



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Russell Lee Jones Charter School

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: Russell Lee Jones Charter School

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

Name of non-profit organization under which charter will be organized or operated: *Russell Lee Jones Vocational Training Inc*

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: *Ronald Shepherd*

Title/Relationship to nonprofit: *Chief Operations Officer/Board Chairman*

Mailing address: 4224 Carmel Forest Drive
Charlotte NC 28226

Primary telephone: 704-506-1146 Alternative telephone: 704-506-1146

E-Mail address: *RonaldSShepherd@carolina.rr.com*

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

County: MECKLENBURG

LEA: 600-Charlotte-Mecklenburg Schools

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

No:

Yes:

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? *Russell Lee Jones Vocational Training Inc*

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.

ronaldsshepherd
Signature

Board Chairman/ C.O.O.
Title

ronaldsshepherd
Printed Name

09/24/2015
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:

To provide a rigorous academic environment in a Grade 6-12 Charter School with a S.T.E.A.M. focus for Grades 6-8 and preparation for college and or Trade-Specific training for Grades 9-12.

Clearly describe the mission of the proposed charter school:

Science, Technology, Engineering, Arts, and Mathematics will be heavily stress across the curriculum in Grades 6-8. Sixteen courses or their equivalent are required to obtain a NC High School Diploma along with 4 additional credits. We intend to offer a wide variety of electives, including a plethora of "Trade-Specific" courses. This will prepare students seeking additional educational training as well as those seeking to enter the workforce or for some combination of both objectives.

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.*

One major focus of our organization is to provide an increased focus on Trade-Specific training for High School students that could lead to internships and employment. Our research indicates a growing need for semi-skilled workers in many industries, and we have identified a very significant number of employers in Southern Mecklenburg County as well as across the state line in York County SC. Therefore it is our intent to base our operation in Southern Mecklenburg County.

Using data from the LEA, we project that our student population will be approximately 40% White, 31% Black, 15% Latino, and 10% Asian with the remaining population from other racial categories. Given the fact that our recruitment must maintain the integrity of a pure lottery, these numbers are ESTIMATES. In general, we anticipate the general population will be similar to the populations represented in the LEA Schools within a 15 mile radius of the Starbucks Coffee at the geographic intersection of Park Road and Pineville-Matthew Highway. We have cited Starbucks as an approximately centrally located (East/West/North/South) landmark in Southern Mecklenburg County. For those who don't like coffee we could have just as easily cited the Bi-Lo grocery store a few hundred yards south in the same shopping center or the State Employee Credit Union in the adjoining parking lot. This intersection is also in fairly close proximity to Central Piedmont Community

College (Harper Campus) and York Technical College in York, SC.

We are NOT recruiting/targeting on the basis of race, gender, or socioeconomic characteristics in any way, shape, fashion, form, or manner. Our focus and intent is to recruit students interested in a S.T.E.A.M./CTE environment at a geographic location in close proximity to employers in our region who are seeking potential employees.

We think that if we train up a semi-skilled future work force as part of our school population that Industry will take notice and support our efforts. We see evidence of this with examples of cooperation between Industry and Olympic High School, and remind everyone that "imitation is a sincere form of flattery". We feel that it is a good idea at Olympic High School, and therefore it has the potential to be a good idea elsewhere in our community. In our Appendix A, we have cited multiple examples of where the concept is working across the nation.

- 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).*

Year 1: 650 students represents approximately 0.5% of the LEA population projected for Grades 6-10.

Year 2: 780 students represents approximately 0.65% of the LEA population projected for Grades 6-11.

Year 3: 910 students represents approximately 0.8% of the LEA population projected for Grades 6-12.

Year 4: 910 students represents approximately 0.75% of the LEA population projected for Grades 6-12.

