



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Robert J. Brown Leadership Academy

Public charter schools opening the fall of 2017

Due 5:00 pm EST, September 25, 2015

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
919-807-3491

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

CHARTER SCHOOL

2016 Application Process

To open a charter school in the 2017-2018 school year

APPLICATION DUE DATE/TIME

September 25, 2015 A complete **online** application package, in the Office of Charter Schools **by 5:00 pm EST.**

Non-Refundable \$1000 Application fee due to the Office of Charter Schools

Application Fee Payment Details can be found on the Office of Charter Schools Website

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline September 25, 2015 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Robert J. Brown Leadership Academy

Has the organization applied for 501(c)(3) non-profit status: Yes No X

Name of non-profit organization under which charter will be organized or operated: *Robert J. Brown Leadership Academy*

Provide the name of the person who will serve as the primary contact for this Application. The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application.

Name of contact person: *Robert J. Williams*

Title/Relationship to nonprofit: *Founder*

Mailing address: Post Office Box 1395
High Pont NC 27261

Primary telephone: 336-883-7330 Alternative telephone: 336-317-0311

E-Mail address: *Williamsmem@northstate.net*

Name of county and local education agency (LEA) in which charter school will reside:

County: GUILFORD

LEA: 410-Guilford County Schools

Was this application prepared with the assistance of a third party person or group?

No:

Yes: x

If so, provide the name of the third party person or group. *Yvonne McDonald, Consultant*

List the fee provided to the third party person or group. *\$2,000.00*

Provide a **full** detailed response of the assistance provided by the third party person or group while preparing this application and when the assistance will end.

Yvonne McDonald assisted the Board with identifying demographic and geographic data, researching educational philosophies and best practices for educating at-risk students, developing the RJBLA website, and overseeing the graphic designer who developed the RJBLA logo. She has also played an instrumental role in advising the Board and working closely with the Board to compile information necessary for the completion and submission of this Charter School Application. She attended Board meetings, had extensive communication with the Board in person and online and through Board Chairperson, Mrs. Shawana Torrence, and attended the Training Session at the North Carolina Department of Public Instruction on August 14, 2015.

The Application Consultant, Yvonne McDonald, has over 25 years as a College and University Instructor at institutions including California State University at Northridge, Bennett College, North Carolina A&T State University, and Winston-Salem State University. She taught face-to-face and in online environments. She received her Bachelor's Degree at North Carolina A&T State University and the Master's Degree at the University of Wisconsin

at Madison; both degrees were in Sociology. She completed additional coursework at The University of Chicago (Sociology), University of California at Los Angeles (Screenwriting), and Duke University (Nonprofit Management). She has been a grants consultant since the eighties and has successfully obtained Women's Educational Equity (WEEA), Youthbuild, Individual Development Account (IDA), and Drug-Free Schools funding. She was Acting Director of Development at Bennett College and was instrumental in obtaining millions for that Institution. She served as the Executive Director of The NOAH Group, (and administered a multi-million dollar budget)a for-profit agency sub-contracted to the Greensboro Housing Authority to deliver self-sufficiency services (job training, job placement, and career development) to residents of Morningside Homes (a HOPE VI public housing community in Greensboro, North Carolina). Ms. McDonald is also a former licensed North Carolina General Contractor. Ms. McDonald is also a published children's book author specializing in books for early learners and reluctant readers.

Is this application a Conversion from a traditional public school or private school?

No:

Yes:

Is this application being submitted as a replication of a current charter school model?

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? Robert J. Brown Leadership Academy

Is this application for Virtual charter school: Yes: No:

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2017 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5 Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
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The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school governance, operations, finances and student performance.

I certify that I have the authority to submit this application, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I

understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization.

pastorrobertj

Robert J. Williams, RJBLA President

Signature

Title

pastorrobertj

09/25/2015

Printed Name

Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

*State the Mission of the proposed charter school in **thirty-five words or less**. The mission statement defines the organization's purpose and primary objectives, describing why it exists. The mission statement provides the foundation for the entire proposal.*

The mission statement of the proposed charter school is as follows:

The Mission of the Robert J. Brown Leadership Academy (RJBLA) is to provide character, leadership, and academic development to children and families who are academically, socially, and economically at-risk for academic failure.

Clearly describe the mission of the proposed charter school:

The Mission, aligns with our Vision: RJBLA students will be prepared for college and career success. In concert with that Vision and Mission, RJBLA intends to add one grade (40 students) per year through Grade Twelve (Year Eleven).

RJBLA will operate independently and will rent the facility and potentially rent the buses, if necessary, to transport some students to school. RJBLA has documents for recognition as a 501(c)3 prepared, awaiting a Charter School agreement.

Educational need and Targeted Student Population of the Proposed Charter School:

- 1. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.*

RJBLA will be a tuition-free charter school. Any child qualified under the laws of North Carolina for admission to a public school qualifies for admission to RJBLA.

The adjacent population to the Brentwood School is primarily low-income; poverty rates range from 36.23% in Tract 14502 to 56.53% in Tract 13900. The area is "distressed". These Tracts were once thriving, healthy, progressive Tracts, but are now characterized by glaringly signs of violence, poverty, crime, despair, and hopelessness. Regardless of the origins, distress is characterized by: concentrated poverty; chronic unemployment; lagging school performance; vacant and abandoned housing; distressed property values; failing infrastructure; economic stagnation and decline; negligible local investment; and pervasive and publicized violence.

Hunger in High Point, NC is considered among the worst in America (<http://wfdd.org/post/study-hunger-greensboro-high-point-worst-nation>). In fact, five of the seven Food Deserts in High Point are adjacent to Brentwood School and compose the population for RJBLA. Tracts 139, 142, 143, 145.02

and 145.03 are among those where families face the most hunger in America.

There are several consequences of residing in distressed neighborhoods for children and their families: First, distressed neighborhoods have an adverse impact on tax revenues and the ability to provide needed services, such as schools. Second, growing up in distressed neighborhoods means a significant number of vulnerable children will not receive the support they need to thrive. Third, high concentrations of poor children reflects a lack of integration into the larger society and creates barriers to educational and economic parity (<http://www.cbpp.org/research/creating-opportunity-for-children>).

The target population will reside in the geographic area adjacent to Brentwood School.

Table 1 (taken from 2014 estimates by www.simplymap.com) provides a glimpse of corresponding social problems and indicators of the distress including: higher percentages of renters; individuals and families below the poverty level; and family educational underachievement. See Table One and Map One, the Brentwood Community Map in APPENDIX A1.

These visible signs are reminders of the need for an infusion of resources and the deployment and/or re-deployment of an outstanding educational facility. Community/parents/guardians' strengths include an interest in the school, enthusiasm, and a need for alternatives (See Survey, Appendix A1).

RJBLA will meet the need for an educational facility to revitalize and empower the neighborhood.

Because they must provide for themselves and their children on limited incomes, low-income parents/guardians need programs to increase their opportunities for reducing cycles of poverty and negative behaviors and provide a foundation for career and college success. RJBLA intends to empower parents/guardians to become advocates for themselves and their children through a Parent/Guardian Empowerment Team (PGET) designed to help their children succeed. This will be described in greater detail in this Application and in Appendix A1.

Guilford County is a participant in the "SAY YES to Education" Program (http://www.gcsnc.com/pages/gcsnc/Parents_Students/804181941473238994) which means that every student who wants to attend college will have college tuition paid (http://www.greensboro.com/opinion/n_and_r_editorials/a-magnificent-gift/article_6376cc92-5d82-11e5-a7e1-7b075402621f.html). The Program begins for Guilford County seniors whose parents make less than \$75,000 annually in 2016. The Program also means that, "no student in the school system has an excuse to say they can't afford to go to college". The Board welcomes the challenge of preparing 100% of RJBLA students to attend college, if they choose to do so. Charter Schools are presently not included, but inclusion is being considered.

- 2. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12,*

only compare the total enrollment to the total enrollment of the LEA is grades 9-12).

RJBLA will enroll a maximum of 160 students in Year One or 160/16,517 (or .97%) of Guilford County's ADM for Grades K-2. By the end of the Year Five, RJBLA's expected total enrollment of 320/37,637 would represent .85% of the Guilford County ADM for 2014-2015 (or less than 1% of the current ADM in LEA 410).

The School will operate more than 185 days a year (with an extended day program and an early start as identified in the Instructional Calendar in Appendix C).

LEA-410	Guilford	K=5,573	One=5,552	Two=5,392	Three=5,399
Four=5,433	Five=4,852	Six=5,436	(ADM per Grade as of July 14, 2015)		

Our target population is academically, socially, and economically at-risk children who will develop a strong sense of social justice, character, leadership, and academic acumen through focused attention to student engagement components such as: emphasis on learning, mastery of technology, and closing the achievement gap. This will be accomplished through: (1) executing quality instruction delivered by highly-qualified, engaging, passionate teachers; (2) expanding student opportunities for learning by increasing the number of classroom hours with summer, and before- and after-school activities for teachers and students; and (3) implementing innovative instructional methods (evidence-based, "best practices") to enhance critical and analytical thinking skills among students.

Assessment data derived from MAP, Classcape and Aimsweb will also be used so that teachers can monitor progress and teachers will utilize pretests and benchmarks tests to adjust student instruction. Kindergarten students will be tested using the Kindergarten Entry Assessment (pre-test (by day 60) and post-test (before school ends). See the Scope and Sequence (Appendix B) and the Instructional Calendar (Appendix C) for details.

RJBLA will identify students who are "At-Risk" for failure, students who speak English as a second language (ELL) and exceptional children. Research indicates that, young children living in situations that place them at greater risk of school failure, such as poverty and low levels of maternal education, benefit most from quality early childhood services (Brown & Scott-Little, 2003). In fact, students with multiple risks suffer the greatest educational disadvantages. And, because we have chosen to serve many students who are "At-Risk", we will implement an early warning system, similar to that developed by the National High School Center and funded by the Department of Education. Namely, we intend to: 1) identify students who are showing signs of failure; 2) match students to interventions to get them back on track; and 3) monitor students' progress in those interventions. The risk factors most relevant to this tracking system are: absenteeism, poor academic performance, living in a single-parent family, low parental education levels, and poverty (http://www.nccp.org/publications/pub_1073.html).

However, the "SAY YES to Education" Program should receive a higher participation of parents/guardians in their children's education, as a college education will become a reality for any student who wants to attend

and has the qualifications for acceptance and matriculation. "SAY YES" makes accommodations for "students who complete high school but do not receive a traditional diploma" (including students with disabilities who receive certificates of completion). A local board will determine their eligibility; however, some students with certificates of completion may be able to access the tuition program. "SAY YES" will also include wraparound services (including social workers and mental, social, and emotional needs and substance abuse) to address the achievement gap, the racial disparity in school suspension rates, and the school-to-prison pipeline.

3. Explain how the charter school's education plan will compare to or differ from that of the local LEA(s).

RJBLA differs from the Guilford County LEA in several ways. First, RJBLA will have a minimum of three persons in each classroom - a licensed Teacher, a Teacher's Assistant (from the AmeriCorps Program, and an Assistant (a Senior (Grandparent) Assistant from the Roy Culler Senior Center in High Point). More assistance in the classroom reduces the teacher-pupil ratio and encourages more individualized attention, greater student engagement, and teacher-pupil interaction.

Second, RJBLA expects to have a low student-teacher ratio to ensure that students receive individualized attention (beneficial for at-risk students and English learners). Teachers will develop personalized learning plans based on data from the Learning Styles Inventories students will take during the first weeks of school. This dismisses the old adage, "one size fits all". Teachers will be encouraged to consult such sites as, "10 Free Apps and Tools for Starting Out (and Staying) Organized" (<http://www.edutopia.org/blog/apps-tools-starting-staying-organized-monica-burns>).

Smaller class sizes and more individualized attention are what parents/guardians want in a school; therefore, maintaining a low student-teacher ratio will offer individualized attention (as determined from a local community survey). Parents/guardians wanted high academic standards, small class sizes, and innovative approaches to teaching and learning.

Third, RJBLA will utilize innovative teaching practices and strategies in order to grow and nurture students from Year K, including an introduction to Spanish. For example, ZooPhonics, a nationally acclaimed Language Arts curriculum, will be used for K-2 (Year One) and beyond. Generally, Language Arts are not introduced until Grade 2. RJBLA will introduce Language Arts, Science and Robotics at Kindergarten. Coding will be introduced in Kindergarten using the free app, codeSpark's Foos Program; all grades will code (<http://www.teacherswithapps.com/foos-code-hour-free/> and http://www.npr.org/sections/ed/2015/09/18/441122285/learning-to-code-in-preschool?utm_medium=RSS&utm_campaign=digitallife). Also, teachers will have Friday afternoons for professional development activities.

Lastly, we will teach all students to code using free resources such as "...Coding for Free" (<http://www.entrepreneur.com/article/250323>) so that administrators, faculty, staff, and students will be exposed to coding and robotics from sites such as, "Student Robotics and the K-12 Curriculum" (<http://www.edutopia.org/blog/student-robotics-k-12-curriculum-mark-gura>).

RJBLA will be "STUDENT LED; TEACHER FACILITATED". RJBLA will use data to drive instruction and student success.

RJBLA recognizes that every child has the ability to learn, but also that all children learn differently. With a smaller classroom size, our faculty and staff will be equipped to adapt to any particular child's way of learning. We believe that a contextual learning environment, which includes as many experiences as possible, will help the student identify a frame of reference so that learning occur.

A recent article about test data for Guilford County indicated, "The proficiency rate for black students, 37.3 percent, was lower than the rate for any other subgroup of students and the overall district average of 53.2 percent" (http://m.greensboro.com/news/local_news/guilford-school-board-members-question-persistent-achievement-gap/article_8a8d3601-2f67-5162-8ed0-6df598936663.html?mode=jqm). RJBLA intends to rectify this situation.

RJBLA will follow the Essential Standards, the Common Core Curriculum, and the Accountability Program, while incorporating aspects of the Franklin Covey Leadership Curriculum and the Comer Method Curriculum. Franklin Covey focuses on the leadership, while Comer focuses on bringing the entire school, parents/guardians, and community together for the sake of student achievement.

4. *In the appendices (Appendix A1), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

Purposes of the Proposed Charter School: *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations.*

The Six Legislative Purposes of a Charter School are:

1. *Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
2. *Hold schools accountable for meeting measurable student achievement results.*
3. *Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.*
4. *Improving student learning.*
5. *Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.*
6. *Encourage the use of different and innovative teaching methods.*

We believe that the Six Legislative Purposes work in tandem to impact positive student outcomes. Implementing the RJBLA Mission begins with quality instruction delivered by highly-qualified, engaging, passionate

teachers. "Best practices" teaching methodologies have demonstrated the most effective teaching practices for positively impacting student learning for all students, regardless of level of performance, learning styles, or type of exceptionally. Those to be incorporated into daily lesson plans will be consistent with the principles of child and adolescent growth and development.

Legislative Purpose One: Create new professional opportunities for teachers, including opportunities to be responsible for the learning program at the school site. Our intent is to hire teachers and staff with skills and knowledge that will make technology integration a vital component of instructional delivery and to infuse the curriculum with strategies for student success. We expect teachers will have a range of skills and knowledge; thus, weekly, (half-day Friday) professional development will ensure that teachers contribute to the RJBLA mission. Specifically, we will also encourage pre-service teachers to receive training in gifted education.

We will maintain shared password-protected computer folders on the RJBLA website as a repository for professional development resources. Teachers and staff will be encouraged to develop learning communities and to take online courses (or work towards advanced degrees). Each Friday, school will be dismissed at 1:00 pm, so that teachers can spend the afternoon in professional development activities. A monthly calendar will be developed. Mentorships will be encouraged with experienced and new teachers following guidelines established by the National Foundation for the Improvement of Education. The section titled, "Creating the Climate, Context, and Structure for Effective Mentoring: Key Questions to Consider" is especially relevant (https://www.neafoundation.org/downloads/NEA-Creating_Teacher_Mentoring.pdf). New teachers might be given a blog post titled, "Why New Teachers Need Mentors" as a resource (<http://www.edutopia.org/blog/why-new-teachers-need-mentors-david-cutler>) and Hal Porter's book, *Mentoring New Teachers* (3rd edition, ISBN-13: 978-1412960090) and *First Year Teaching (Elementary Grades) - Success from the Start-New Teacher Center* (<https://www.coursera.org/learn/teaching-elementary>) will be relevant resources.

Legislative Purpose Two: RJBLA's Board of Directors will build a program that is conducive to excellence in scholarly pursuits and preparation for leadership roles and life-long learning. We intend to utilize Classscape (<https://www.classscape.org/ClassScape3/>) and Aimsweb (<http://www.aimsweb.com/>) as assessment systems that can grow as RJBLA adds additional classes each year. These systems will be utilized to provide formative, individualized assessments throughout the year and the summative evaluation at the end of the year for students in grades K, 1, and 2 as described in Appendix B. Grade Three and above will be additionally assessed with the EOG and EOC assessments.

