~~*Brevard Academy does not currently have a list of gifted students. As the program unfolds in its first year and going forward, S*~~*pecial attention will be paid to demographics to determine which AIG students are from populations that are traditionally under-represented in AIG programs. The AIG specialist will provide appropriate staff development to teachers of those students and will provide individual support as needed.*

Planned Sources of Evidence:

- *List of AIG students with demographic information highlighted*
- *Resources for teachers on meeting the needs of underserved populations*
- *Presentation notes from staff development*

Practice I

Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

Rationale: *Brevard Academy recognizes that, in order to best meet the varied needs of gifted learners, an AIG program must extend well beyond the classroom. Skills and talents that might otherwise go untapped may be developed through challenges that would not typically be encountered in the school environment. Therefore, a variety of*

extra-curricular programs and activities should be offered to enhance and develop the needs and interests of AIG students.

Goals:

- *Determine which extra-curricular programs are already in place*
- *Investigate other opportunities available in the community and beyond*
- *Conduct a survey to determine which programs, contests, competitions, etc. would be of interest to students*
- *Recruit teachers and parents to help spearhead extra-curricular activities*

Description: Brevard Academy currently offers a rich variety of extra-curricular activities to its students. (~~*Description: Duke TIP, Envirothon, Music composition classes, journalism, Friday afternoon clubs*~~)

As the AIG program is developed, the AIG specialist will actively investigate other options such as Lego League, a chess club, Battle of the Books, Quiz Bowl, Odyssey of the Mind, Model UN, mock trials, debate teams, Future Problem Solving, service learning opportunities, Western Carolina's summer camp for the gifted, UNCA Super Saturday programs and other local offerings. Recommendations will be made to the eligibility TAG team and parents/students will be surveyed to see which offerings would be most desired. Recruitment of parent and teacher sponsors would follow.

Planned Sources of Evidence:

- *Documented participation in clubs, competitions, contests*
- *Student projects, awards, publicity, etc.*

Practice I

Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.

Rationale: *All students, including the gifted, learn at different paces and typically experience peaks, valleys, and plateaus in their academic progress. It is therefore important to provide flexible grouping so that students are not "locked in" to groups that, over time, may no longer meet their needs.*

Goals: *Conduct a comprehensive review of current grouping practices that may impact AIG learners. If deemed necessary, revisit practices and devise new guidelines for grouping that allow for more flexibility to better support gifted learners.*

Description: *Grouping practices for academic classes as well as specials (art, music, PE, foreign language) and extra-curricular activities should allow for flexibility as students' needs and abilities change.*

Planned Sources of Evidence:

- Findings from review of current grouping practices
- Minutes from meeting in which current practices are reviewed
- Documentation of changes made to grouping practices
- Class/group lists that show changes made to rosters

Standard 5: Partnerships

The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

Practice A

Develops partnerships with parents/families and the community that are intentional and meaningful to support the following needs of AIG students:

- Academic and intellectual
- Social and emotional.

Rationale: In its ~~2518~~-year history, Brevard Academy has consistently encouraged and practiced partnership and communication with parents/families and the community. This practice will extend to stakeholders with ties to the AIG program to ensure the most appropriate services are provided for the academic, intellectual, social, and emotional needs of our gifted students.

Goals: Developing partnerships relies almost entirely on effective communication and dissemination of appropriate literature. The AIG coordinator will combine the following practices within this plan to ensure parents/families and community receive communication regarding appropriate series for AIG students:

- Standard 1, Practices A and E
- Standard 2, Practice I
- Standard 4, Practices D, E, and F

Description: Brevard Academy will

- Articulate and disseminate the procedures for AIG student identification to school personnel, parents/families, students, and the community-at-large. This will be done through ~~n-ewsletters~~, the website, and informational meetings (see Standard 1, Practice A).
- Maintain documentation that is reviewed annually by parents (see Standard 1, Practice E).
- Develop and document a student plan that articulates the differentiated curriculum and instructional series that match the identified needs of the K-12 AIG student. This document will be reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions (see Standard 2, Practice I).

- *Inform all teachers, administrators, and support staff of the AIG program and plan (see Standard 4, VPractice D).*
- *Communicate between teachers to ensure effective continuation of services (see Standard 4, Practice E).*
- *Ensure that counseling personnel, classroom teachers, AIG specialists, and parents/families collaborate to address the social and emotional needs of AIG students (see Standard 4, Practice F).*
- *Communicate with AIG parents/families by email, newsletter, website, etc.*

Planned Sources of Evidence:

- Website
- ~~Brochures/newsletters~~
- Email
- ~~Eligibility team AIGIT~~ minutes
- DEPs/IDEPs

Practice B

Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

Rationale: As Brevard Academy ~~continues begins~~ to identify and serve its gifted students ~~in the 2016-2017 school year~~, it ~~is will be~~ critical that all stakeholders are well informed of the AIG plan and other policies relating to gifted education.