Year 5: 910 students represents approximately 0.7% of the LEA population projected for Grades 6-12

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

The LEA has begun to develop S.T.E.M programs at a very limited number of Elementary and Middle Schools. Our intent is to provide a S.T.E.A.M instructional focus for Grades 6-8 with Art, Music added to the mix. In Grades 9-12 our goal is to provide students with opportunities to continue their pursuit of higher education, and with equal enthusiasm, to acquire training in Trade-Specific instruction in order to obtain "marketable skills" should they elect to enter the workforce upon graduation. In the last 30 years, the LEA has systematically REDUCED the opportunities, has been slow to provide opportunities, or has NEVER made opportunities available for students to receive training in occupations such as Advanced Manufacturing, Aquaponics, Automotive, Avionics, Carpentry, Culinary, Electrical, Health Occupations, Horticulture, HVAC, Masonry, Plumbing, Robotics, Solar Technology, or Welding. The greatest educational differentiation between Russell Lee Jones Charter School and the LEA is that it is our intention to significantly EXPAND training in these occupational Trade-Specific careers in order to exuberantly prepare students with choices not readily available through the LEA.

- 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.*

#2: Hold schools accountable for meeting measurable student achievement results. As a NC Charter School in Charlotte, NC we realize the tremendous amount of scrutiny that will be a part of the every day operation of the school. We are required to keep meticulous records for any student enrolled in courses sponsored by the NCCER, and this will carry over to track such activity as the number of students obtaining internships with local employers.

#3: Provide parents and students with expanded choices in the types of educational opportunities that are available in the LEA. The planned multitude of course offerings in Trade-Specific courses stands in stark contrast to the behavior of the LEA going back for the past 30 years.

#6: Encourage the use of different and innovative teaching methods. The National Center for Construction Education and Research (NCCER) curriculum is presented as "Training" which is in stark contrast to the conventional methodology of preparing for proficiency in navigating paper exams in an "educating" emphasis.

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.*

Russell Lee Jones Charter School will become a school in which students are prepared for pursuit of individual attainable post-secondary and/or career opportunities, by progressing through the grade levels beginning in Grade 6 in accordance with standards set by the NC-DPI, and graduating with a NC High School diploma as the minimum requirement of demonstrating success.

We examined the historical data from the LEA with regard to the performance

of 10th grade students on applicable EOC exams (Math I, Biology, English II) when we set the goals for Russell Lee Jones Charter School. The goals we set are "ambitious" when the historical data is taken into account.

We are aware that the current NC Governor, the NC Legislature, and the NC-DPI have indicated that if the composite score is less than 60% for two consecutive years, the charter will be revoked. We are aware that the most recent NC Accountability Model sets the bar at 80% rate of students graduating "on-time" as defined by the NC-DPI.

End of Year 1 for 6th through 10th Graders:

Enrollment of 650 students with a retention rate of 75% enrolled.

At least 60% of the students finish at "grade level" as defined by the NC-DPI.

At least 60% of the 10th grade students achieve proficiency (a composite score) on applicable EOC exams (Math 1, Biology, English II).

End of Year 2 for 6th through 11th Graders:

Enrollment of 780 students with a retention rate of 77.5% enrolled.

At least 62.5% of the students finish at "grade level" as defined by the NC-DPI.

At least 62.5% of the 10th grade trainees achieve proficiency (a composite score) on applicable EOC exams (Math 1, Biology, English II).

Trade-Specific Programs established for five (CTE) and/or Trade-Specific Courses of study.

Future Internship opportunities start being coordinated (the projected number to be determined by enrollment in Trade-Specific courses) for those seeking Trade-Specific instruction with the goal of entering into the workforce upon graduation.

End of Year 3 for 6th through 12th Graders:

Enrollment of 910 students with a retention of 80% enrolled.

At least 65% of the students finish at "grade level" as defined by the NC-DPI.

At least 65% of the 10th grade students achieve (a composite score) on applicable EOC exams.

Internships available for students qualified to graduate "on-time" (as defined by the NC-DPI).

At least 80% rate of students graduating "on-time" (as defined by the NC-DPI).

End of Year 4 for 6th through 12th Graders:

Enrollment of 910 students with a retention of 82.5% enrolled.

At least 67.5% of the students finish at "grade level" as defined by the NC-DPI.

At least 67.5% of the 10th grade students achieve (a composite score) on applicable EOC exams.

Internships available for students qualified to graduate "on-time" (as defined by the NC-DPI).

At least 81.5% rate of students graduating "on-time" (as defined by the NC-DPI).