Legislative Purpose Three: RJBLA will offer educational opportunities to students; however, it will be imperative for parents/guardians work with us to ensure their children's success. Parents/guardians of each child enrolled will be encouraged to volunteer time, serve on the PTA, and attend workshops or related activities for a minimum of 10 hours each academic year. We will develop a Parent's/Guardian Empowerment Team (PGET) organization, and parents/guardians will be invited to participate in monthly workshops about

parental involvement, study habits, homework and academic activities, and creativity. RJBLA will use the free software, www.VolunteerSpot to easily schedule parent/guardian volunteers.

Legislative Purpose Four: Improved student learning begins with quality instruction delivered by highly-qualified, engaging, passionate teachers. "Best practices" teaching methodologies demonstrate the most effective teaching practices for positively impacting student learning for all students, regardless of level of performance, learning styles, or type of exceptionally. Those to be incorporated into lesson plans will be consistent with age-appropriate growth and development. RJBLA will continuously evaluate evidence-based math, language arts, and reading programs and will select programs that will maximize learning and success for at-risk students. All materials collected will be filed in Public Folders on the RJBLA website, protected by passwords, so that teachers and staff have access to professional development materials (e.g., webinars, websites, articles, etc.) at all times. Teachers and staff will be able to add files to these folders to build helpful resources for the RJBLA community. Generally, "teachers advocate for the things that lead to success: resources, professional development, and time for collaboration" (<http://neatoday.org/2013/10/16/10-things-you-should-know-about-the-common-core/>).

Legislative Purpose Five: Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted. Research notes that parents/guardians often encounter limitations when searching for gifted programs and that low-income and people of color face severe limitations in seeking gifted programs in public schools. Our programs are designed to identify learning styles during the first week of school and to develop instruction based on learning styles. RJBLA intends to offer programs and services for all students to develop their talents. Using indicators developed by Renzulli, each student displays some dimensions of giftedness. All students will receive an extraordinary education.

Legislative Purpose Six: Encourage the use of different and innovative teaching methods. Innovative teaching methods will be introduced with a focus on character and leadership development. Opportunities will be provided with each curriculum area and through a unique student of the week structure to reinforce and foster the leadership and character development. We will supplement leadership and character development with the following programs: the Franklin Covey Leadership Curriculum and Character Education.

We will supplement leadership and character development with the following programs: the Franklin Covey Leadership Curriculum and Character Education (goodcharacter.com with service learning modules). A plethora of innovative evidence-based teaching (EBT) methods are available for implementation including, but not limited to: Whole Brain Teaching, Flipped Classrooms, Harkness Method, Project-based learning, and visual thinking strategies (using art to deepen learning), to name a few methods. In fact, the University of North Carolina at Charlotte Center for Teaching & Learning identified 150 teaching methods (<http://teaching.uncc.edu/articles-books/best-practice-articles/instructional-methods/150-teaching-methods>); there are many, many more to be explored.

We expect that teachers will bring their favorite methods and tools to RJBLA and we encourage that; however, we will ask teachers to evaluate alternative evidence-based teaching methods that are suitable for the RJBLA at-risk student.

Each student enrolled will be evaluated using the State required end-of-grade and end-of-course tests and Vocational Competency Tracking System, and other tests which may be required by the State. All teachers will utilize pretests and benchmarks tests (end of grading periods) to adjust student instruction.

Goals for the Proposed Charter School:

- 1. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.*

Teachers will utilize PowerSchool tracking and parents/guardians will have access to academic activities. Classscape and Aimsweb will be used to monitor progress; pretests and benchmarks will be used to adjust instruction to learning styles. MAP for Reading, Language Arts, and Mathematics will be used and the grade-appropriate Formative Instructional and Assessment Tasks for Mathematics and the EOG and EOC will be administered.

Kindergarten:

90% of Kindergarten students will demonstrate mastery in reading and math by meeting/exceeding RJBLA outcomes at the end of the five year period; a 3% - 5% increase is expected each academic year.

Kindergarten Entry Assessment (pre- (by day 60) and post- (before school ends)- for language, cognition, attitude towards learning, physical well-being and motor development, social and emotional development.

* Mid-year benchmark assessment (along with quarter reports)

* Year-end summative assessment for Kindergarten

90% of Kindergarten students will transition to Grade One.

Grade One

90% of Grade One students will demonstrate mastery in reading by meeting/exceeding the minimum grade-level standard scores at the end of the five year period; a 3% - 5% increase is expected each academic year.

* Mid-year benchmark assessment (quarterly reports)

* Year-end summative assessment for Grade One

90% of Grade One students will transition to Grade Two.

Grade Two

90% of Grade Two students will demonstrate mastery in reading and math by meeting/exceeding the minimum grade-level standard scores at the end of the five year period; a 3% - 5% increase is expected each academic year.

* Mid-year benchmark assessment (quarterly reports)

* Year-end summative assessment for Grade Two

90% of Grade Two students will transition to Grade Three.

Grade Three

90% of Grade Three students will demonstrate mastery in reading and math by meeting/exceeding 3.0 EOG; a 3% - 5% increase is expected each academic year. 90% of Grade Three students will transition to Grade Four.

Grade Four

90% of Grade Four students will demonstrate mastery in reading and math by meeting/exceeding 3.0; a 3% - 5% increase is expected each academic year. 90% of Grade Four students will transition to Grade Five.

Grade Five

90% of Grade Five students will demonstrate mastery in reading and math by meeting/exceeding 3.0 EOG/EOC; a 3% - 5% increase is expected each academic year.

90% of Grade Five students will transition to Grade Six, in addition to meeting/exceeding 3.0 EOG/EOC; a 3%-5% increase is expected each academic year. Graduation and Promotion: 90% of the students enrolled at RJBLA from Kindergarten will graduate, on time, at the end of Year Five and enter Grade Six.

Grade Six

90% of Grade Six students will demonstrate mastery in reading and math by meeting or exceeding 3.0 on the EOG/EOC; a 3% - 5% increase is expected each academic year. 90% of Grade Six students will transition to Grade Seven.

Grade Seven

90% of Grade Seven students will demonstrate mastery in reading and math by meeting/exceeding 3.0 EOG/EOC; a 3% - 5% increase is expected each academic year.

At all Grades, promotion and graduation will be dependent upon a combination of factors, including:

- * Attendance rate
- * End of the Year academic outcomes
- * Teacher recommendation
- * Academic progress from regular assessments (Appendix C)
- * Academic progress and interventions from the Student Portfolio
- * Students will have a minimum of 3.0 on State-mandated EOGs and the Algebra EOC and meet Grade Eight attendance standards for promotion to Grade Nine.

Daily attendance: a minimum of 85% yearly (excluding excused absences)

Attrition: less 10% in Year One.

2. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

The expectations for reaching the RJBLA Mission are based upon solid research about successful "best practices" with similar target populations. For example, Dr. Fryer, who is the faculty director of Harvard's Education Innovations Laboratories (EdLabs), studied 35 charter schools in New York and discovered the top five practices that separate low- and high-achieving charter schools are: (1) extended time at school, (2) strong administrators and teachers, (3) data-driven instruction, (4) small-group tutoring, and (5) a "culture of high expectations."
<http://www.csmonitor.com/USA/Education/2012/0927/Traditional-or-charter->

schools-Actually-they-help-each-other-study-says. These factors will be integrated into RJBLA.

We expect: All students will achieve a 3-5% mastery improvement in math and reading from the previous year;
Parent involvement will increase by 3-5% each year, to achieve an 70-75% parent involvement by Year Five;
Students will have 0 Level 2 instances of behavior infractions by Year Five (See the Handbook); Approximately 1-2% of students will have Level 1 Behavior Infractions in Years One, Two, and Three; RJBLA will have 80-85% of its students meet NC Common Core Standards between Year Two and Year Three; and RJBLA will raise \$25,000 to \$100,000 each year in grants, Crowdfunding, private donations, and fundraising.

The Board will submit proposals to Home Depot and Lowe's for materials and personnel to assist with renovating the Brentwood School, Mary Duke Biddle Foundation, Z. Smith Reynolds, Finely, Fletcher, Belk, and Weaver Foundations (K-3 Reading Programs), and teachers will submit projects to www.DonorsChoose.org for additional funding. Grant funding will also be sought for the Summer Academy.

The Board is committed to staying abreast of goal attainment as we strive to become a high performing school. Monthly reports will apprise the Board of progress. RJBLA will typically focus on factors related to goal attainment, including evaluating monthly reports related to:

1. Using data and evidence-based best practices;
2. Engaging parents/guardians with addressing the child's needs and meeting those effectively.
3. Implementing curriculum materials designed to reach the interests, learning styles, and aptitudes of each student (monitoring Scope and Sequence for classes - Appendix B).
4. Monitoring the successes and failures of students on an on-going basis and taking appropriate corrective actions when appropriate.
5. Staying current with research about at-risk students.
6. Focusing on successful academic for students, which is to prepare them for career and college and beyond.
7. Being a Board for engaged in implementing the RJBLA Mission and Vision by offering sound, effective leadership, especially given the college opportunities afforded by "SAY YES".

These techniques, strategies, methodologies, interventions/innovations are suitable for all at-risk students.

In addition, the governing board will know RJBLA is working towards its goals by carefully monitoring monthly assessments. As indicated, the Board has set aggressive goals - greater than 90% - and have developed a holistic complement of programs to ensure that those goals are met. The Board will be guided by the Scope and Sequence (Appendix B) and the Instructional Calendar (Appendix C).

We recognize the importance of reading by the end of Grade Three to later success in high school, college, and beyond. Therefore, the Summer Academy will circumvent "summer slide" and

assist the 90% academic goals. However, if students are not performing at grade level, we will re-mediate reading and math deficiencies with a minimum of "30 minutes of daily, uninterrupted, evidence-based instruction". The after-school/before-school programs will also contribute to attaining the established goals.

The Board agreed to establish, and to be held responsible for, these goals; it will meet a minimum of once monthly, in addition to a Board Retreat.

III. EDUCATION PLAN

(No more than ten total pages in this section)

NOTE: *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation will deem the application incomplete.*

Instructional Program:

Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

RJBLA will adopt The Partnership for 21st (P21) Century Skills framework. P21 is a national organization that advocates for 21st century readiness for every student. Our missions align perfectly, as we prepare students by integrating critical thinking and problem solving, communication, collaboration, and creativity and innovation advocated by P21 so that students graduate from high school ready for college and careers. P21 is especially applicable to our mission "to provide character, leadership, and academic development to children and families who are academically, socially, and economically at-risk for academic failure".

The P21 Common Core Toolkit will be provided to each teacher and training sessions will be held so that teachers can collaborate with one another to develop implementation strategies. The Toolkit is comprehensive in its scope and sequence and we expect that P21, aligned with the Common Core and Essential Standards and other innovative instructional activities will result in goal attainment.

Classcape, MAP, and Aimsweb will be used and parents/guardians will be notified through communications and PowerSchool. Classcape helps teachers evaluate the effectiveness of instructional strategies and monitor student progress on an on-going basis. Teachers may select specific standards or objectives to assess throughout the school year and access real-time data reports. Aimsweb may supplement data and to identify at-risk students early, and monitor and report student progress to the teachers, the principal, and parents/guardians.

All grade levels will follow the Guilford County School Grading Scale:

93-100 A	85-92 B	77-84 C	70-76 D	69-0 F
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Students making C or below will automatically be placed in tutoring. For K-3, tutoring will take place either before or after school. Students in grades 4 and up, will be required to be in Peer Tutoring. Peer tutoring will be held during the same time. There will also be additional options for before or after school tutoring if Peer Tutoring is not enough.

Students in Grades One through Two will be assessed using Measures of Academic Progress (MAP) three times each year to measure a student's growth in Mathematics and Reading. The Fall assessment will gather baseline data. The Winter assessment will measure progress. The Spring assessment will

measure the student's growth. Kindergarten students will take the Entry Assessment (pre (by day 60) and post (before school ends) to measure: language, cognition, attitude towards learning, physical well-being and motor development, social and emotional development. All students may take MAP as formative assessments.

Students with disabilities (who receive special education under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) or are accommodated under Section 504 of the Rehabilitation Act of 1973) will take the following assessments.

Students in Grades K2 will take ACCESS for ELLs, if appropriate. Students in Grade Three will take Beginning-of-Grade English Language Arts/Reading Test; READY EOG Assessment English Language Arts/Reading; READY EOG Mathematics and ACCESS for ELLs. Students in Grades Four will take: READY EOG English Language Arts/Reading; READY EOG Mathematics; the Nation's Report Card (NAEP); and ACCESS for ELLs. In addition, students in Grades Four through Seven will take: North Carolina Final Exams (NCFEs), in addition to READY EOG English Language Arts/Reading; READY EOG Mathematics; ACCESS for ELLs; and NCFEs. Students in Grade Five will take the Science EOG. ELL students will not be classified as "disabled".

The NCEXTEND1 Alternate Assessment will be administered to students who have severe intellectual disabilities.

The assessments and instructional methods, will benefit disabled and ELL students in the least restrictive environments.

The Extended Day means that parents will not have to secure, nor pay for, after-school programs for their children.

Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

Teachers will work in differentiated, interdisciplinary, theme-based, collaborative, and individualized environments. Learning will be student directed and students will be active participants. Students will monitor their own learning goals. Class size: licensed teacher-pupil - 1:20 (teacher and two assistants 1:7). The end of each nine-week grading period will be a celebration period marked with field trips, achievement recognition assemblies, guest speakers, music, and other activities to recognize and reward all students, before the beginning of the next nine-week period.

The basic learning environment will be classroom-based with opportunities for supplemental activities. Each classroom will have a minimum of seven learning zones (<http://www.edutopia.org/blog/7-learning-zones-classroom-veronica-lopez>) The extended day program will provide depth needed for success.

A minimum of three professionals in the classroom will ensure that students get needed attention from the teacher to more effectively tailor instruction. Each classroom will display pre-printed, Common Core cards with "I Can" statements.

P21 and Common Core and Essential Standards supplements:

- * Additional Revised Bloo's Taxonomy exercises
- * Franklin Covey Leadership Curriculum
- * Differentiated Instruction: Helping Every Child Succeed
- * Kahn Academy (supplemental learning)

We will also utilize the following to implement Digital Learning and Learner-Centered Environments:

- * Flipped classrooms
- * Coding (www.code.org)
- * Differentiated Instruction (especially for ELL students)
- * Implementing the DEAR program on tablets (Drop Everything and Read, April 12th and everyday)

Possible Instructional Methods:

1. Contextual Learning

Contextual learning is creating a learning environment that includes as many different forms of experience as possible to help students identify a familiar frame of reference so that the desired learning outcomes can be achieved. Contextual learning emphasizes hands-on problem solving; organizes around real world experiences; allows for various learning modalities; encourages learning outside of classroom; respects student experiences in the learning process; encourages collaborative learning; encourages problem solving; and differentiated learning is based on ability, learning, style and student interest.

2. Socratic Method and Discovery Learning

Using questions and answers (or Inquiry-based learning) helps to keep discussions focused, remains intellectually and morally responsible, encourages discussions with thoughtful questions, helps students to summarize what has been said, and helps reach conclusions and to identify unresolved issues. The ability to discern and to build a sequential and thoughtful basis for opinion and wisdom is learned through this method.

3. Tutoring

Tutoring will be offered to students who need assistance or for students to accelerate their learning. Staff member will be encouraged to offer hours oftutoring either before or after school and area college students will be utilized. This is our way of continually investing in student success. Student making "C" or less in any subject will be required to attend weekly tutoring sessions. Peer tutoring will start in the 4th grade. Peer tutoring will be held during one day per week and will be supervised by a teacher. This will

encourage the students to be leaders and create an atmosphere for developing critical thinking skills. The foundation for instructional activities will be mastery learning which is connected to differentiated instruction and works well with personalized instruction, especially for at-risk students and English learners.

Tools were utilized to develop the Scope and Sequence (http://www.doe.virginia.gov/testing/sol/scope_sequence/mathematics_2009/).

Provide a synopsis of the planned curriculum, including:

1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*
2. *If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.*
3. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

We welcome the challenge to identify, monitor, assess, and improve the learning experiences of all RJBLA students, and especially those considered at-risk (approximately 80% of the RJBLA students in Year One and 85% in Year Two through Year Five) through:

- * Designing a research-based curriculum focused on literacy so that students engage in practice internalizing and applying the concepts they are learning (i.e., mastery learning);
- * High expectations for academic excellence;
- * Extensive professional development and a clear career path and mentoring for teachers and staff;
- * Standard Mode of Dress (SMOD) for students and a dress code for teachers and staff;
- * Emphasis on ethics, character development, leadership, and personal development for all;
- * Differentiating instruction in order to teach to individual learning styles;
- * Clearly articulated and consistently upheld behavioral standards;
- * Encouraging students to think about thinking and developing strong critical-thinking skills;
- * Creating learning environments that are interconnected and student centered;
- * Building community-centered environments;
- * Utilizing measurable data for planning and assessment; and
- * Applying multiple representations and multiple intelligences to enhance student learning.