Goals:

- *Develop an informational brochure for parents/families*
- *Update school website to include information about the AIG program*
- *Develop presentations to present at informational meetings for both faculty and parents*
- *Stay informed and up-to-date on policies and best practices in the field of gifted education*

Description: At the outset of the school year, faculty and parents/families will learn about the ~~new~~ AIG program through ~~print media (brochure/newsletter)~~ and a dedicated space on the school website. The AIG coordinator will prepare and carry out presentations providing information on the program to both faculty and parents/families. The AIG coordinator will communicate regularly throughout the school year with faculty and parents regarding policies and best practices in gifted education through newsletters, email, and the school website.

Planned Sources of Evidence:

- ~~AIG brochure~~

- School website
- Emails
- Presentation agendas

Practice C

Establishes and utilizes an advisory group to develop, implement, and monitor the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents and families, AIG teachers, and other instructional and support staff.

Rationale: *Brevard Academy recognizes the importance of involving a diverse group of stakeholders in the development, implementation, and monitoring of school programs, including the AIG program. Doing so empowers the stakeholders and thus creates a diverse pool of advocates for the school.*

Goals: *~~As Brevard Academy's AIG program embarks on its inaugural year, every effort will be made to involve stakeholders in the development, implementation, and monitoring of the AIG program.~~ An AIG advisory committee will be formed that includes teachers, the AIG specialist, the school counselor, an administrator (the former making up the eligibility TAG team), as well as several parents of AIG students, BA board members, and some community members.*

Description: *The AIG advisory committee will meet at least twice per academic year. The task of this group will be to advocate for gifted education and to offer continuity in the development, implementation, and monitoring of the AIG program and plan. The AIG specialist will organize and chair these meetings. The duties and responsibilities of the AIG advisory committee include, but are not limited to, the following:*

- Review annually the school's AIG plan, revising when necessary
- Determine the extent to which the plan for the previous year was implemented
- Develop annual goals and priorities based on the AIG Standards
- Encourage a collaborative relationship between school personnel and the community
- Become knowledgeable about current programs, research, and best practices in gifted education and its relationship with general education
- Seek input from the school community (parents, teachers, students) about the AIG program through annual surveys
- Summarize and implement suggestions from survey to improve AIG program

Planned Sources of Evidence:

- List of AIG committee members
- Documentation and agendas from AIG advisory group meetings
- Survey results

Practice D

Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

Rationale: *Brevard Academy recognizes that AIG students desire opportunities beyond the classroom. It is important that these opportunities are shared with parents/families of AIG students and, when necessary, that the information is disseminated in the family's native language.*

Goals: *The AIG specialist and the AIG advisory group will communicate with parents and the community in a variety of ways. When needed, both written and oral translation will be provided to ensure understanding of available opportunities.*

Description: *Brevard Academy's AIG program will inform parents, families, and the community of opportunities available to the AIG student. AIG specialists will share news about opportunities through newsletters, email, and the school website. Print materials will be made available in the student's native language if necessary. ~~We will look into including the Google Translate feature to the school website.~~*

Planned Sources of Evidence:

- *School website (with link to Google Translate)*
- *AIG specialist's emails to parents (translated when necessary)*
- ~~*Brochures, newsletters (translated when necessary)*~~

Practice E

Forms partnerships with institutions of higher education, local business and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

Rationale: *Gifted students need the support of working partnerships between the school and the community. These partnerships provide powerful ways to enhance and gain support for the AIG program and services.*

Goals: *The AIG advisory committee will seek to form meaningful relationships with institutions of higher education, local businesses, and other stakeholders in the community in order to enhance and gain support for AIG programs and services.*

Description: *Brevard Academy will actively investigate, and expand upon, potential partnerships with Brevard College, Blue Ridge Community College, local businesses (beginning with those involving BA parents), and other local resources such as the Carl Sandburg Home, the Pisgah National Forest Ranger Station, and the Transylvania*

County Arts Association. Members of the AIG advisory committee will be encouraged to reach out to community resources in their workplaces, churches, and other civic organizations to form meaningful partnerships with Brevard Academy that will enrich both the AIG program and the entire school.