End of Year 5 for 6th through 12th Graders and those under Age 21 who are continuing enrollment at Russell Lee Jones Charter School:

Enrollment of 910 students with a retention of 85% enrolled.

At least 70% of the students finish at "grade level" as defined by the NC-DPI.

At least 70% of the 10th grade students achieve (a composite score) on applicable EOC exams.

We will set aside 10% of the projected income into an Escrow setting and project a positive Working Capital for each of the first 5 years as shown on the Budget that appears later in this application.

Monthly financial reports will be prepared in accordance with the requirements set forth by the Office of Charter Schools in Raleigh and these reports will be reviewed by the Chief Financial Officer and shared with the remainder of the Board at each regularly scheduled Board Meeting.

Periodic staff retention reports and Performance Appraisals will be completed by the Principal or a designee of the Principal and will be reported to the Board of Directors upon request.

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

Raw data will be collected and reports generated in a timely manner as required by the Office of Charter School mandates. This data will also be examined thoroughly by the Principal and the on-site Administrative Management Team each month. The data will also be shared with the Board of Directors as requested.

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.

Effective instructional strategies are based upon quality research that indicates that the strategies result in strong student learning. Below are examples of instructional strategies that are best practices for student instruction. Highly-qualified teachers utilized a vast number of approaches to impart information to students, since students learn differently from one another in many content areas. Therefore, this list, while indicative of many of the best instructional strategies being utilized in highly-effective schools, is not a total identification of all strategies that may be used in the various classrooms at the middle and high school levels. As research continues, more very effective strategies may be identified. In such cases, these strategies will be shared with the instructional staff as appropriate.

* Curriculum aligned to Common Core Standards

* Direct instruction (teacher centered, activities guided by the teachers to impart information)

* Cognitive strategy instruction (emphasis on thinking skills)

* Whole language

* Cooperative learning (students work in groups; effective cooperative learning involves positive interdependence of students on group members, face-to-face interactions, individual accountability, inclusion of one or more structured activities, and team building/effective processing focus)

* Small-group instruction (often used with remediation or acceleration groups)

* Inductive instruction (requires students to research the literature on a topic, make their observations, generate hypotheses, design and implement experiments to test their hypotheses, and then to analyze the results of their experiments to determine if their original hypotheses were accurate)

* Inquiry-based instruction (teacher requires students to solve problems or to answer questions by offering possible answers, then to collect and analyze data as evidence to support or refute their original answers)

* Integrative instruction (an approach that incorporates many aspects of a student's life-emotional, personal, academic, and physical)

* Interdisciplinary instruction (teaching involves projects and activities involving more than one academic discipline)

* Hands-on activities (examples would be a science experiment or constructing a birdhouse)

* Student research activities

* The reading of progressively more complex text

* Student goal setting in content areas

* Incorporating writing activities throughout the curriculum, including

rubrics, note-taking, and summarizing

* Use of graphic organizers, thinking maps, and Venn diagrams

* Incorporation of analogies and other higher-order critical thinking strategies

* Inclusion of various media formats to encourage creative thinking and the use of technology as productive tools to learning

* Homework assignments for practice of taught content and also as preparation for the next days instruction when appropriate

* Role playing

* Stated learning objectives for the day in every classroom

* Study guides provided for students, generated as the units of study are generated to insure that the tested information is covered instructionally prior to testing

* Guided classroom discussions to enhance learning/Socratic circles

* Outlining, scanning, and skimming skills are taught as helpful learning strategies for students

* Real-world applications to the content

On-going staff development will be offered in the above-listed areas as needed, based upon teacher expressed requests, observed teaching segments, and research results.

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.

Grades 6-8 will offer a conventional block-based schedule to include 6 (63 minute) class blocks each day. Four blocks will be for Core Classes (Math, Science, English/Language Arts, and Social Studies). The fifth and sixth blocks will be set aside for grade-level non-core topics such as Keyboarding, Physical Education, Robotics, Art, Chorus, Instrumental Music, Computer Applications, and the like.

Grades 9-12 will offer a conventional block-based schedule to include 4 (95 minute) class blocks each day.