RJBLA will follow the NC Common Core and Essential Standards in conjunction with Partnership for 21st Century Skills for all grade levels. We will supplement these programs with additional instructional methods reflecting innovative teaching practices and strategies in order to grow and prepare students. We recognize that every student has the ability to learn, but also that students learn differently. Because of our smaller classroom size, our teachers and staff will be well equipped to adapt to a particular child's learning style. At the beginning of the school year, each student will be assessed for his/her particular learning style - Visual, Auditory, or Tactile (or a combination) - using nationally recognized Learning Style

Inventories such as Education Planner or Piedmont Education Services so that instruction can be individually tailored to his/her needs.

We expect students to obtain a strong foundation during their matriculation at RJBLA so that, following the North Carolina Accountability Model, students will be ready for life at middle school, high school, college, and beyond. RJBLA will adhere to the required North Carolina Accountability Standards.

We will incorporate the Franklin Covey Leadership Curriculum, partnered with the Comer Method Curriculum. Franklin Covey focuses on the leadership aspect, while Comer focuses on bringing the entire school, parents/guardians, and communities together for the sake of our students. We will utilize innovative teaching practices and strategies in order to grow and nurture students. For example, ZooPhonics, a nationally acclaimed Language Arts curriculum, and Foss will be used for K-3; this is consistent with our mission and differentiates us from the Guilford County LEA.

In addition, given the availability of "SAY YES to Education", RJBLA will emphasize the following programmatic areas:

1. To conduct a Summer Academy which provides a broad range of instructional, extracurricular and recreational activities designed to motivate students to explore, pursue and complete careers in the mathematics and science fields.
2. To heighten student's awareness of the importance of science, mathematics and communication skills in our daily living.
3. To strengthen student's research skills.
4. To conduct activities related to generating and interest in and experience with STEM subjects.

4. *Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

In agreement with our mission, each year, we will align the NC Common Core and Essential Standards with the Partnership for 21st Century Skills for all grade levels and our three endeavors: (1) executing quality instruction delivered by highly-qualified, engaging, passionate teachers; (2) expanding student opportunities for learning by increasing the number of classroom hours with summer, and before- and after-school activities for teachers and students; and (3) implementing innovative instructional methods (best practices and evidence-based teaching) to enhance critical and analytical thinking skills among students.

K-2 students will concentrate on developing a strong foundation in sight words, beginning reading, language arts, coding, robotics and mathematics. Instructional materials will be varied (Appendix B textbook suggestions). K-2 students will have access to handheld mobile devices. We might use Read to Achieve and/or Words Their Way materials.

Third grade students (and fourth, fifth, sixth, and seventh graders) will have access to mobile, handheld devices with digital content, online

learning platforms, instructional software, subscriptions and open education resources to supplement their instruction. Teachers will develop personalized learning plans using data collected from student profiles. Research-based mastery learning will assist in increasing student achievement. Teachers will apply cooperative learning, peer tutoring, small group instruction, individual contracts, self-paced independent work, and teacher-led instruction so that students will individually master the materials.

Teachers will evaluate instructional strategies and student data with a goal of 90% of students matriculating at or above State standards. Friday afternoons will be professional development time periods, allowing planning time for teachers to analyze data and apply their analyses to instructional practices. These strategies are expected to increase academic achievement.

Examples of Instructional Methods:

1. Contextual Learning
2. Socratic Method and Discovery Learning
3. Tutoring

These, and other methods, will be applied by new and experienced teachers. A mentoring (matching program) program will assist new teachers in getting comfortable in their environments and the half-day Friday Professional Development time periods will allow them to interact with and learn from experienced teachers.

Through participation in personal professional growth programs, teachers and staff will maximize their skills and serve as valued team members for their colleagues and assist at-risk students. We will maintain shared password-protected folders on the RJBLA website as a repository for professional development resources. Teachers and staff will be encouraged to develop school-based learning groups and to take online courses that can be taken at their convenience. Each teacher will be provided an I-Pad to reinforce the importance of the learning. In addition, we will utilize www.Coursera.com (<https://www.youtube.com/watch?v=3WK1l-7Wnzs>) which has free education courses taught by professionals/academicians at institutions such as Harvard, Columbia, Rice, Stanford, Duke, University of Virginia, Johns Hopkins University and others). We will ask several teachers/staff to take the same courses, if they are interested, so that they can provide a support group for one another. This way, teachers are able to discuss the materials, and encourage and support each other. Coursera requires participants to sign honor statements.

5. *Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.*

At all Grades, promotion (and at the appropriate stages, graduation) will be dependent upon a combination of factors, including:

- * Attendance

- * Formative and summative academic outcomes
- * Teacher recommendation
- * Academic progress from regular assessments (Appendix C)
- * Academic progress from academic interventions data from the Student Portfolio
- * Students will have a minimum of 3.0 on State-mandated EOGs and the Algebra EOC and meet Grade Eight attendance standards for promotion to Grade Nine.

The very real possibility is that students will attend college because "SAY YES to Education" allows qualified Guilford County students (and eventually charter school students) to attend college tuition-free to the parents/guardians/students. Therefore, students must be prepared to succeed in college and in careers as a result of preparation at RJBLA.

Readiness is especially crucial for RJBLA students because many may be the first in their families to attend college (or to complete high school). Research indicates two (of four factors) contribute to success: (1) academic rigor (including offering a rigorous college preparatory curriculum with the appropriate mix of content areas and deep development of writing and critical thinking skills so that students are prepared for college level coursework) and (2) Supporting students to develop critical social, emotional, and/or non-cognitive skills (e.g., self-advocacy, self-awareness, persistence, self-discipline) to persist in the face of obstacles (<http://www.seedfoundation.com/wp-content/uploads/2010/12/Practices-and-Programs-that-Prepare-Students-for-College-Graduation.pdf>). The other two factors - college matching and financial aid - are not as crucial, as many students will probably attend the many, excellent local colleges and universities. And, access to finances will not prevent students from attending college. It is important to note that first-generation and low-income students need to be prepared and supported academically, socially, and financially to complete their post-secondary education.

We will hire teachers/staff who commit to the RJBLA mission and also see the future of a cadre of students college- and career-ready. Therefore, their professional development will be important. A few Coursera topics teachers might complete include (but are not limited to):

- * Teaching Character and Creating Positive Classrooms
Relay Graduate School of Education
(<https://www.coursera.org/course/teachingcharacter>)
- * The Brain-Targeted Teaching Model for 21st Century Schools
Johns Hopkins University (<https://www.coursera.org/course/braintargeted>)
- * Student Thinking at the Core
Vanderbilt University (<https://www.coursera.org/course/corethink>)
- * Effective Classroom Interactions: Supporting Young Childrens Development
University of Virginia (<https://www.coursera.org/course/earlychildhood>)
- * First Year Teaching (Elementary Grades) - Success from the Start
New Teacher Center (<https://www.coursera.org/course/start1styearteaching>)

If necessary, teachers can apply to attend professional workshops and conferences that require travel; however, to conserve funds, if free opportunities meet professional development needs and are relevant, these will be accessed, first.

6. *If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?*
7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

RJBLA will implement an extended-day and an extended year to take students from enrichment to enhancement. Teachers/Staff will have about 213 days; students about 203 days.

RJBLA will begin on August 7-8, 2017 for teachers who will spend the first two weeks in professional development activities, mentoring, team-building, a retreat, and preparation. Friday afternoons will be devoted to teacher development which will begin at 1:30 pm. Students will attend pre-planned activities, including field trips and assemblies. There will be no "Teacher Work Days" because teachers will use Fridays for professional development. Students will not miss days and parents will not be burdened with costs of day care or leaving children unattended. AmeriCorps workers and High Point U. students will work from 12:00 noon until 6:00 pm to cover the Afternoon program with supervision.

A typical Monday-Thursday:

7:00 am - 7:45 am Students enter/Breakfast served
7:45 am - 7:50 am Tardy Bell/Morning Announcements
7:45 am - 8:00 am Morning work (Writing or Math Journal Activity)
8:00 am - 8:25 am Whole group reading
8:25 am - 8:35 am Bathroom Break
8:35 am - 9:35 am Language Arts
9:35 am - 10:35 am Mathematics and Math Groups
10:35 am - 11:30 am Specials (Art, Music, Spanish or Dance)
11:30 am - 12:00 pm Lunch
12:00 pm - 12:30 pm PE/Recess
12:30 pm - 1:00 pm Writer's Workshop, Robotics, Coding, Science
1:00 pm - 2:00 pm Science
2:00 pm - 2:30 pm Social Studies/History
2:30 pm - 3:00 pm Student selects activity (from Learning Zones)
3:00 pm - 4:00 pm After-school Academic Program (Remediation Tutoring/Acceleration/Science/Math/Language Arts)
4:00 pm - 4:30 pm After-school Academic Program (Robotics, Coding, Science)
5:00 pm - 5:30 pm Healthful Living/Snack - Dismissal

At the beginning of the school year, each student will be assessed for his/her particular learning style - Visual, Auditory, or Tactile - using nationally recognized Learning Styles Inventories so that instruction can be individually tailored to his/her needs, even if the student has a profile on file. This knowledge will require teachers to creatively reach each student with the methods that are suited to his/her learning style. These methods will go beyond lecture-type delivery to actively engage students with interactive lectures. For example, teachers might use: think-pair-share activities, lecture demonstrations, role playing, jigsaws, Socratic questioning, among other methods.

Many of these methods will be discussed during the Friday afternoons; webinars, guest presenters, and other strategies will be utilized to present these methods to teachers. We expect that teachers will have particular "favorite" activities and will present those (along with the best practices support) to their colleagues.

The classroom setup (seven learning zones) will allow for flexibility in moving chairs and desks to develop small-group settings, lecture-style settings, and other configurations that are amenable to the teacher's purposes. For example, one day the classroom might be arranged theater style while students watch a documentary and then the classroom might be re-arranged into small groups for student discussions.

Developing critical thinking skills is important, just as it was the cornerstone for Socrates, Horace Mann, John Dewey and Benjamin Bloom (Revised Bloom's Taxonomy) and other thinkers and reformers whose approaches to education form the theoretical framework(s) of RJBLA.

We will emphasize STEM subjects. We will feature classroom, laboratory and enrichment activities, provide self paced mathematics and sciences instruction, individualized tutoring, mentoring, life management skills and audio tutorial and computer assisted instructional techniques to stimulate an interest in STEM careers.

Field trips to the Science Museums, High Point Library, High Point University, GTCC, and other sites of interest will occur

Special Programs and "At-Risk" Students

1. *Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.*

Students who are not performing at expected levels will follow North Carolina's Responsiveness to Instruction (RTI) Models to assist students in achieving levels of success now, and well into the future. RTI is firmly involved with preparing students for the future (high school and college graduation and beyond) by identifying and closing any learning gaps struggling students might experience.

The North Carolina RTI includes a tiered-approach to intensive intervention,

if necessary (both academic and behavioral) of assessment, progress monitoring, data-based decision-making, and a multi-level prevention system. For example, teachers will use data from Classscape, Aimsweb, and/or PowerSchool (based on the System or Systems we select) so that they have data from multiple assessment measures to assist with making efficient decisions about what students already know and do not know to identify struggling students who are not accessing grade level content well.

In addition, we will use Measures of Academic Performance (MAP). MAP assessments are used to measure a student's growth in Mathematics and Reading. The assessment will be given at least three times each year. The fall assessment will be used to gather baseline data. The winter assessment will be used to measure progress. The spring assessment will be used to measure the student's growth to that point. The scale used to measure a student's progress is called the RIT scale, short for Rasch Unit (Rasch unit). The RIT scale is an equal-interval scale much like inches on a yardstick. It is used to chart a student's academic growth from year to year. The RIT is not a measure of mastery or a grade, rather it provides information about what a student is ready to learn. Based upon the reading RIT score, students will use a variety of texts during the assessment, which range in complexity. If students read and understand texts at these levels, a lexile range is calculated based upon their performance. Lexile is one way to measure text complexity.

Other assessments will meet the unique needs of early learners by utilizing advanced technology to display interactive visuals and audio for beginning readers. For example, the computer automatically plays audio instructions to the student, eliminating the challenges of early learners who cannot read. Students will be able to use a mouse to perform an action. MAP will be administered in English and Spanish.

The IDEA guarantees all students with disabilities a "free appropriate public education" (FAPE) in the least restrictive environment (LRE) as determined by IEP team and written IEP. North Carolina special education policies and procedures are in sync with the Federal laws. The Process will include the following:

- Program steps
- Screening
- Peripheral Actions
- Support Team Review
- Formal Referral for a Comprehensive Evaluation by the IEP Team
- Inclusion vs. Mainstreaming
- Implementing the Plan
- Program and Assessment
 - Annual review one year after initial IEP
 - Goals visited every 45 days
 - Re-evaluation every 3 years

Promotion and retention will be based on academic progress, along with social maturity, age, and emotional, psychological, and physical needs. Alternatives to retention will include extended learning opportunities, remediation, individualized instruction, tutoring, and extended time to master the subject(s), or mastery learning.

RJBLA takes matters of data storage and protection seriously. Fax machines, computers, and printers that will be used with confidential data will be placed in secure areas and access will be restricted to teachers/staff with permission to access the information. Computers that will be used to access confidential data will be password protected. Confidential telephone or text messages will not be left on telephones. Hard copies of confidential information will be stored in locked file cabinets and/or desks.

2. *Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:*
 - a) *Methods for identifying ELL students.*
 - b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
 - c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

ELL Students: At the time of registration, parents/guardians will complete the Home Language Survey (HLS). This inventory will be used to determine English language proficiency. If the parents/guardians check "yes" to any of the three questions on the HLS, further screening will be done to identify students with language differences and to develop short- and long term planning to address their needs. We will communicate regularly (through interpreters, if necessary) to provide family education and support and offer instruction, both in a resource room and inclusion settings.

We will also serve as the liaison between RJBLA, the home, and off-site facilities. The initial test is the Idea Proficiency Test (IPT). This test is given to students in grades K-12 and helps determine the need for ESOL services. It is also used to exit students from the program in K-3. The IPT assesses the students' abilities to comprehend and respond to the spoken language. In addition, students in grades 4-7 will take the Comprehensive Test of Basic Skills (CTBS) to determine the need for services and to exit the program.

The CTBS focuses on reading and writing skills.

The goal of the State is to provide appropriate education opportunity to all children with disabilities who reside in North Carolina. The purpose is to:

- (a) To ensure that all children with disabilities, ages 3 through 21, have available to them a free, appropriate public education that emphasizes special and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
- (b) To ensure that the rights of children with disabilities and their parents/guardians are protected;
- (c) To assist the location of education agencies, including state operated programs and charter schools, to provide for the education of children with disabilities; and
- (d) To assess and ensure the effectiveness of efforts to educate children with disabilities.

At-Risk Students:

Students who are borderline of failure will be referred for the tutorial program with parents/guardians supporting the student, teacher, and staff. The student's progress measured from performance on benchmarks, and progress reports (i.e., report card), Classscape, and Aimsweb. A plan of action will be developed, signed by the student, teacher and parent/guardian and

implemented. A progress review and report will be completed at the end of each four weeks.

Ten percent of RJBLA students will be ELL students.

Students with disabilities, who receive special education under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) or are accommodated under Section 504 of the Rehabilitation Act of 19730 will take the following assessments.

Students in Grades K2 will take ACCESS for ELLs, if appropriate. Students in Grade Three will take Beginning-of-Grade English Language Arts/Reading Test; READY EOG Assessment English Language Arts/Reading; READY EOG Mathematics and ACCESS for ELLs. Students in Grades Four will take: READY EOG English Language Arts/Reading; READY EOG Mathematics; the Nation's Report Card (NAEP); and ACCESS for ELLs. In addition, students in Grades Four through Seven will take: North Carolina Final Exams (NCFEs), in addition to READY EOG English Language Arts/Reading; READY EOG Mathematics; ACCESS for ELLs; and NCFEs. Grade Five will take the Science EOG.

The NCEXTEND1 Alternate Assessment will be administered to students who have severe intellectual disabilities.

3. *Explain how the school will identify and meet the needs of intellectually gifted students, including the following:*
 - a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
 - b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

Intellectually gifted students will be identified in several ways. Data will be used from EOGs/EOCs for transferring students, entrance assessment results for incoming students and teacher recommendations. Students will have a rigorous intensive program of research projects, field trips; products generated as an extension of curricular units and use of community and partner resources. Mastery learning works well as students can progress at their levels.