Planned Sources of Evidence:

- Lesson plans that show involvement of parents and other community partnerships
- Photographic documentation ~~of~~ newspaper coverage of students involved in community events
- Minutes from AIG advisory committee meetings in which community partnerships are discussed and reviewed
- Website, ~~newsletter~~, or emails informing students and families of opportunities made available through community partnerships

Standard 6: Program Accountability

The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy, which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

Rationale: In accordance with state legislation and SBE policy, Brevard Academy ~~wrote has written~~ its initial AIG plan for 2016-2019, with the intention of implementation beginning in the 2016-2017 school year.

Goals: The plan ~~was will be~~ completed, reviewed, revised, and submitted during the summer of 2016 with ~~services the goal of~~ beginning ~~services~~ in the fall of 2016. ~~The plan will be reviewed and revised as needed on a regular basis.~~

Description: In March of 2016, the director of Brevard Academy, along with two current teachers and a gifted specialist from out of state, attended the NCAGT conference in Winston Salem. During that weekend, the plan for beginning AIG services at Brevard Academy was discussed at length. The idea was presented to the BA Board and permission was granted to move forward with writing the AIG plan and the hiring of an AIG specialist. The director, who ha~~d~~s experience as a teacher of gifted, and the

specialist worked together to complete the writing of the plan, which was then reviewed and revised by a team of teachers and other stakeholders. The plan will continually be reviewed and revised as needed to best serve the gifted students at BA.

Planned Sources of Evidence:

- *Approved 2016-2019 AIG plan*

Practice B

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

Rationale: *As Brevard Academy ~~continues to undertake the~~ development and implementation ~~its of an~~ AIG program, it will be critical that all components are monitored regularly to ensure compliance with current legislation and state policies.*

Goals:

- *Share the ~~new~~ AIG plan with faculty, staff, parents, students, and other stakeholders.*
- *Continuously monitor program components to ensure compliance.*
- *Review and revise as necessary as program implementation unfolds.*

Description: *The AIG coordinator will be responsible for ensuring that faculty, students, and parents/families are familiar with the AIG plan ~~as the new program gets underway~~. The AIG advisory team will gather feedback, both informally and through an annual survey, to monitor the effectiveness of the program. The AIG plan will be reviewed and revised annually.*

Based on the required standards, the AIG specialist and advisory team will

- *Ensure that the student identification procedures for AIG are clear, equitable, and comprehensive and lead toward appropriate educational services (see Standard 1).*
- *Ensure that challenging, rigorous, and relevant curriculum and instruction is employed to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners (see Standard 2).*
- *Ensure that highly qualified professionals are recruited and retained and that relevant and effective professional development concerning the needs of gifted learners is on-going and comprehensive (see Standard 3).*
- *Ensure that the school provides an array of programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners (see Standard 4).*

- *Ensure on-going and meaningful participation of stakeholders in the planning and implementation of the AIG program to develop strong partnerships (see Standard 5).*
- *Ensure that the school implements, monitors, and evaluates the AIG program and plan in order to ensure that all programs and services are effective in meeting the academic, intellectual, social, and emotional needs of gifted learners (see Standard 6).*

Planned Sources of Evidence:

- *AIG plan ~~for 2016-2019~~*
- *Minutes and agendas from AIG advisory committee meetings*
- *Annual report of the AIG program*
- *Parent/teacher/student surveys*

Practice C

Uses and monitors state funds allotted for the local AIG program according to state policy.

Rationale: *According to Article 9B (115C-150.5) of the North Carolina General Assembly, all funds allocated to local LEAs for gifted education must be used for the direct services of the local AIG program.*

Goals: *As Brevard Academy ~~continues to develop and implement~~ undertakes the development of its AIG program, funding sources will be identified and allocated appropriately to support the program. An AIG budget will be developed.*

Description: *Funding will be used for specialists' salaries, instructional materials, technology, professional development, and continuing education (AIG certification). The director of BA, along with the board, will oversee the budget and ensure that all AIG funds are used solely for the AIG program.*

Planned Sources of Evidence:

- *Purchase orders and/or receipts*
- *AIG inventories of materials*
- *AIG budget*

Practice D

Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

Rationale: *In order to determine effectiveness of our programming, AIG specialist will need to track student achievement and growth. This data can be used to plan for needed interventions as well as to expand opportunities for gifted learners.*

Goals:

- *Determine which data needs to be gathered on each AIG student (consider EOG scores, ~~iReady Duke TIP scores~~, MAP testing, etc.)*
- *Collaborate with testing coordinator to create a page – or determine a software system - for gathering and comparing data in each AIG student's folder*
- *Set up system for reviewing folders and data at the end of each year*