Class size for Grade 6-8 will be set at approximately 26 students for most subjects while some non-core subjects such as Chorus and Instrumental Music will be "uncapped". Class size for Grades 9-12 will be set at 24 students for "conventional subjects" while Trade-Specific classes will likely be set at 10-12 students due to internal Russell Lee Jones Charter School guidelines with a primary concern focusing on SAFETY.

We will provide a structured learning environment with expectations for student performance set with high expectations. Our school intends to prepare students each day by providing academic rigor in ALL courses. Instructors will utilize a variety of instructional methodologies designed to spur students to higher level reasoning. Robotics and Trade-Specific instruction will involve significant opportunities for "hand's on" learning for students throughout the entire student population. It is our intention to bring in guest speakers to capture the imagination of students as they learn that what is taught in the classroom has specific outcomes in different careers.

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.*

The NC-DPI requires an accumulation of 20 Credits to obtain a NC High School Diploma. They list 14 hours of Course Subjects (or in some cases an acceptable substitute from the NC-DPI Course Library) and allow for 6 hours of Electives. The LEA (600 Charlotte-Mecklenburg Schools) requires the same 14 Credit hours of Core Subjects set by the NC-DPI and an accumulation of 24 Credits to obtain a High School Diploma. The Russell Lee Jones Charter School will require the same 14 Credit hours of Core Subjects set by the NC-DPI, will also require Personal Finance I and Business Law I, and will require 24 Credits to obtain a High School Diploma.

Electives: Year 1 of operation at Russell Lee Jones Charter School

Foreign Language (Spanish) Level I 1 Credit

Health Occupations I 1 Credit

NCCER Core Curriculum 1 Credit

Robotics 1 Credit

Art I 1 Credit

Chorus 1 Credit

Instrumental Band 1 Credit

Computer Applications: (ie. Web Design, Desktop Publishing) 1 Credit per individual course

It is our intention to offer the following courses beginning in the Second year (and beyond) of operation as we have funding available and a recognizable demand.

Each individual course earns 1 Credit:

Foreign Language (Spanish) II, III

Foreign Language (Other than Spanish) I, II, III

Health Occupations II

Drafting Level I, II

NCCER Carpentry Level I, II

NCCER Electrical Level I, II

NCCER HVAC Level I, II

NCCER Masonry Level I, II

NCCER Plumbing I, II

NCCER Welding I, II

Solar Technology

Internship I (12th Grade students)

Additional electives as suggested by either Staff Members or Students and endorsed by the NC-DPI will be considered once the school is in the Third year of operation or earlier if it is determined that there is funding available. Each will earn 1 Credit.

Russell Lee Jones Charter High School has added the following as required courses for obtaining a High School Diploma from Russell Lee Jones Charter School:

Personal Finance 1 Credit

Business Law I 1 Credit

Given these facts, the requirement set by Russell Lee Jones Charter School meets and exceeds the requirements set by the NC-DPI since we will present a combination of courses required by the NC-DPI and beyond.

The Mission Statement for Russell Lee Jones Charter School: To provide a rigorous academic environment in a Grade 6-12 Charter School with a S.T.E.A.M. focus for Grades 6-8 and preparation for college and or Trade-Specific training for Grades 9-12.

Art, Chorus, Computer Applications, Instrumental Band, and Robotics will be offered to satisfy the S.T.E.A.M. program for grades 6-8, and they will also be offered for students 9-12. This aligns with the Mission Statement

It is our intention to provide course work on site, through a collaborative effort through co-enrollment with Central Piedmont Community College (primarily through the Harper Campus located at 305 Hebron Street Charlotte, NC in southern Mecklenburg County) , and via Distance Learning through the NC-DPI and with other post-secondary institutions. We have spoken with representatives from NC A&T, NC State University, and Johnson C. Smith University already in preparation for the future. We also intend to reach out to Winthrop University in Rock Hill SC, University of NC - Charlotte, University of South Carolina, Clemson University, and Appalachian State University.

We will also build relationships with Trade-Specific employers in southern Mecklenburg County and in York County (SC) in order to provide opportunities

for future Internships for our Senior Class students.