Parents/guardians often encounter limitations when searching for gifted programs and low-income and people of color face severe limitations in seeking gifted programs in public schools. RJBLA intends to offer programs and services for all students to develop their talents. Using indicators developed by Renzulli, each student displays some dimensions of gifted. Therefore, gifted will not be measured by IQ (only) or achievement scores, but will be observed, over time for the following:

- * An early reader with good comprehension
- * Learns basic skills quickly with less practice
- * Asks several 'how' and 'why' questions in a single conversation
- * Works independently for longer periods of time than peers on one or more topics
- * Responds well to teachers, parents/guardians, and other adults

- * Is an original thinker who seeks new and unusual associations among unrelated objects, ideas, or facts
- * Thrives in problem situations
- * High level of curiosity about objects, ideas, situations, or events; displays a questioning attitude and actively seeks information
- * Expresses opinions and ideas and often exhibits spirited disagreement
- * Keen powers of observation with an eye for important details
- * Reads a great deal on his/her own, preferring text written for older students
- * Likes structure, organization, and consistency in learning environment
- * Has a large storehouse of information regarding a variety of topics
- * Exhibits an intrinsic motivation to learn, find out, or explore
- * Has a longer attention and concentration span than peers on one or more topics (http://www.k12.com/who-we-help/advanced-learners-gifted-talented/characteristics.html)

Rather than segregating the talented and gifted, we will work to provide talent development and gifted services using the Renzulli model that emphasizes broadening what constitutes "gifted" by developing the talents and skills in all students through enrichment opportunities tailored to students individual interests. We want to provide basic education with gifted education, not as a supplement for a selected few students, but for all RJBLA students.

Intellectually gifted students will receive differentiated instruction, serve as Peer Tutors (supervised by teachers) and will be encouraged to participate in County-wide activities (Spelling Bees, Science Fairs, and other programs) to enhance their abilities. All students will be encouraged to participate in leadership and enrichment programs at local colleges and universities and in the community; as information becomes available, it will be disseminated among the students/teachers/staff/parents/guardians.

Student successes will be posted (with permission from parents/guardians) on the website and during assemblies and on RJBLA bulletin boards. Monitoring and evaluation will occur throughout the school year to ensure that RJBLA provides provides continual level of academic challenge.

Teachers will be expected to assess all students to observe capabilities in such areas as: intellectual, creative, social, perceptual, and other traits. Growth in these areas will be monitored and recorded and encouraged. Feedback will be provided to the student and parents/guardians and teachers and staff.

RJBLA will follow federal and state procedures and guidelines to identify students with disabilities, gifted/talented students and English Language learners and provide instructions to meet their individual needs while ensuring academic growth and success.

Exceptional Children

*The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring***

licensed and 'highly qualified' special educators pursuant to law. Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

Identification and Records

1. *Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.*
2. *Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.*
3. *Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.*
 - a) *Requesting Records from previous schools*
 - b) *Record Confidentiality (on site)*
 - c) *Record Compliance (on site)*

Records will be requested and reviewed by staff to determine student need. Staff will stress the urgency in receiving records to prevent lapse in serviced. Parent input will be valuable if they have a copy of the students IEP. If the student is transferring from an out-of-state district contact will be done through phone call, fax, email and mail requesting student record. The student will receive limited services in a regular class until the record has been received, reviewed revised if needed and implemented.

RJBLA will follow federal and state procedures and guidelines to identify students with disabilities, gifted/talented students and English Language learners and provide instructions to meet their individual needs while ensuring academic growth and success.

Records of students with disabilities and 504 accommodation plans will be stored in a locked file cabinet to be housed in the administrative office. Records will only be available to authorized personnel. Access logs will be kept by the Secretary and Counselor. Authorized personnel must sign log and view records in the administrative office conference room. The record is not to leave the room and should be returned to the file cabinet upon completion of review. In the case of a parent review, the parent will review only his/her child's file and that must be reviewed in the presence of the Counselor.

Each staff member at RJBLA will sign a confidentiality document at the beginning of each school year. All students records are confidential. These confidential forms will be stored with records. RJBL will utilize the compliance checklist provided by NCDPI. Each record will be audited for compliance twice a year internally and once a year by an outside auditor. The compliance checklist will be stored with student record.

Parents/guardians will be asked if their child/children received special education services upon enrollment at RJBLA. Recruitment files will be requested from the original school and a portfolio will be developed including: directory data, progress, physical, and behavioral health records and health care records from previous schools, and a home visit report, when appropriate. An overall monitoring system will include grades, attendance records, course passes and failures, declines in grade point

averages, and disciplinary incidents. Research identifies a number of pieces of data that together identify students at risk of dropping out or low achievement an "ABC" combination of attendance, behavior and course performance will be monitored by the principal/staff, teachers and parents/guardians (Sege, 2012, Early Warning Indicators Identify At-Risk Students). We will follow North Carolina's lead and use PowerSchool, student information system.

The EC Coordinator will review and decide the admission status of each student within ten working days of the application submission date. Additional data collection will include a commitment/authorization letter from parent(s) and student medical status reports and medical clearance.

A licensed psychologist will complete a comprehensive evaluation and assessment and send report to IEP Team. The psychologist may be a contracted individual or from the local LEA. The IEP Team meets and reviews all documents. If the student qualifies for special education or related services an IEP will be written. If the student does not qualify but still needs support a 504 plan of accommodation will be considered and developed. The IEP team will then decide which service delivery is appropriate to meet the students needs.

The EC Coordinator will interview parents/guardians of students identified as IEP. Parents will be given a checklist to observe their child's strengths and weaknesses academically, socially and physically before the meeting. RJBLA will offer supplementary aids and services, modifications and accommodations so that all students have opportunities to succeed.

Exceptional Children's Education Programming

- 1. Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.*
- 2. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).*
- 3. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.*
- 4. Describe the proposed plan for providing related services.*

The IDEA guarantees all students with disabilities a "free appropriate public education"(FAPE) in the least restrictive environment(LRE) as determined by IEP team and written IEP. Records will be requested and reviewed by staff to determine student need. Staff will stress the urgency in receiving records to prevent lapse in serviced. Parent input will be valuable if they have a copy of the students IEP. If the student is transferring from an out-of-state district contact will be done through phone call, fax, email and mail requesting student record. The student will receive limited services in a regular class until the record has been received, reviewed revised if needed and implemented.

RJBLA is cognizant that not all students requiring an Individual Education Plan (IEP) will have an IEP. For students who have not been assessed or identified, an Intervention Team of teachers, the EC teacher, and the Counselor will recommend strategies to assess the student. The Intervention Team will reconvene to submit a report on the success or failure of

recommended interventions. If the interventions are successful, no further referral is necessary and the teacher will continue successful interventions and provide periodic updates of the student's progress.

Accommodations might include: how lessons are presented; teacher instructional strategies; student response format and procedures; timing/scheduling (e.g., how much time a student has to complete an assignment); the environment; equipment used (e.g., allowing a student to work in an environment with fewer distractions), to name a few accommodations.

Modifications might include: requiring that students cover less or shorter or easier material than classmates.

Parents/guardians will be given prior written notice about any changes in their child's services. If parents/guardians want to dispute the Team's recommendations, they may request a mediation session. If that does not resolve the issue, parents may file a due process complaint and attend a resolution session. Written documentation, regrading these proceedings, will be kept in the student's file and copies provided to the parents/guardians.

If interventions are not successful, then the student will be recommended to the Student Assistant Team (SAT) where more interventions will be implemented and classroom observations and screenings will be made. The next step in the process is a formal referral for a comprehensive evaluation and placement with consent from parents/guardians.

The service delivery at RJBLA will be inclusion where all students will be assigned to regular classes. In the regular classes, students will engage the same curriculum as peers but utilizing differentiated teaching and learning styles to reach each student. A Special Education teacher will co-teach and serve as a resource for the regular teachers. Research has shown that special education students do well in regular classes and not singled out. Peer tutoring, peer monitoring, collaborative pairs, and small groups will be used to ensure success. RJBLA will also utilize available resources such as the local LEA to provide services for students who might not experience success in the inclusion model.

RJBLA will comply with all federal and state regulations for identifying and serving Students with Special Needs including at-risk students, students with disabilities, gifted/talented students to English language students.

Students attending Robert J. Brown Leadership Academy for the first time will be placed in the regular classroom until current cumulative records are obtained. If previous special education history is noted, a meeting will be called with parents to review current paperwork and Individual Education Plan (IEP).

North Carolina special education policies and procedures are in sync with the Federal laws in regards to Categories, Accommodations in Standardized testing, Discipline, and Highly Qualified Teachers. Records will be requested and reviewed by staff to determine student need. Staff will stress the urgency in receiving records to prevent lapse in services. Parent input will be valuable if they have a copy of the students IEP. If

the student is transferring from an out-of-state district, contact will be done through phone call, fax, email and mail requesting student records. The student will receive limited services in a regular class until the records have been received, reviewed, revised, if needed, and implemented.

The service delivery will be inclusion. All students will be assigned to regular classes with the same curriculum. Special educators will co-teach with regular educators to monitor each child's unique needs. A major thrust will be the involvement of all stakeholders in the child's education employment and post-secondary education. The academic monitoring systems provide for timely feedback on progress and corrections and improvements, so that students reach academic goals.

A Special Education teacher will serve as a resource for the regular teachers. Research has shown that special education students do well when in the regular class and not singled out. Peer tutoring, peer monitoring, collaborative pairs, and small groups will be used to ensure success. RJBLA will also utilize available resources such as the local LEA to provide services for students who might not experience success in the inclusion model.

Additional staff will be hired as needs arise as well as partners will be utilized from local universities and the community.

RJBLA staff responsible for educating exceptional students will receive copies of the students IEPs and will receive whatever training and support necessary to ensure successful implementation of IEPs including testing accommodations and daily instructions. Student progress will be shared with students, parents and staff through progress reports and student portfolios. RJBLA will provide related services (SP/L, OP, PT, etc.) through contract services and partner with local LEA for resources.

Gifted/Talented Learner's Data will be used from EOG results, entrance assessment results, community involvement activities and teacher recommendation. These learners will have a rigorous intensive program of research projects, field trips; products generated as an extension of curricular units and use of community and partner resources.

ELL Students: At the time of registration, parents will complete the Home Language Survey (HLS). This test is to determine English language proficiency. If the parents check "yes" to any of the three questions on the HLS further screening is encouraged.

The initial test is the Idea Proficiency Test (IPT). This test is given to students in grades K-12 and helps determine the need for ESOL services. It is also used to exit students from the program in K-3. The IPT assess the student's ability to comprehend and respond to the spoken language. In addition, students in grades 4-7 will also take the Comprehensive Test of Basic Skills (CTBS) to determine the need for services and to exit the program. The CTBS focuses on reading and writing skills.

Our aim to meet the needs of all of students to ensure they succeed academically, socially and emotionally. Disability may refer to: Autism; Vision Impairment; Deafness; Developmental Delays (applicable only to

children ages three through seven); Hearing Impairment; Intellectual Disability; Multiple Disabilities; Orthopedic Impairment; Other Health Impairment; Serious Emotional Disability; Specific Learning Disability; Speech or Language Impairment; Traumatic Brain Injury; and/or Visually Impaired.

Student Performance Standards

1. *Describe the student performance standards for the school as a whole.*
2. *Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*
3. *Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.*
4. *Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

The educational plan for the Robert J. Brown Leadership Academy includes activities and instructional methodologies that emphasize a culture high standards (as exemplified in the 90%+ goals established by the Board by the end of Year Five. Our students **MUST** be prepared to enter their next levels of education (middle, high school, college) because they have the very real possibility of attending college without the burden that most low-income, first-generation students face and that preclude many from pursuing higher education.

All teachers and staff will share this philosophy of excellence and reminders of the "gift" will be posted throughout the school and in each classroom. At the end of Grade Five, greater than 90% of the students will be performing at or above proficiency in reading and math. As we include additional years through Grade Twelve (by Year Eleven), we will continue to work with students and modifying programs to challenge students to be ready and to ensure that students meet (and exceed) proficiency levels.

We will constantly and consistently monitor risk factors - academic and social - to ensure student's successes. For example, we intend to: 1) identify students who are showing signs of failure; 2) match these students to interventions to get them back on track; and 3) monitor students' progress in those interventions. The risk factors most relevant to this tracking system are: absenteeism, poor academic performance, living in a single-parent family, low parental education levels, and poverty.

Classscape and Aimsweb will be used to monitor progress. Teachers will have ready access to student performance data and will use that data to recommend interventions (e.g., tutoring, social supports) and referrals will be made as necessary (for example, to the school social worker for case management services).

At the beginning and towards the end of every 9 weeks, teachers of the same

grade level will meet to see what worked best and what did not for their students. They will develop strategies for the next 9 weeks to make sure they are on target to make sure every child succeeds. They will meet with grade level teachers for grades below them and in front of them. This will ensure that students prepared for the next grade are ready to make that transition and are on target for educational future. This means a higher level of accountability among teachers all year long and puts the interest and the development of the child first. Promotion criteria will be communicated at each grading period and information will be included in the Report Card so that parents/guardians and students are aware of the criteria.

RJBLA will follow Common Core and Essential Standards. We will utilize supplemental instructional methods along with innovative teaching practices and strategies in order to grow and nurture our children. We recognize that every child has the ability to learn, but also that all children learn differently. Because of our smaller classroom size, staff will be well equipped to adapt to that particular child's way of learning.

The following factors will be carefully studied when individual retention or promotion is being considered:

- * Physical Maturity
- * Social Maturity
- * Emotional Maturity
- * Chronological Age
- * Achievement
- * Mental Maturity

Similarly, acceleration or double promotion will be used only after consultation with teachers and parents/guardians. The principal will make the final decision (along with consultation with the Board). Every effort will be made to identify special needs and talents of children early in their school careers so appropriate interventions can be made. The final decision whether or not to retain or promote a student shall be made by the principal after consultation with the parents/guardians and teachers.

Kindergarten:

90% of Kindergarten students will demonstrate mastery in reading and math by meeting/exceeding RJBLA outcomes at the end of the five year period; a 3% - 5% increase is expected each academic year.

Kindergarten Entry Assessment (pre- (by day 60) and post- (before school ends)- for language, cognition, attitude towards learning, physical well-being and motor development, social and emotional development.

- * Mid-year benchmark assessment (along with quarter reports)
- * Year-end summative assessment for Kindergarten

90% of Kindergarten students will transition to Grade One.

Grade One

90% of Grade One students will demonstrate mastery in reading by meeting/exceeding the minimum grade-level standard scores at the end of the five year period; a 3% - 5% increase is expected each academic year.

- * Mid-year benchmark assessment (quarterly reports)
- * Year-end summative assessment for Grade One

90% of Grade One students will transition to Grade Two.

Grade Two

90% of Grade Two students will demonstrate mastery in reading and math by meeting/exceeding the minimum grade-level standard scores at the end of the five year period; a 3% - 5% increase is expected each academic year.

* Mid-year benchmark assessment (quarterly reports)

* Year-end summative assessment for Grade Two

90% of Grade Two students will transition to Grade Three.

Grade Three

90% of Grade Three students will demonstrate mastery in reading and math by meeting/exceeding 3.0 EOG; a 3% - 5% increase is expected each academic year. 90% of Grade Three students will transition to Grade Four.

Grade Four

90% of Grade Four students will demonstrate mastery in reading and math by meeting/exceeding 3.0; a 3% - 5% increase is expected each academic year.

90% of Grade Four students will transition to Grade Five.

Grade Five

90% of Grade Five students will demonstrate mastery in reading and math by meeting/exceeding 3.0 EOG/EOC; a 3% - 5% increase is expected each academic year.

90% of Grade Five students will transition to Grade Six, in addition to meeting/exceeding 3.0 EOG/EOC; a 3%-5% increase is expected each academic year. Graduation and Promotion: 90% of the students enrolled at RJBLA from Kindergarten will graduate, on time, at the end of Year Five and enter Grade Six.

Grade Six

90% of Grade Six students will demonstrate mastery in reading and math by meeting or exceeding 3.0 on the EOG/EOC; a 3% - 5% increase is expected each academic year. 90% of Grade Six students will transition to Grade Seven.

Grade Seven

90% of Grade Seven students will demonstrate mastery in reading and math by meeting/exceeding 3.0 EOG/EOC; a 3% - 5% increase is expected each academic year.

At all Grades, promotion and graduation will be dependent:

* Attendance

* End of the Year academic outcomes

* Teacher recommendation

* Academic progress from regular assessments (Appendix C)

* Academic progress from academic interventions data from the Student Portfolio

*Students will have a minimum of 3.0 on State-mandated EOGs and the Algebra EOC and meet Grade Eight attendance standards for promotion to Grade Nine.

Daily attendance: a minimum of 85% yearly (excluding excused absences)

Attrition: less than 10%.

Grades K2 will take ACCESS for ELLs, if appropriate. Grade Three will take Beginning-of-Grade English Language Arts/Reading Test; READY EOG Assessment English Language Arts/Reading; READY EOG Mathematics and ACCESS for ELLs.