Description: *Data from various sources will be gathered and collected in each AIG student's folder. At the end of each year, data will be compared to assess strength areas as well as areas for growth. Information will be used to plan interventions and/or extensions.*

Planned Sources of Evidence:

- *Test data*
- *Student folders*
- *Minutes from meetings*

Practice E

Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

Rationale: *Brevard Academy will monitor its AIG population to ensure that under-represented populations are being served.*

Goals: *A method to monitor the representation of under-represented populations in the AIG program will be developed. The goal will be to create a database that identifies AIG students who are*

- *culturally/ethnically diverse,*
- *economically disadvantaged,*
- *English language learners,*
- *highly gifted, and*
- *twice-exceptional.*

Description: *Through the use of PowerSchool Data and collaboration with EC and ELL teachers, the guidance counselor, and other professional personnel in the school, the AIG coordinator will collect and organize data to determine the representation of student populations listed above. This information will be reviewed to ensure that these students are represented in the AIG program and that numbers align with the county's demographic data.*

Planned Sources of Evidence:

- *annual student data (PowerSchool)*
- *survey information*

Practice F

Maintains current data regarding the credentials of personnel serving AIG students.

Rationale: *School administration maintains data regarding teacher credentials and licensure information.*

Goals: *Each teacher who serves AIG students should be highly qualified in the area of gifted education.*

Description: *Personnel files maintained by the school administration reflect that both AIG specialists have appropriate certification to teach AIG students.*

Planned Sources of Evidence:

- *Personnel records*

Practice G

Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

Rationale: *The AIG program will seek feedback from students, parents, teachers, and administrators regarding the quality and effectiveness of the AIG program in order to ensure that the program is meeting the needs of its students.*

Goals: *The AIG specialist will create an electronic feedback survey to be completed at the end of the school year.*

Description: *At the completion of an academic year, the AIG specialist will distribute a survey to AIG students, parents, and teachers. Feedback will also be sought during annual DEP/IDEP meetings and conferences. Results will be compiled and reviewed to determine what is working well and what needs improvement.*

Planned Sources of Evidence:

- *DEP meeting notes*
- *Survey results*

Practice H

Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

Rationale: *In order for programs to grow and be successful, data must be used to gauge effectiveness. Because multiple stakeholder groups have insightful perspectives that complement testing data, the AIG program will be reviewed and revised based on multiple sources of data for continuous program improvement.*

Goals: *Brevard Academy will seek input from various sources to continuously review and revise our AIG program. In reviewing the plan and practices, it will be important to gauge the effectiveness of policies and procedures and the impact of these on students. This plan serves as the basis of all that is done by the AIG specialist(s) and for it to be effective; it must be reviewed on a regular basis.*

Description: *The AIG plan will be reviewed frequently and will be revised annually, based on feedback from the following sources:*

- *Survey information from AIG students, teachers, and parents (see practice G)*
- *Student performance data (see practice D)*
- *Eligibility TAG team meetings/discussions*

Planned Sources of Evidence:

- *Data collection*
- *Survey results*
- *Minutes from eligibility TAG team meetings*

Practice I

Disseminates all data from evaluation of the local AIG program to the public.

Rationale: *The AIG plan and any data associated with the evaluation of the program are made available to the public via the school website. This availability allows for questions to be answered and program criteria to be understood by stakeholders.*

Goals: *Post link to current ~~Complete~~ AIG plan, ~~which has been reviewed with school personnel, seek approval from state DOE, and finally post on school~~ website. Print several hard copies to be housed in office when requested.*

Description: *~~T~~Once the AIG plan ~~has been approved, it~~ will be posted on the school website for public access. Hard copies will also be available in the office or through one of the ~~AIG enrichment~~ specialists. Evaluative data will be reviewed by the school's director and will be housed in the AIG specialist(s)' office and will be available to any interested stakeholders. Frequent updates on the program will also be made via ~~newsletters~~, emails, and class websites.*

Planned Sources of Evidence:

- School AIG plan
- Brevard Academy website

Practice I

Safeguards the rights of all AIG students and their parents and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs and procedures for resolving disagreements.

Rationale: *Brevard Academy values and protects the rights of AIG students and parents through established policies, procedures, and practices.*

Goals: *Review policies and procedures and be sure that all teachers and other school personnel are aware of them. Develop ~~and/or revise~~ necessary forms for consent for testing and/or placement.*

Description: *The AIG plan has a written policy that safeguards the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures to resolve disagreements (see Standard 1, practice E).*

Planned Sources of Evidence:

- Student AIG folders including signed permission to evaluate and signed DEPs/IDEPs
- Brevard Academy's AIG plan, specifically Standard 1, practice E