Grades Four will take: READY EOG English Language Arts/Reading; READY EOG Mathematics; the Nation's Report Card (NAEP); and ACCESS for ELLs. In addition, students in Grades Four-Seven will take: North Carolina Final Exams (NCFEs), in addition to READY EOG English Language Arts/Reading; READY EOG Mathematics; ACCESS for ELLs; and NCFEs. Grade Five will take the Science EOG.

The NCEXTEND1 Alternate Assessment will be administered student with severe intellectual disabilities.

Student Conduct:

*Provide a brief narrative that disseminates how student conduct will be governed at the proposed charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.*

Provide a draft copy of the student handbook specific to the proposed charter school within the appendices (Appendix D).

Be sure to include:

- 1. Practices the school will use to promote effective discipline.*
- 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.*
- 3. An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.*
- 4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.*

A smooth functioning school cannot exist unless students cooperate with teachers and obey the rules. School discipline is the cooperative responsibility of students and teachers. RJBLA is dedicated to providing the best possible educational opportunity so that students may receive the maximum possible benefit from the learning environment.

Teachers are responsible for correcting misbehavior not only in the classroom but wherever it is encountered. If the student refuses to accept being corrected by a teacher, the student will be taken to the principal.

All students are expected to follow Handbook (Appendix D); the Handbook is modified, with permission, from (<http://charterschooltools.org/tools/StudentHandbook.doc>). If a choice is made to breach the Code of Conduct, the following plan will be implemented. This Behavior Plan is the general procedure a teacher uses to manage the classroom. At times, a student's behavior warrants disciplinary action. Parents/guardians will sign statements that they will review the Handbook with their child and RJBLA will refer to the Handbook so that students know its contents. RJBLA will be a positive environment that emphasizes "Rules Without Relationships Breed Rebellion". All RJBLA staff will promote RJBLA places a safe and orderly learning environment. Through the collective work of teachers, parents/guardians and administrators, students will learn that problems are solved through open discussion, acceptance of others, and personal responsibility.

Disciplinary matters will be administered using the following tier and shall

stay within the Administration and governing board of RJBLA:

1. Call by teacher to parent/guardian;
2. Conference with parent/guardian and teacher; and, if necessary,
3. Referral to Principal's office along with meeting with parent/guardian, student, and teacher (also see the Handbook in Appendix D).

Suspension and expulsion, will be recommended by the principal and approved by the Board. Both the principal and parent/guardian will submit documentation to the Board. Depending on the infraction, both in-school and out-of-school suspension may be considered. Expulsion indicates that the student is no longer a part of RJBLA for that year and must reapply. Acceptance back into RJBLA will be at the discretion of the principal and the Board.

Discipline for Exceptional Children

School personnel may consider any unique circumstances on a case-by-case basis when determining disciplinary action when a child with a disability violates a code of student conduct. A student may be removed from the classroom to an alternative educational setting (at RJBLA), another setting, or suspension for not more than 10 consecutive school days in the same school year. If more days beyond 10 days occur, a meeting will be held to determine if the behavior is caused by the student's handicap. Academic and special education instruction will be provided according to the student's IEP.

Appeals

Parents/guardians will be given an opportunity to appeal disciplinary decisions. Appeals must be made in writing and submitted within 7 business days of the infraction. Appeal information will be provided in writing to all parties, regardless of whether or not the individuals involved indicate that they want to appeal.

Upon receipt of the appeal request, the Board Chair will hold a special meeting to discuss the matter. Further inquiry shall be made and a final hearing will be held for all parties to submit new evidence. Once the final decision is decided, no further action will be taken.

Disciplinary Actions

Level I Infractions to school rules are those infractions addressed by the teacher or staff responsible for the student when the infraction occurs. The intent of corrective actions for Level I Infractions should help the student make better choices.

Level II Infractions are addressed by the principal and require suspension or further disciplinary action.

IV. GOVERNANCE and CAPACITY

(No more than ten total pages in this section)

NOTE: Please answer all sections completely. Do not use "same as LEA" or "whatever the law states". Lack of proper documentation could deem the application incomplete.

Governance:

Private Nonprofit Corporation:

*The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Name of Private Nonprofit: Robert J. Brown Leadership Academy

Mailing Address: PO Box 1395 High Point, NC 27261

City/State/Zip: High Point NC 27260

Street Address: 3400 Triangle Lake Road

Phone: 336-883-7330

Fax: 336-883-6243

Name of registered agent and address:

Robert J. Williams
3400 Triangle Lake Road
High Point, NC 27260

FEDERAL TAX ID: 45-4021578

Tax-Exempt Status 501 (c)(3)

The private nonprofit listed as the responsible organization for the proposed charter school has received 501 (c)(3) status:

Yes (copy of letter from federal government attached: Appendix E)

X No

NOTE: If the non-profit organization has yet to obtain the 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

Governance and Organizational Structure of Private Non-Profit Organization:

The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

Please complete the table provided depicting the initial members of the nonprofit organization.

Board	Board	County/State	Current	Past or Present	Has any disciplinary
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Member Name	Title	of Residence	Occupation	Professional Licenses(s) Held	action been taken against any of these professional licenses?

Please provide the following in this location of the APPLICATION:

1. *A description of the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.*

RJBLA is accountable for governance, fiscal oversight, and strategic planning, among many other responsibilities, including student achievement and hiring staff and teachers and administrators. The full Board will discuss the minimum requirements for the principal's position and answer key questions such as, 1) What qualifications beyond the bachelors degree are required? 2) What personal qualities do we want?

3) Do the minimum qualifications for a principal reflect our needs and expectations? Are changes necessary? Does the board approve?, to name a few questions. Most importantly, potential principals will be asked, "Do you believe all students can learn?" The follow-up question will then be, "How would you implement your beliefs?" The full Board will develop a timeline for completing the process and hiring the principal. A search committee will be appointed and that committee will develop the recruitment campaign and collect all applications. They will identify the top five candidates and present these to the Board. The top candidates will be invited to an interview with the Board and a rating sheet will be developed and candidates will be asked the same questions (with flexibility). A parent and teacher (if already selected) will be asked to join the search committee. The Board will develop a rating system and use that to select the principal who meets the requirements with the highest score. The principal will report to the Board.

The Board will consistently and intentionally monitor all areas of the school. These include the commitment of the school to the community, the commitment of the parents/guardians, the commitment of teachers/staff to the students, the commitment of the administration to the entire school community and the financial health of the school. The principal, teacher representative, student body president (and his/her parent/guardian), and parent representative will be expected to attend Board meetings and provide reports, if necessary and applicable, during board meetings. Board members will have announced and unannounced visits to the school and the classrooms (and adhere to the Open Meeting Laws). The Board will work with the principal to create reasonable and attainable goals and metrics following the RJBLA Mission and goals.

These goals will not be a secret as we are a team working together for the success of the students. This means that the teachers and staff, parents, and students will all be aware of the goals and what it takes to attain them. The Board will convene a board retreat during the last week of July and a staff-faculty-board retreat during the first week of August for academic planning purposes.

Interview Process: the Board will select the principal. Faculty and staff will be interviewed by the principal. A rating system (similar to that used

with the principal's selection) will be used. The principal will make a recommendation to the board's sub-committee for hiring and the sub-committee will make a recommendation to the Board for final approval. The interview process will include a face-to-face question and answer period, along with the opportunity to demonstrate their teaching ability in a mock classroom setting or a presentation of subject matter of their choosing. This setting will include students reflective of our student population.

Recommendations from previous employment will also be considered. The subcommittee will conduct the interviewing process for RJBLA. The Board will devise a strategic plan that will ensure an accountability system that will facilitate the implementation of the Mission.

2. *Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.*

The RJBLA Board is currently composed of nine Guilford County residents with skills including, but not limited to, the following:

- * Experienced business professional offering proficiency demonstrating over 30 years progressive accountability in government, business, nonprofit and military organizations;
- * Highly focused, results-oriented leader with more than 25 years of outstanding performance in management, marketing and sales. Excellent interpersonal and communication skills used to develop and maintain customer relationships. Highly respected and valued by peers and employees for positive and practical management style, integrity, hard work, and business expertise;
- * Middle school teacher;
- * Business Manager, Human Resources/Organizational Development, Public Relations, Community Outreach, and Profit/ Non-Profit Management; and
- * Motivated, personable business professional; Possessing the ability to provide exemplary customer service particularly in high pressure situations; Familiar with Microsoft Office Suite; Diplomatic and tactful with professionals and non-professionals at all levels; Accustomed to handling sensitive, confidential information and documents; Proven history of meeting timely, complete, and stringent deadlines.

a). The purpose of the RJBLA is provide character, leadership, and academic development to children and families who are academically, socially, and economically at-risk for academic failure.

To achieve this Mission, RJBLA will implement programs and services through three interrelated endeavors:

- (1) executing quality instruction delivered by highly-qualified, engaging, passionate teachers;
- (2) expanding student opportunities for learning by increasing the number of classroom hours with summer, and before- and after school activities for teachers and students; and
- (3) implementing innovative instructional methods (evidence-based, "best practices") to enhance critical and analytical thinking skills among students to be an educational and operational success.

b). We desire a Charter School conducive to excellence in scholarly pursuits, preparation for future leadership roles, and establishment of a desire for life-long learning for success in the 21st century. Excellence will be valued as the chief cornerstone for the achievement of our mission and will be the primary emphasis in all teaching and learning endeavors. In agreement with the Six Legislative Purposes, we propose to provide opportunities for teachers, parents/guardians, students, and community members connected to establish and maintain RJBLA.

c). RJBLA will offer expanded educational opportunities to students; however, it will be imperative for parents/guardians to work with us to ensure the success of their child(ren). To that end, parents/guardians of each child enrolled in RJBLA will be asked to sign an agreement with the school indicating that they are willing to help us teach their child/children. In addition to involvement in a minimum of one related activity, parents/guardians will be encouraged to take advantage of one or more monthly workshop activities. Parents/guardians and teachers will be combined in a workshop to understand learning styles so that they may discuss the particular styles of students during the Orientation. This will allow each to identify the strengths in the students so that parents and teachers can work together to enhance those strengths during the school year. It also will be used to help each understand the unique differences among students and how those are not deficits to be tolerated, but strengths to be celebrated.

3. *Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?*

The following factors were considered in Board member recruitment and selection:

(1) Recruitment of Board members criteria included recruiting individuals possessing various skill-sets and backgrounds and large enough to oversee multiple committees and bring public credibility; (2) Every Board member has clear understanding of the charter through a periodic review to ensure alignment in all organizational decisions regarding planning and operations; (3) Develop a clear plan that includes a schedule for Board members to review and to conduct oversight of the academic programs, strategic plan and fiscal vitality of RJBLA; (4) Board developed descriptions of roles and responsibilities for all Board members, lead administrator, teachers, staff, students and stakeholders that are clear, thorough, and analyzed annually; and (5) The development of a Board calendar mapping the monthly topics focused on strategic improvement, professional development to stay abreast of charter school management and issues, program oversights, policy review, and personnel decisions.

Terms of Office:

a. Directors shall serve a three (3) year term. In accordance with the structure as previously established, the Board is divided into thirds as nearly equal in number as possible. New Board members will be elected at each annual meeting of the Board to fill vacant seats.

b. The Charter Members of RJBLA will serve for an initial period of three

(3) years. On the forth (4th) year a rotation of members will be implemented as set forth in Section 2 (c).

c. Three (3) to five (5) charter members of which are officers of the Board will serve for a term of three (3) years at which time they will rotate off the Board. Three (3) to five (5) charter members will serve for a term of two (2) years at which time they will rotate off the Board. Three (3) to five (5) charter members serve for a term of one (1) year at which time they will rotate off the Board.

d. Directors shall be eligible for re-election. Re-elected members can serve for an additional 3 year term. At the completion of a second term of office said officer must vacate the office for a period of one (1) year before being eligible for election to another term of office.

Removal

A Director may be removed, with or without cause, by a vote of two-thirds of the remaining Board.

Vacancies

Any vacancy occurring in the Board and any directorship to be filled by reason of an increase in the number of directors shall be filled by the Board. A director appointed to fill a vacancy will serve for the unexpired term of his or her predecessors in office. Directors appointed to fill vacancies occurring on the Board by reason of an increase in the number of directors will be divided into three groups of directors so that the three groups of directors remain as nearly equal in number as possible.

4. *Outline below the strategic board calendar detailing how often the board will meet according to the bylaws established.*

Board meetings will be held monthly; calendars will be mailed one week prior. The board will host a Board retreat during the last week of July and a staff-faculty-Board retreat the first week of August for academic planning. The Board will also complete online training webinars offered by the NC Office of Charter Schools.

5. *What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation (Board Policies Draft: Appendix J).*

Board members will attend a two-day retreat at the beginning of each academic year (at the end of July) to review the mission, evaluate the anticipated (or previous years) performance goal, and strategize to meet the objectives of the educational plan proposed herein. The first week in August, the board will attend a two-day retreat with the principal, teachers, and staff to better understand how board policies impact staff and for staff to better understand how their plans and instructional strategies impact the board. The topics for board training are outlined in Appendix J. The Board policies will be developed in more detail during retreats and we may engage a board development consultant to assist with developing policies. At a minimum, topics will include fundraising, goal attainment, and, most importantly, implementing the mission.

Board members will be encouraged to participate in the High Point United Way's Project Board Development program. Project Board Development is a

leadership development program sponsored by the United Way of Greater High Points African-American Initiative. It is designed to identify, recruit and train multi-cultural candidates to serve on committees and governing boards of local health and human service organizations.

The first seven sessions include a structured curriculum, taught by practicing professionals in the field, covering topics such as strategic planning, media relations, nonprofit finances and grant writing, among others. The eighth session is a graduation ceremony for participants and program supporters. The \$35.00 cost will be paid by the Board member to reflect his/her commitment to professional development and RJBLAs mission. Each Board member will also complete six hours each year of professional development activities with the RJBLA teachers/staff during the Friday afternoon sessions. A calendar will be available early in the academic year, so that each board member can select topics related to the Committees where he/she serves or where he/she has a particular interest. The by-products of this six hour activity is that staff and board members can interact and get to know one another as each learns about how to advance the mission of RJBLA.

Board Retreat

Each board member will receive a copy of a document, "Creating an Effective Governing Board Guidebook" created by the Center for Public Skills Training. A two-day Board Retreat will be held at a selected conference center in July (or High Point University) of each year to discuss the topics listed below from the Guidebook. One topic each month will be reviewed as part of the monthly board meeting professional development activities.

The Creating an Effective Governing Board Guidebook contains thirteen chapters. Each chapter addresses a critical challenge facing charter school governing boards. Each guidebook chapter is structured to include the following components:

- * Basic principles, concepts and best practices relevant to the chapter topic.
- * Models of essential documents, procedures and practices gathered from charter schools and other relevant examples that will be applicable to the board of a new charter school.
- * Worksheets, diagnostic tools and planning forms that can be used to develop the relevant documents, procedures and practices.
- * Essential resources relevant to the chapter topic.

6. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

The conflict of interest statement is from the Bylaws of Robert J. Brown Leadership Academy, Inc. as adopted March 6, 2012:

Purpose

The purpose of this conflict of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This policy is intended to supplement, but not

replace Section 508, North Carolina IRS Code governing conflicts of interest applicable to directors of nonprofit corporations.

Definitions

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

b. Financial Interest. A person has a financial interest if the person has directly or indirectly, through business, investment, or family: a. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Procedures

a. Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must immediately disclose the existence and nature of his or her financial interest to the Directors and members of committees with board delegated powers considering the proposed transaction or arrangement.

b. Violations of the Conflicts of Interest Policy

i. If the Board of Directors or committee has reasonable cause to believe that a director, officer or committee member has failed to disclose actual or possible conflicts of interest, it shall inform that person of the basis for such belief and afford that person an opportunity to explain the alleged failure to disclose.

ii. If, after hearing the response of that person and making such further investigation as may be warranted in the circumstances, the Board or committee determines that that person has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

7. Explain the decision-making processes the board will use to develop school policies.

RJBLA has, as its mission, to provide character, leadership, and academic development to children and families who are academically, socially, and economically at-risk for academic failure.

We will involve the RJBLA staff, students, parents/guardians, community, and businesses as partners because we believe that "Their Futures Are in Our Hands". With this mission in mind, RJBLA will develop school policies based upon evidence-based best practices and input from experts and members with character, leadership, and academic expertise with students who are at-risk. We do not intend to be "one size fits all" governing body. Each month we will work from a formal agenda that includes status reports from each of the Board committees - Building, Curriculum & Instruction, Transportation, Food Services, Executive (composed of a parent and teacher), and Finance and Personnel Committees and will receive updates about the academic performance of classes. These committees will facilitate

board and organizational productivity. The agenda will include action items (e.g., decisions to be made, information to be gathered, or advice to obtain). Roberts' Rules of Order will be followed. The Board agenda (and meeting minutes) will be posted on the website one week prior to the meeting so that attendees and board members will be aware of topics and can approve the previous month's minutes.

RJBLA will abide by North Carolina's Open Meeting laws, namely, public bodies that administer the legislative, policy making, quasi-judicial, administrative, and advisory functions of North Carolina and its political subdivisions exist solely to conduct the people's business; it is the public policy of North Carolina that the hearings, deliberations, and actions of these bodies be conducted openly.

The board will conduct formative and summative evaluations. The formative evaluations will include confidential quantitative and qualitative descriptions of the students, program components, and teacher outcomes at RJBLA. Process evaluation will include documentation of the relationships among resources and program activities to the program objectives so that adjustments/refinements can be made to optimize outcomes.

The following components of process evaluation will be examined: (1) target population (including demographic characteristics, academic performance by grade, reducing achievement gap strategies and outcomes; academic achievement gap closures; end-of-grade testing, outcomes of nine-week assessments); (2) goals and objectives of the program (the processes by which Mission, goals and objectives to be evaluated were selected); (3) staffing patterns (staff characteristics and qualifications including those of the principal and staff, teachers); (4) innovative instructional methods implemented (frequency, duration, type of contact, training materials, manuals, staff training, teacher professional development outcomes, parent/guardian, and student perceptions of the methods and objectives of RJBLA); (5) cost data including cost per service and cost per student; (6) evaluation procedures including monitoring instruments; feedback mechanisms to the board of directors, principal, teachers and staff; and (7) generalization of findings and RJBLA evaluation dissemination.

The summative evaluation will answer/address questions such as: (1) Did RJBLA change students' academic outcomes?; (2) Are students better prepared for the next grade?; (3) Did we change parents/guardians' commitment to their students success?; (4) Did we provide access to programs/services that students would not have received in public schools?; (5) Did we change the life course for students and their parents/guardians, because "their futures are in our hands"?

8. *Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.*

The Board of Directors will appoint committees as are deemed appropriate. Each committee shall have and may exercise such power as is set forth in the Bylaws or as may be conferred or authorized by the resolution appointing it; provided that no such committee shall have the authority to

amend, alter, or repeal these Bylaws or the Articles of Incorporation; select, appoint, or remove any member of any such committee or any Director officer of the Corporation; adopt a plan or merger or adopt a plan of consolidation with another corporation; authorize the sale, lease, exchange, or mortgage of all or substantial all the property and assets of the foundation; authorize the voluntary dissolution of the Foundation or revoke proceedings therefore; adopt a plan for the distribution of the assets of the foundation or mend, alter, or repeal any resolution of the board of directors. The designation and appointment of any committees and the delegation thereto of authority shall not operate to relieve the board of directors or any individual director of any responsibility imposed upon it or them by law. The board of directors shall have the power at any time to fill vacancies in, to change the size or membership of, and to discharge the Executive and any other committee.

At a minimum, the following committees will be formed: Building; Curriculum & Instruction; Transportation; Food Services; Executive (composed of a parent and teacher); and Finance; and Personnel Committees.

9. Discuss the school's grievance process for parents and staff members.

RJBLA mandates that all students shall be treated fairly and honestly in resolving grievances, complaints, or in the consideration of any disciplinary action, suspension or expulsion. Due process shall be defined as fair and reasonable approaches to all areas of student grievances and discipline on the part of all school officials in order not to arbitrarily deny a student the benefits the instructional process. If a student is determined to have violated the rules and regulations of the school to the extent a suspension or expulsion is deemed necessary, the student will receive alternate instruction during the time of suspension equivalent to that provided to their peers.

Employees have the right to due process. The grievance procedure is available so that RJBLA employees can take workplace concerns to upper levels of management. This is a formal process and requires that rules are strictly followed. Failure to follow procedures will forfeit rights to this process. In the event of a dispute involving employment practices or the enforcement of the personnel policies contained in employee policies, and after a good faith effort with the supervisor to thoroughly resolve the dispute, all employees may submit their grievance following the procedures outlined below. The good faith effort will be documented, including problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up. This documentation will be included in the personnel file. Failure to follow the procedures and timelines may constitute a waiver of the employees right to grieve.

Grievances can have up to four steps: (1) grievance statement; (2) qualification for hearing; (3) hearing; and(4) review of the hearing decision. Not all grievances are qualified for hearing. Parents have a right to due process. Parents should first speak with the teacher or principal to resolve their concerns. If this is not successful, parents can contact the board (via letter or email)and report concerns.

Expectations to prevent grievances:

Students are expected to:

- * Act in a responsible manner, exhibiting respect towards others.
- * Participate in the process of their education actively.
- * Accept responsibility for their behavior.
- * Cooperate with the school staff in maintaining safety, order, and disciplined environment.
- * Follow established school and classroom codes of conduct and rules, including classroom safety and school bus rules.
- * Attend all classes regularly and on time.
- * Maintain appropriate dress.
- * Respect the rights and property of others.

Parent/Guardian Responsibilities

- Parents/Guardians are expected to participate in their child's education in the following ways:
- * Communicate routinely and as necessary with their child's teacher.
 - * Keep informed about school policies and their child's academic expectations, including homework.
 - * Ensure that their child attends regularly, arrives on time, and is prepared for school.
 - * Alert the school to specific problems or difficulties that may impede the child's learning or well-being.

Teacher and Staff Responsibilities

Teachers and staff are expected to model behaviors consistent with RJBLA's core values, staff code of conduct and with policies and school performance standards. Staff members are expected to support a successful learning environment by modeling the following behaviors:

- * Promote mutual respect between adults and students.
- * Meet professional responsibilities associated with their respective positions.
- * Develop and use cooperative discipline strategies and positive incentives for reinforcing the expected behaviors.
- * Promote a sense of RJBLA pride by contributing to an open and friendly environment, by supporting celebrations, clubs and activities, by maintaining spirit building routines and traditions, and by service in the school community.

Governance and Organizational Structure of Private Non-Profit Organization (continued)

Include in the Appendices:

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix F)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix G).
3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix H).
4. A copy of the articles of incorporation from the NC Department of the Secretary of State.

(Appendix I)

5. Copy of any board policies if adopted already (Appendix J).
6. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).

Proposed Management Organization (Educational Management Organization or Charter Management Organization)

If the proposed school does not intend to contract with an education service provider, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

Private School Conversions: *complete ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.*

X Not Applicable

Charter School Replication: *complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.*

X Not Applicable

Projected Staff:

Outline below, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings and align with the proposed budget.

Principal

Vice Principal (Year Three)

Finance Officer

Administrative Support

Food Services (on-site cafeteria)

Custodian

Instructional Staff:

Core Content Teachers (Two per grade - one for each 20 students)

ELL Coordinator/Electives/Specialty Teachers

Exceptional Children's Teachers

Instructional Support:

Teacher Assistants (High Point University students, AmeriCorps,

MusicianCorps, and Senior (Grandparents) from the Roy Culler Center)

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

Our intent is to hire teachers and staff with skills and knowledge that will make technology integration a vital component of instructional delivery and to infuse the curriculum with strategies for student success. We expect teachers will have a range of skills and knowledge; thus, ongoing professional development will ensure that teachers contribute to the RJBLA

Mission. Specifically, we will also require pre-service teachers to receive training in gifted education.

Our strategy is to recruit teachers through local networks (colleges and universities), first, then state and national networks, if necessary. We will identify contacts at local colleges and universities and talk with students during annual career fairs and meetings with Education Department faculty; we will leave RJBLA information with contact information and the website address. An extensive public relations campaign will be executed to introduce RJBLA to the community as a recruiting strategy to recruit students and staff.

So, we will model our teacher recruitment endeavors based upon the Guilford County Mission Possible Program, a comprehensive teacher incentive program that combines multiple components to recruit, retain and reward highly effective teachers for the ultimate goal of increasing student achievement in schools with critical needs. Mission Possible pays recruitment rewards, salary bonuses, and leadership rewards. RJBLA will establish its own levels of bonuses and rewards and evaluation criteria to provide bonuses and rewards to retain high-performing teachers (including paying towards attainment of Master's degrees).

Our starting salary ranges are higher than Guilford County to attract teachers and we require longer hours and tutoring commitments.

- 2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix O, a draft of the employment policies to be implemented by the proposed charter school.*

All RJBLA employees and the Board will work towards the same end, namely, to provide character, leadership, and academic development to children and families who are academically, socially, and economically at-risk for academic failure. We will all subscribe to the belief that every student has the ability to learn, but also that students learn differently. Because of our smaller classroom size, extended day and year, and teacher professional development program, our teachers and staff will be well equipped to adapt to particular learning styles; support staff will assist in their particular domains with implementing the RJBLA mission.

RJBLA recognizes that we must start from a strong culture of accountability and academic success. We have set a "high bar" for all staff and will insist that this is met and exceeded. Our students deserve an exceptional educational experience because they have the very real opportunity to obtain college degrees.

We commit to an open door policy for parents/guardians, staff, and students and to: strong governance, diligent oversight of the academic programs, and proper financial oversight.

The Employment Policies (Appendix O) are modified from policies used by a Board Member's organization.

- 4. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.*

Clear expectations shall be created and discussed with all persons employed

by RJBLA. A New Hire Orientation will be held in May 2017 for Summer Academy personnel and in the first two weeks of August for new hires, and throughout the year, as necessary. Any changes or updates to any of our policies, shall be discussed in detail with all persons employed by RJBLA.

Accountability and Responsibility are not just for our students, but for the entire community. School Administration shall be required to have proper license as required by the state of NC and hold no less than a M.Ed. All faculty teaching core subjects shall be required to have the proper license as required by the state of NC. Persons teaching specials and non core subjects shall not be required to be licensed teachers. However they must have a proven track record of teaching in their field of expertise and hold at least a Bachelor's degree.

All persons, regardless of position, will go through extensive criminal, education, and work background checks. This is to ensure the safety of our children and our community and prevent fraudulent activity from taking place. We intend to establish a Department Of Justice Account for Live Scan Fingerprinting. LiveScan is digital fingerprinting and transmission of the impression directly to the NC SBI and FBI for processing.

We will promptly and thoroughly investigate any complaint or report of a violation of employment policy. No reprisal, retaliation, or other adverse action will be taken against any employee for filing, in good faith, a complaint or appeal, or for assisting, in good faith, in the investigation of any appeal or complaint. RJBLA will take prompt remedial action and/or disciplinary action, up to and including dismissal, if an investigation reveals violation of employment policies.

5. Outline the school's proposed salary range and employment benefits for all levels of employment.

Salaries will range from \$8,000 - \$10,000 for the AmeriCorps and MusicianCorps Teacher Assistants to \$70,000 for the principal. Benefits will be paid to the staff; however, AmeriCorps and MusicianCorps staff will not receive a total benefits package; we will pay FICA, SUTA, and Worker's Compensation. Fringe benefits to full-time employees include FICA (Social Security and Medicare), State Unemployment Insurance (SUTA), Federal Unemployment Insurance (FUTA), Worker's Compensation Insurance, Health Insurance, Life Insurance, and Retirement at about 25% of salary per employee. RJBLA will contribute to employee health, retirement, and life insurance plans at a basic level; additional coverage will be paid by the employee.

Principal \$70,000 - \$75,000

Vice Principal - \$55,000 - \$60,000²(Year Three)

Finance Manager - \$50,000 - \$55,000

Teacher - \$40,000 - 45,000

Teacher's Assistant - (AmeriCorps and MusicianCorps) - \$8,000 - \$10,000

Guidance Counselor - \$30,000 - \$35,000K

Nurse - \$30,000 - \$35,000K

Custodial Services/Maintenance - \$20,000 - 23,000

Food Service - (2 Part-time) \$8,000 - \$12,000

Administrative Support - \$25,000 -27,000

Salary increases are higher than those offered in similar positions based on

information from the American Salaries and Wages Survey and the local community, flexible, depending on performance, goals established and achieved, and merit pay. Increases will be calculated at the end of each year and paid from any reserves.

RJBLA prohibits discrimination against students, parents/guardians, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, political beliefs, marital status, familial or parental status, or sexual orientation.

6. Provide the procedures for employee grievance and/or termination.

Grievance procedures allow an RJBLA employee to bring workplace concerns to upper levels of management. This is a formal process and requires rules be strictly followed. Failure to follow procedures will forfeit your right to this process. In the event of a dispute involving employment practices or the enforcement of the personnel policies, and after a good faith effort with the supervisor to thoroughly resolve the dispute, employees may submit their grievance(s). The good faith effort shall be documented, including problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up. This documentation will be included in the personnel file. Failure to follow the procedures and timelines constitutes a waiver of the employees right to grieve.

North Carolina is an at-will State. Below are a few examples under which employment is terminated: Resignation voluntary employment termination initiated by an employee. Termination involuntary employment termination initiated by RJBLA. Layoff/Non-Retention involuntary termination initiated by RJBLA for nondisciplinary reasons.

Surplus-involuntary employment termination initiated by RJBLA for budgetary reasons. When a non-exempt employee intends to terminate employment, he/she will give RJBLA at least two weeks written notice. Exempt employees shall give at least four weeks written notice. Since employment with RJBLA is based on

mutual consent, both the employee and RJBLA have the right to terminate employment at will, with or without cause. Employees who terminate employment will return all files, records, keys, and any materials that are property of RJBLA. No final settlement of an employees pay will be made until all items are returned in appropriate condition. The cost of replacing non-returned items will be deducted from the employee's final check.

Every employee has the right to present his/her grievance in accordance with RJBLA procedures.

7. Identify any positions that will have dual responsibilities (within or without the organization) and the funding source for each position.

Not Applicable. There are no RJBLA positions that will have dual responsibilities.

8. Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.

We will hire highly qualified teachers. Highly qualified means that the teacher has obtained full State Certification as special education teacher whether alternate routes or passed State special education licensing exam and hold a license to teach in the State as a Special Education teacher. Our professional development plans and evaluations ensure that staff have the necessary capabilities for success with special needs populations.

Teachers will be evaluated using the evaluation tools consistent with the Mission based on a set of rigorous research-based guidelines. The instrument is designed to promote effective leadership, quality teaching, and student learning while enhancing professional practice and leading to improved instruction. We expect to draw qualified staff from public school teachers and staff who are dissatisfied with the public school systems, including ELL, gifted, and exceptional students.

9. *Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).*

School Leadership:

With regard to teacher incentives, three key sources of support for new teachers have been identified: (1) an informative hiring process that helps ensure a good fit between the candidate and the teaching position; (2) assignment of a well-trained and well-matched mentor; and (3) a well defined, standards-based curriculum that provides teachers with strong guidance but also gives them sufficient flexibility in the classroom. RJBLA intends to implement these three support strategies in the following ways: (1) Recruitment; (2) Mentorship of new teachers; and (3) Standards-based curriculum.

Board of Directors: shall oversee the overall functioning of the school including approving budgets, staff, and teachers.

Principal: In-house leadership of RJBLA that will enforce all policies approved by the Board and shall manage day to day operations of the school. This person will meet all licensing and certification standards for the state of North Carolina and any established by the Board of Directors. They are hired and fired by the Board of Directors.

Assistant Principal (Year Three): RJBLA will employ an Assistant Principal as the population grows to assist with day-to-day operations of RJBLA. This will better assist the needs of our students and to ensure a safe and highly effective learning environment. The Vice Principal will be hired by the Board of Directors. This person will meet all licensing and certification standards established by North Carolina and the Board of Directors.

Teachers: These will be licensed individuals as required by North Carolina and the Board of Directors for the subject matter that they will be responsible for teaching. Teachers may be required to teach more than one subject and some will serve as mentors to teachers who have less than 5 years of experience. These persons shall be recommended by the Principal and Vice Principal (if one is in place) and approved by the Board of Directors.

Auxiliary Staff: These shall consist of janitors, clerical persons, security personnel (if needed), Guidance Counselors, school nutrition staff, librarians, and any non teaching persons employed by RJBLA.

Evaluation of Teachers and Staff: we may utilize MyLearningPlan.com to

handle evaluations, goal setting, and professional development of faculty and staff. This software is an all inclusive online tool designed specifically for educators.

Teachers: The education of our students is our highest priority; therefore, faculty shall be evaluated on a consistent basis. They will be evaluated on the following (this is not an all inclusive listing):

1. Interaction with the school community
2. Ability to effectively administer instructional methodologies
3. Attendance
4. Willingness to go above and beyond for RJBLA students, not just those in their respective classes.

In order to do this, teachers will be observed in their classroom. These observations will be announced and unannounced. Announced observations will be completed by the principal. Unannounced will be completed by the Board. This will ensure that our teachers are showing a natural desire to see students succeed. All observations will be compiled into a formal evaluation that occurs every 6 months.

School Cafeteria/Nutrition Staff: these persons shall be evaluated on how they interact with the students and other members of our community. How they follow all OSHA guidelines and food handling guidelines as established by the federal, state, and Board of Director requirements.

Administrative Staff: these persons shall be evaluated on their interaction with the entire community based upon how effective and efficient they are in completing assigned tasks in the required time and to the level that is required. These persons are the first people that the school community will encounter, so their demeanor and disposition play a part in their evaluation.

Guidance Counselors, Social Workers and Case Managers: these persons shall be expected to stay abreast of current events and updates relevant to their field. They will be expected to know each student by name and connect with the entire community. Any opportunities for our students to excel in community events such as the High Point Chamber of Commerce Teen Leadership Camp (for example, especially for gifted students) will be the responsibility of the Guidance Counselor. These opportunities shall be sought out and brought to the attention of the Board, teachers and students and made available to all students that match the criteria.

Janitorial Staff: the health of our students is detrimental to their success. Therefore the janitorial staff shall be required to maintain a high level of cleanliness throughout our building at all times, regardless of the time of day. As staff and new positions are added, job descriptions and evaluations shall be created to ensure that these persons are serving RJBLA at the highest levels.

Administrators shall be required to have proper license as required by the state of NC and hold no less than a M.Ed. All teachers teaching core subjects shall be required to have the proper license as required by the state of NC. Persons teaching specials and non-core subjects will not be

required to be licensed teachers. However they must have a proven track record of teaching in their field of expertise and hold at least a Bachelor's degree.

All persons, regardless of position, will go through extensive criminal, education, and work background checks to ensure the safety of RJBLA students and community and prevent fraudulent activity.

Teachers and Teaching Assistants will be recruited from graduates among local colleges and universities and the AmeriCorps Programs at High Point University and the University of North Carolina at Greensboro's AmeriCorps and MusicianCorps Programs. Senior (Grandparents will come from the Roy Culler Senior Center in High Point (who pays the salaries of Seniors)).

MusicianCorps Artist:

We will apply to obtain a MusicianCorps participant to serve fulltime as an instructor at RJBLA. MusicianCorps North Carolina is a new AmeriCorps program where AmeriCorps members, called MC Artists, serve full-time for a year (1700 hours) to implement music instruction and engagement at partner sites that serve low-income populations. We will seek to obtain free pianos from the Piano Adoption program.

Staff Evaluation and Professional Development

- 1. Identify the positions responsible for maintaining teacher licensure requirements and professional development.*

RJBLA's principal (or his/her designee) will coordinate and record credits and verify earned credits and activities completed; this data will be stored in each person's file. Reports will be provided to the Board.

- 2. Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

In accordance with 115C-238.28F(e), at least seven-five (75) percent of the teachers (whether full or part-time) in Grades Kindergarten through Five at least fifty percent (50%) of the teachers in grades six through eight will hold teacher certificates. Prior to each academic year, as required by the SBE, RJBLA will report the total number of employed teachers and the total number of employed teachers who hold valid licenses.

Staff will be evaluated using www.MyLearningPlan.com.

Retention is critical and because retention of qualified teachers is critical to RJBLA's success, the salary ranges of teachers and staff are higher and we will build in benefits and other incentives to reduce turnover.

We believe that regular professional development and technical competency updates are intricately linked with enhanced student performance. RJBLA will establish its own levels of bonuses and rewards and evaluation criteria to obtain bonuses and rewards. To produce teacher satisfaction, we will:

- * Set-aside planning and collaborative time for teachers on Friday afternoons

- * Encourage that teachers play a primary role in instructional decisions
- * Strive for positive working conditions
- * Encourage teacher support teams for professional development activities
- * Keep enrollments low and teacher to student ratios low

3. *Describe the core components of professional development plan and how these components will support effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.*

Friday afternoons are set aside for Professional Development (PD).

Professional Development will be both uniform and individualized. Monthly PD session will be informal and uniform where teachers and staff will participate in regular webinars or with guest speakers on topics of concern to all teachers. Licensure and continuing education selected by teachers and staff will be individualized based upon his/her interests and career goals. North Carolina requires license renewal based upon earning 15 continuing education units (CEUs) within each five-year period.

Each semester hour of college or university credit is equivalent to 1.5 CEUs. For example, a 3-semester hour university course will yield 4.5 CEUs. For training not offered by a college or university, a CEU is equal to ten (10) clock hours of direct training by an instructor.

Of the fifteen (15) CEUs required for license renewal, up to five (5) CEUs may be earned for teaching experience (1 CEU for each year of full-time teaching during the five-year cycle). In addition, up to five (5) General CEUs can be earned during a five-year period for approved independent study activities.

The State Board of Education policy requires that all K-12 teachers must complete three renewal credits in their academic subject areas, including strategies to teach those subjects, as well as K-8 teachers complete 3.0 CEUs in reading credit each renewal cycle. The reading requirement applies to all teaching areas in grade K-8 teachers (all regular education teachers including art, music, and physical education), but excludes student services and administrative areas, (counselors, media specialists, etc.). School Administrators must complete a minimum of five (5) CEUs during each renewal cycle focused on the Principals role in teacher effectiveness, teacher evaluations, teacher support programs, teacher leadership, teacher empowerment and teacher retention.

4. *Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.*

Teachers will begin RJBLA on Monday, August 7-8, 2017 with the Board Retreat and will spend one week weeks in PD activities and preparing their classrooms for the August 16, 2017 opening day. Teachers/staff who were employed with the Summer Academy will transition into this period and will select their PD subjects while in the Summer Academy; their classrooms should be prepared for opening. Teachers can make arrangements during the summer to prepare their classrooms starting on August 1, 2017. New teachers will be sent a list of PD subjects

and will select those that they want to attend during this period.

The Board Retreat will begin with breakfast and introductions followed by sessions covering: Computer Assisted Instruction Technology Tools (PowerSchool, Aimsweb, Classscape, and Map); Mentor/Mentee Lunch Group Session; Classroom Expectations and Procedures; OSHA Safety procedures; and enhancing professional practice, to name a few subjects.

Throughout the year, each Friday, students will be dismissed at 1:00 pm and teachers/staff will begin professional development activities at 1:30 pm through 3:30 pm/4:30 pm. There are approximately 40 days reserved for professional development activities which total an estimated minimum of 120 hours per year (see Instructional Calendar, Appendix C).

During this time, the after-school program will be available for students who will be engaged in academic, artistic, and recreational activities.

Professional Development Orientation:

Teachers are required to complete professional development activities (and CEUs) to maintain active licensure. Professional development enhances their job satisfaction improves their ability to deliver quality instruction and enhance student outcomes. Consequently, Fridays at 1:30 pm, teachers and staff will, without disruptions, engage in professional development activities.

5. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

Each Friday, students will be dismissed (but will remain on the premises in other academic-related activities) at 1:00 pm and teachers/staff will begin professional development activities at 1:30 pm through 3:30 pm/4:30 pm. There are approximately 40 half-days reserved for professional development activities which total an estimated minimum of 120 hours per year (see Instructional Calendar, Appendix C).

Our intent is to hire teachers, administrators, and staff with skills and knowledge that will make technology integration a vital component of instructional delivery and to infuse the curriculum with strategies for student success. We expect teachers will have a range of skills and knowledge; thus, ongoing professional development will ensure that teachers contribute to the RJBLA mission. Specifically, we will also require pre-service teachers to receive training in gifted education.

However, we will continuously evaluate evidence-based math, language arts, science, history, and reading programs and, with teachers and staff support, select programs that will maximize learning and success for our students. All materials collected will be filed in Public Folders on the RJBLA website, protected by passwords, so that teachers and staff have access to professional development materials (e.g., webinars, websites, articles, etc.) at all times. Teachers and staff will be able to add files to these folders to build upon what they discovered as helpful resources for the RJBLA community.

Through participation in a personal professional growth program, each

teacher and staff member will maximize his or her skills on a continuous basis and serve as a valued team member for their colleagues.

To produce teacher satisfaction, we will:

- * Set-aside planning and collaborative time for teachers
- * Encourage that teachers play a primary role in instructional decisions
- * Strive for positive working conditions
- * Encourage teacher support teams for professional development activities
- * Keep enrollments low and teacher to student ratios low

Enrollment and Marketing:

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.218.45(a-i) carefully.

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

According to 2014 Census estimates, there are approximately 4,800 students between five and eleven years old in the RJBLA target geography. We will recruit students from this vicinity because they are within walking distance and meet the profile identified in our Mission. Two public housing communities are within three miles of Brentwood School.

Marketing RJBLA is mandatory to sustain its viability and operation. Focusing on informing the community of the opportunities available will be met using various methods. Local forms of communication will include newspapers, radio stations, TV stations and direct mailings to the persons who completed the community surveys. Other forms of technology such as the website and social media will be utilized. Families in the immediate vicinity, as well as other areas that include our target population, will be contacted through door-to-door canvassing, and brochures, flyers, and community meetings. Invitations to visit the school will also be arranged to encourage families to observe what is being offered. Local organizations will be contacted to garner additional support for RJBLA.

We intend to apply to Google Nonprofit (www.google.com/nonprofits/) for resources such as Google tools like Gmail, Google Calendar, Google Ad Grants and more to help us with marketing outreach and working efficiently, and to tell the RJBLA story. Public service announcements will regularly be made on the more popular radio stations and several outreach events will be held at Brentwood School (currently, a National Night Out program draws hundreds of community residents).

As we begin the physical upgrades and revitalization, the neighborhood will see that Brentwood is preparing to be a vital part of the community. As drivers pass along the well-traveled Brentwood Street, they will see the

lighting, painting, landscaping, and inquire about new developments. A box will be stationed outside the door for people to pick-up applications and other RJBLA literature.

Public service announcements will augment outreach and recruitment efforts to attract students from targeted low-wealth communities. Public service announcements and recruitment materials will be available in English and Spanish so that non-English/limited English speaking families and individuals are provided an opportunity to participate; interpreters will be utilized, as necessary. Outreach will also be made to persons with disabilities, including, but not limited to persons with limited vision and/or hearing.

Presentations will be made at/to: churches, libraries, social service agencies, civic organizations, parent organizations, family nights, town meetings, VITA (tax preparation program), DSS, local Work First agencies, and the Housing Authority Family Self Sufficiency Program. Other recruitment strategies will include: e-mails to social service agencies, Radio/TV, Public Access TV Announcements, Brochures, Newspaper articles and Interviews, and the City of High Point.

We will request to put recruitment flyers in: Flyers in: laundromats, on community grocery store bulletin boards, at street fairs, food Stamp Office, Head Start centers, faith-based organizations, local small businesses, general stores, parades and festivals, day care centers, DSS, WIC, family resource centers, and one-stop career centers.

Parent and Community Involvement

1. *Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*
2. *Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

Parents/guardians and teachers will be combined in a workshop to understand learning styles so that they may interact and discuss the particular styles of students during an Orientation. This will allow each to identify the strengths in the students (for teachers) and to identify children (for parents) so that parents and teachers can work together to enhance those strengths during the school year. It also will be used to help each understand the unique differences among students and how those are not deficits to be tolerated (e.g., students who are tactile learners often move to learn) but differences to be celebrated.

During the application and enrollment period, parents/guardians will be given an information package appropriate for the child's anticipated August 2017 enrollment level. After the acceptance letters are mailed, parents/guardians will be invited to monthly information sessions to acquaint them with the RJBLA expectations and to provide information to prepare for their child's success. The goal is to get parents/guardians excited about and committed to their child's success and to anticipate the possibilities of achieving those successes at RJBLA. Links to this information will also be posted on the website. We also want parents/guardians enthusiastic about having a charter school within their

proximity that offers a wealth of alternatives to their neighborhood school, including structured, early, significant, and continuous parental involvement.

A Parent/Guardian Empowerment Team (PGET) will be formed and this Support Group will have a meeting room at the Brentwood School. Parents/Guardians will be asked to volunteer a minimum of 10 hours per year. The National Standards for Parent/Family Involvement Building identified six types of parent involvement. National Standards posters will be prominently displayed through RJBLA and we will implement each Standard:

Standard 1: Welcoming all families into the school community. Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class. We will:

- * Invite parents/guardians to an Orientation to RJBLA, a social event and to a monthly breakfast
- * Parents/guardians will be invited to volunteer
- * Host a monthly pot-luck (sponsored by RJBLA) and invite parents/guardians
- * Be flexible in accommodating parents/guardians, when applicable
- * Include parents/guardians on RJBLA committees,
- * Select a "Parent of the Month" who completes volunteer service to RJBLA
- * Send personalized invitations (and thank you notes) to parents/guardians inviting them to assist at school (or after they have assisted at school), in English and Spanish

Standard 2: Communicating effectively

Families and school staff will engage in regular, two-way, meaningful communication about student learning.

We will:

- * Publicize Board Meetings in English and Spanish (via newsletters, bulletin board, mail, text, Facebook)
- * Teachers (and RJBLA) will write welcome letters to parents/guardians
- * School and class websites (one for each class)
- * Personal phone calls and emails
- * Provide communications in other languages, if necessary
- * Stress confidentiality in communications
- * Communicate that we want what is best for their child/children
- * Initiate the effort to talk with parents/guardians
- * Try not to make the first contact about a problem the child is having
- * First contacts should be positive

We believe that effective communication is the cornerstone of parent/guardian/family involvement and have developed a great sample welcome letter to parents/guardians that sets the tone for our expectations.

Quarterly, we will also utilize the National Standards Assessment Rubric to evaluate our success with parent engagement and the Power of Partnerships Family Survey to elicit parents feedback to determine whether families believe we are reaching our goal(s) of parent engagement.

Admissions Policy

Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

1. *Tentative dates for the open enrollment application period; enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

RJBLA will be a tuition free public school. To qualify to attend a NC public school, a student must be a resident of North Carolina. County boundaries or school attendance areas do not affect charter school enrollment. Robert J. Brown Leadership Academy will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry. The School may give enrollment priority to siblings of currently enrolled students who were admitted in a previous year and to the children of faculty and staff.

During each period of enrollment (January and February), RJBLA will accept applications for new students. Once enrolled, students are not required to enroll in subsequent enrollment periods. In order to properly plan, the school will routinely inquire with parents/guardians in early spring through summer, letters of intent to ascertain if students will return to RJBLA the following year. Applications for new students are available in the School office and on the School website. If needed, the application may be mailed or emailed to the parent of a prospective student.

The application period will begin January 2, 2018 and end on February 28, 2017. During the pre-admission, application period, RJBLA will enroll an eligible student who submits an application within this period, unless the number of applications exceeds the number of available spaces of a program, class, grade level, or building. If the number of applications exceeds the number of available spaces, a lottery will be held to fill vacant seats for the next school year. After seats are filled, the drawing will continue to determine the order of a waiting list. Current year waiting lists dissolve when the next application period begins. The following process will be followed for recruiting/enrolling students:

Selecting Students

- * Select students from applicant pool
- * Conduct Student Lottery, if necessary
- * Establish list of selected students
- * Establish waiting list for 1st, 2nd, and 3rd graders
- * Establish waiting list for Pre-K
- * Send letters inviting selected students to enroll
- * Send letters informing other applicants of waiting list status
- * Send letters inviting wait-listed students to enroll in event of open spot
- * Inform Parents/guardians of selected Pre-K students
- * Send letters informing other applicants of wait list status for Pre-K

* Continue monitoring of Student enrollment until count day

Enrolling Students

- * Begin Enrollment process
- * Set-up student information system (e.g., PowerSchool SIS)
- * Review IEP requirements of special needs students; determine placement requirements
- * Prepare final reports for Count Day
- * Count Day
- * Closeout Count Day activities

Each year we expect to over-enroll by about 10% to compensate for "no shows", transfers, students who move, and other contingencies that might impact enrollment. We will maintain waiting lists and enroll students on a first-come, first-served basis from the waiting list.

Students requesting withdrawals and transfers to will complete Withdrawal and/or Transfer forms and these will be reviewed and if records are transferring, these will be sent to the receiving school within ten days of the request.

We intend to apply through Google Nonprofit (www.google.com/nonprofits/) for resources such as Google tools like Gmail, Google Calendar, Google Ad Grants and more to help us reach donors and volunteers, work more efficiently, and tell the RJBLA story.

As we begin the physical upgrades and revitalization, the neighborhood will see that Brentwood is preparing to be a vital part of the community. As drivers pass along the well-traveled Brentwood Street, they will see the lighting, painting, landscaping, and inquire about new developments. A box will be stationed outside the door for people to pick-up applications and other RJBLA literature.

PROJECTED ENROLLMENT 2017-18 through 2021-2022

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Guilford County Schools
 LEA #2
 LEA #3

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page.

	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000
	160			200			240			280			320		

V. OPERATIONS

Transportation Plan:

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. The details of this plan should align with the Mission, identified need for the charter school, targeted student population, and the budget proposal.

We will provide contracted transportation by renting buses owned by Williams Memorial CME Church, or using contracted services with First Student, depending on costs and services offered. RJBLA will provide accommodations to ensure that all students interested in attending will attend, regardless of transportation limitations. Transportation will be provided for IEP students requiring transportation, regardless of proximity to the school. No student will be denied access to RJBLA because he/she lacks transportation.

It is expected that most students will live within walking distance, as more than an estimated 4,800 students (ages 0-11) live in the six Census Tracts around RJBLA (See Table 1, Appendix A).

School Lunch Plan:

Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.

Hunger in High Point, NC is considered among the worst in America (<http://wfdd.org/post/study-hunger-greensboro-high-point-worst-nation>). So, well-balanced meals are nutritional foundations for our students. The USDA free meal reimbursements (currently \$2.93 for lunches and \$.80 for snacks) will reduce the Food budget, as most students will participate in this Program. No student will go hungry! RJBLA will provide free and reduced price breakfasts, lunches and snacks for students and will utilize the State child nutrition program, and federal funds. We will follow the program requirements for meals, allergy restrictions, and caloric requirements for meals and utilize free resources for planning and serving nutritious meals.

Meal will be prepared and served on-site.

RJBLA will partner with local food organizations and will ask the local community to donate canned foods so that children in need will have access to food during the weekends. Our garden will also provide food.

Students may sometimes assist in preparing classroom snacks, during culture and science units, to learn about healthy living and eating. Cafeteria staff will be recruited from Guilford Technical Community College's (GTCC) Culinary Program and High Point Job Link offices. The Webpage will inform parents about HACCP, menus, allergies, nutrition, and prices. All lunches must be prepaid. Payments may be made in cash, check, or money order, payable to the name of the school.

Free/Reduced meal applications will be available and distributed to all

parents/guardians. They will also be available by contacting the school office, when household composition changes. All free and reduced lunch information will be kept strictly confidential. There will be opportunities, throughout the academic year, that RJBLA will serve meals for students and their parents/guardians - for example, a school-wide picnic. On those occasions, meals will be provided for free. The monthly PGET breakfasts will be free.

Civil Liability and Insurance (GS 115C-218.20):

The Charter School shall obtain and maintain insurance at a minimum in the following amounts:

1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;
4. Real and personal property: the appraised value of the building and contents;
5. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
7. Workers' compensation: as specified by Chapter 97 of the General Statutes.

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$4,784.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$.00
Property Insurance	\$1,500,000		\$2,250.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$5,498.00
Total Cost			\$13,045.00

*The applicant must provide a quote from an insurance provider as part of this application (as Appendix P) to demonstrate the levels of insurance coverage and projected cost.

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C218.75.

We, the Board members at (Charter School Name) will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.

pastorrobertyj 09/24/2015

(Board Chair Signature)

(Date)

Facility:

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix Q).

Williams Memorial CME has site control of the Brentwood School, located at 1400 Brentwood Street in High Point, NC; the facility has a 40,308 square foot enclosed building on 6.69 acres of land.

Brentwood School 1400 Brentwood Street High Point, NC 27260 The partially renovated building contains approximately 40,308 square feet with recently repaved parking and driveway areas. The original school consists of +/- 23,200 square feet, of which approximately 14,000 s/f have been renovated. A newer rear addition contains +/- 17,500square feet of shell space.

Completed building renovations include: Partial roof replacement, new water line from street, wiring, plumbing and window replacement. The original school building includes classrooms, kitchen, cafeteria, office, auditorium and restrooms. The newer, rear portion includes classrooms, kitchen, cafeteria, and restrooms.

Please attach copies of Facilities Inspections as Appendix R.

What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

RJBLA will pay \$120,000 for rent to Williams Memorial CMS on an annual basis for the 40,308 square foot Brentwood School building for approximately \$3.00 per square foot. This cost is extremely low for educational space.

Facility Contingency Plan: *Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.*

RJBLA has site control of the school building at 1400 Brentwood Street, High Point, NC 27260 through its affiliation with Williams Memorial CME Church. The building will be ready before the Summer Academy, July 2017.

VI. FINANCIAL PLAN

In the following sections present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income.

Budget: Revenue Projections from each LEA 2017-18

**SHOW
CALCULATIONS
FOR FIGURING
STATE
AND LOCAL
DOLLARS
FOR THE
PROPOSED
CHARTER
SCHOOL**

*Refer to the
Resource Manual
Finance Section
for guidance on
estimated funding
amounts*

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

- In year 1 – Base state allotments are determined by the LEA in which the student resides
- In year 2 and beyond- Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1410 - Guilford County Schools

Revenue	2015-2016 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2017-2018
State Funds	\$4,615.50	160	\$738,480.00
Local Funds	\$2,344.00	160	\$375,040.00
Federal EC Funds	\$3,574.51	32	\$114,384.32
Totals			\$1,227,904.32

Total Budget: Revenue Projections 2017-18 through 2021-2022

INCOME: REVENUE PROJECTIONS	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

***If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix S.

Personnel Budget: Expenditure Projections 2017-18 through 2021-2022

The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan.

BUDGET EXPENDITURE PROJECTIONS Personnel	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
	<i>Num Staff</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>

Operations Budget: Expenditure Projections 2017-18 through 2021-2022

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Budget Narrative: (No more than one and a half pages)

Please include additional information that showcases all assumptions for your budgetary calculations.

1. *How was the student enrollment number projected?*

Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

Provide the break-even point of student enrollment.

On average, charter schools enroll about 300 students. The student enrollment number was identified by the Board consistent with about 300 students at the end of the fifth year. Each grade will maintain 40 students, divided into two classrooms each grade with about 20 students in each classroom. The demand for enrollment at RJBLA will come from the need for a community school to meet the academic needs of parents who want alternatives to the under-performing schools in the ZIP Code, 27260. To recruit and enroll the projected numbers of students, RJBLA will be publicized and marketed throughout the community to a broad cross-section of families, individuals, and prospective students. We have extensive networks within the community and many respondents who completed RJBLA surveys indicated that they would send their children to RJBLA and/or spread the word about the school.

Word-of-mouth, the original public relations tool, can be very effective in recruitment efforts and many respondents included addresses and email addresses for future contact. Some respondents mentioned the desire to enroll their children in schools with smaller class sizes; RJBLA meets this requirement.

The yearly break-even point has been calculated at: 160 (Year One), 200 (Year Two), 240 (Year Three), 280 (Year Four) and 320 (Year Five), with an increase of 40 students per year and 20% EC students and 10% ELL students.

Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

The contingency plan includes higher student to teacher ratios. Williams Memorial will reduce its monthly rents, if financial needs arise, and RJBLA may delay adding additional Grades until finances are stabilized. Also, the Self-Help Credit Union has funding for Charter Schools (<https://www.self-help.org/business/loans/all-business-loans/charter-school-loans>).

Also, we can cap the enrollment at 20 new students per year after Year One. We can also apply high performance design and sustainability concepts.

Our decision to name the school for Robert J. Brown represents a desire to recognize the importance of community and business leaders (as role models) especially for low-income African American boys and girls who see so few

professional men in their homes and communities. Mr. Brown's accomplishments are many. He is also the Chairman and CEO of B&C International, Inc., President of International BookSmart Foundation, and friend of Oprah Winfrey and Dr. Nido Qubein, HPU.

Does the budget rely on sources of funds other than state, county, and federal (e.g. loans, donations etc.)? If so, please provide the source and amount. Be sure that the appropriate assurances documentation is provided in the appendices

No. The budget does not rely on additional funding sources.

However, RJBLA intends to launch an aggressive fundraising campaign and will apply for applicable grants to supplement anticipated revenues. At this point, we have identified some funding sources, but have not applied. We intend to apply for grants and other sources of funds (e.g., crowd-funding) after we are approved as a tax-exempt, federal 501(c)3 organization.

High Point University will host an annual Board Retreat on the HPU Campus with our Nonprofit Management faculty and staff, evaluate your qualified teachers or para-professionals for enrollment in our Education and/or Nonprofit Management Programs, provide student tutors who must complete service learning hours, and consult with RJBLA about technology, finance, curriculum, strategic planning, and governance issues.

Provide the student to teacher ratio that the budget is built on.

1:20 (Licensed Teachers) and 1:7 (with Assistants)

- 2. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases.*

RJBLA intends to contract with the Williams Memorial CMS Church or with First Student to provide transportation services so that all children can attend RJBLA, regardless of income or transportation situations. School meals will be provided on-site. A Certified Public Accountant will conduct annual audits.

Upon receiving a favorable review and notification of the a Charter School Agreement RJBLA and the Board will accept Agreement and sign on behalf of RJBLA. RJBLA will also: (1) draft, negotiate, and administer all sub-awards necessary to implement the Charter School; (2) will approve payment of sub-awardee invoices when deliverables have been met; (3) confirm that data and confidential information are backed up and assure secure storage, as will be done with all RJBLA data; and (4) confirm that all files and appropriate timely documents are submitted; (5) insure that the subcontractors meet all the necessary federal and state regulations, if necessary; and (6) prepare/submit financial reports and final invoices as required and will prepare/submit financial reports and final invoices, as required. In addition, the Board will verify that: (1) as mandated by the Federal Funding Accountability and Transparency Act (FFATA), that all vendors, subcontractors, and sub-awardees paid a cumulative amount of \$25,000 or more in funds have both a valid CCR registration (Central Contract Registration) and a DUNS number; and (2) that all subcontractor expectations are met; and (3) that student assessment data and materials required by are complete and submitted in a timely manner. RJBLA will also perform site visits to sub-awardees to monitor sub-awardee compliance and

will review sub-awardee invoices to insure they match any scope of work.

All expenditures will be reviewed on a monthly basis by the Board, at a minimum. The Board will have access to a spreadsheet to monitor the rate of spending and available balances. The Board will convene a meeting to review the terms and conditions of the Charter Agreement and review the timeline and re-assess who is responsible for what during each phase of Agreement's management, including effort reporting, budgeting, sub-recipient monitoring, and financial and technical reporting.

3. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.

The mission of The Robert J. Brown Leadership Academy (RJBLA) is to provide character, leadership, and academic development to children and families who are academically, socially, and economically at-risk for academic failure; that mission is reflected in the budget.

In 1995, Donald Steadman, dean of the School of Education at UNC-Chapel Hill, "predicted that by 2015 public education in North Carolina would devolve into a "multi-tiered, fragmented and almost feudal system" that would devastate the state and impair the nation. Poor, disabled, and minority children would be forced to attend underfunded and deteriorating public schools in abandoned storefronts of downtown businesses that had closed because they could not compete with Wal-Mart and suburban shopping centers. White children from the middle and upper classes would enjoy the privileges of home, charter, and private schools in scholastic Shangri-La".

RJBLA envisions a charter school whose students will be prepared to compete with any students in this County. We dismiss the notion that poor, disabled, and minority children "would be forced to attend ..." and have developed a school that offers alternatives to the systems Steadman describes. Our mission is aligned with the curricular offerings, transportation plans, facility, but most importantly, instructional offerings, Scope and Sequence, and staff. Given the "SAY YES" Program, we are extremely committed to providing a rigorous program so that we meet our 90%+ goals by Year Five.

For example, the budget is heavily weighted towards instructional personnel (and using community resources such as AmeriCorps, MusicianCorps, Seniors (Grandparents) paid by the Roy Culler Senior Center) so that we can offer and maintain small classes and individualized attention to students who will be preparing for the future. We truly believe that "their futures are in our hands" and that we will prepare 21st century decision-makers and problem solvers. So, the budget reflects the tablets students will use, the Smart Classrooms we will offer, interactions with parents and the community, and passionate teachers engaged in student's successes.

Staff will not receive cost-of-living increases in Year Two, but will receive a 3% cost-of-living increase in Years Three, and Five.

4. What percentage of expenditures will be the school's goal for a general fund balance?

Describe how the school will develop the fund balance.

We would ideally maintain a general fund balance of \$20,000 - \$30,000 in the first year and grow that by 10% -20% each year. Some of these funds will come from community fundraising, grants for programs to pay teacher's salaries, teachers may solicit funds from www.DonorsChoose.org to cover supplies and materials which will reduce supplies and equipment expenditures, overhead from grants, and donations from stakeholders. We may launch a crowdfunding campaign for equipment, supplies, and furniture so that a fund balance can be maintained and grow. After, all, RJBLA is located in the "Furniture Capital of the World", so we may ask local businesses to donate and name classrooms after their businesses.

We recognize the importance and value of retaining and rewarding teachers and staff, so we propose to offer merit and performance increases up to 3% per year. These increases will be based on meeting performance goals, evaluated annually.

Funds for the general fund balance are built into the "Other" budget line items.

5. Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases.

Williams Memorial CME Church has agreed to provide the Brentwood School building at a monthly lease of \$10,000; this will come from the budget. Williams Memorial is also prepared to reduce the monthly rents to allow RJBLA to develop a general fund.

Budget Details:

Salaries for the principal, budget manager, administrative support specialist, food services personnel, and custodian are consistent with our needs for qualifications and past experiences; our teacher salaries are higher than those of the Guilford County LEA. We believe that these salaries will attract forward-thinking individuals whose backgrounds match our mission and will be capable and enthusiastic about preparing students for the "SAY YES to Education Program".

Salaries for instructors and instructional support personnel are designed to attract passionate, committed individuals seeking the challenge of transitioning students into the 21st century and who may (or may not) have the varied experiences, but are passionate about teaching, interacting with, and engaging students to move beyond average to proficient and beyond.

We identified benefits to include FICA (Social Security and Medicare at 7.65), retirement at 2% to total salaries of administrative and instructional staff, and health insurance at \$3,000 employee portion towards insurance, and term-life insurance policy at \$10,000 benefit per employee (or \$48.00/annually term-life). One way we plan to keep expenditures low is using AmeriCorps and MusicianCorps members through the University of North Carolina at Greensboro's AmeriCorps program as teaching assistants. Having Seniors (Grandparents) from Roy Culler Senior Center also provides instructional support staff, without a cost to RJBLA. This helps to reduce our overall budget while we get professionals who are providing

services to the community.

The "Other" category contains funds for renewal and upgrades of equipment and software and performance and merit expenditures for staff.

6. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.

To date, we have not secured assets from other sources. We will partner with High Point University who will assist with equipment, supplies, student volunteers (see Support Letter in Letters). These resources are anticipated.

Financial Compliance: (No more than a half of a page)

How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?

RJBLA's procurement process and procedures will be the domain of the Finance Committee composed of the Principal and Committee members. Decision making will be based on: (a) product availability, (b) completeness of bid, (c) time frame, (d) price (e) quality of product, (f) professional service capability, (g) vendor reputation. Factors such as discounts, transportation charges and taxes will be considered as part of the bid. Purchase requisition of \$2,500 or more will be accompanied by at least three formal written bids. The accounting system will be designed to separately track multiple program budgets.

The Finance Manager will use Quickbooks Pro to monitor/track funds and will prepare monthly reports for the Board. A CPA will be recruited for (or a person with adequate educational experiences, e.g., an MBA) to serve on the Board.

A Board Auditor, preferably a CPA and an Attorney will be recruited for Board membership or a person with adequate educational experiences (e.g., an MBA) to serve on the Board.

The expertise of an Attorney and CPA will strengthen Board's financial accountability and monthly oversight.

The annual audit will be conducted by a Firm, independent of the Board.

RJBLA has considered the allowable, allocable, and reasonable costs associated with implementing the RJBLA Leadership Academy and has determined that the project will be economically feasible given our operating projections. Upon receiving a favorable review of this Application and approval as a Charter School, the RJBLA Chairperson and Board of Directors, will accept and sign the agreements and contracts with the Office of Charter Schools. The Board will ensure that RJBLA complies with the Office of Charter Schools protocols, provides any certification documentation, and completes any potential conflicts of interest to the Office of Charter Schools. The Board will also: (1) draft, negotiate, and administer all sub-awards necessary to implement RJBLA; (2) will approve payment of sub-awardee invoices when deliverables have been met; (3) confirm that data and confidential information are backed up and assure secure storage, as is done with all RJBLA data; and (4) confirm that all files and appropriate documents are submitted; (5) insure that the subcontractors meet all the necessary state regulations, if necessary; and (6) prepare/submit financial reports and invoices as required and will prepare/submit financial reports to the Office of Charter Schools. All expenditures will be reviewed on a monthly basis, at a minimum. The Executive Director and Board will have access to a spreadsheet to monitor the rate of spending and available balances. A bank account will be established for RJBLA funds. The Board will convene a meeting to review the terms and conditions of the Application and review the timeline and re-assess who is responsible for what during each phase of RJBLA's implementation, including effort reporting, budgeting, sub-recipient monitoring, financial and technical reporting, and reporting at the

end of the academic year.

At the end of each academic year, an independent audit will be conducted by a certified public accountant.

Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)

There are no known or possible related party transactions.

Provide the name and contact information of the independent audit firm who will conduct the annual financial statement audit. If a firm has yet to be identified please list the firms the board has investigated.

Thomas & Gibbs CPAs, PLLC
6114 Fayetteville St.
Durham, NC 27713
Tel # 919-544-0555
Fax # 919-544-0556
Kenneth D. Gibbs, CPA, ESQ