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.*

Effective instructional strategies are based upon quality research that indicates that the strategies result in strong student learning. Below are examples of instructional strategies that are best practices for student instruction. Highly-qualified teachers utilized a vast number of approaches to impart information to students, since students learn differently from one another in many content areas. Therefore, this list, while indicative of many of the best instructional strategies being utilized in highly-effective schools, is not a total identification of all strategies that may be used in the various classrooms at the middle and high school levels. As research continues, more very effective strategies may be identified. In such cases, these strategies will be shared with the instructional staff as appropriate.

- * Curriculum aligned to Common Core Standards

- * Direct instruction (teacher centered, activities guided by the teachers to impart information)

- * Cognitive strategy instruction (emphasis on thinking skills)

- * Whole language

- * Cooperative learning (students work in groups; effective cooperative learning involves positive interdependence of students on group members, face-to-face interactions, individual accountability, inclusion of one or more structured activities, and team building/effective processing focus)

- * Small-group instruction (often used with remediation or acceleration groups)

- * Inductive instruction (requires students to research the literature on a topic, make their observations, generate hypotheses, design and implement experiments to test their hypotheses, and then to analyze the results of their experiments to determine if their original hypotheses were accurate)

- * Inquiry-based instruction (teacher requires students to solve problems or to answer questions by offering possible answers, then to collect and analyze data as evidence to support or refute their original answers)

- * Integrative instruction (an approach that incorporates many aspects of a student's life-emotional, personal, academic, and physical)

- * Interdisciplinary instruction (teaching involves projects and activities involving more than one academic discipline)

- * Hands-on activities (examples would be a science experiment or constructing a birdhouse)

- * Student research activities

- * The reading of progressively more complex text

- * Student goal setting in content areas

- * Incorporating writing activities throughout the curriculum, including rubrics, note-taking, and summarizing

- * Use of graphic organizers, thinking maps, and Venn diagrams

- * Incorporation of analogies and other higher-order critical thinking strategies

- * Inclusion of various media formats to encourage creative thinking and the use of technology as productive tools to learning

- * Homework assignments for practice of taught content and also as preparation for the next days instruction when appropriate

- * Role playing
- * Stated learning objectives for the day in every classroom
- * Study guides provided for students, generated as the units of study are generated to insure that the tested information is covered in instruction prior to testing
- * Guided classroom discussions to enhance learning/Socratic circles
- * Outlining, scanning, and skimming skills are taught as helpful learning strategies for students
- * Real-world applications to the content

On-going staff development will be offered in the above-listed areas as needed, based upon teacher expressed requests, observed teaching segments, and research results.

We will also implement the following strategies recommended by the SC-DPI: Setting High Expectations, Requiring each student to complete an Academic Core and encouraging a concentration as well, Emphasizing CTE courses and Work-Based Learning, Fostering Teacher Collaboration, Facilitating Mentorship Opportunities, Providing Structured Tutoring, Using Data for Continuous Improvement, Using Feedback from tests and Input from Students, Teachers, Mentors, and Parents.

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.

Russell Lee Jones Charter School will provide courses and training options (including a multitude of Internships) that will meet the NC-DPI Future-Ready Core Course of Study. It will be our goal to prepare students seeking to further their education through post-secondary institutions by ensuring that their selections are in compliance with the entrance standards set by colleges and universities in the region. For example, in many cases these institutions expect to see additional courses in Science and Math such as Physics and Calculus, as well as the standard "College Bound" English Composition, and English Literature, along three consecutive Foreign Language credits. Although these are not specifically required for a NC High School diploma, we would remain diligent in "requiring" them for the students who seek this pathway.

Students seeking to enter the work force would need to possess "marketable skills" in order to prepare for Trade-Specific careers. We would seek to ensure that they select courses that meet the requirements for a NC High School diploma, along with Industry approved instruction that is accepted by employers. For example a young person interested in becoming an Electrician would take NCCER Core Curriculum, NCCER Electrical Trades Level 1 and NCCER Electrical Trades Level 2, and would obtain skills that would prepare them with a basic understanding of Residential Electrical proficiency which would prepare them for an Internship which might lead to employment upon graduation. It might not be beneficial for this student to take English Composition, English Literature, Physics, Calculus, or 3 consecutive credits of a foreign language as part of their course work because it might be more beneficial to take Public Speaking, Environmental Science, and Accounting instead. Since every student is determining their pathway during these formative years, it is imperative that they be given the opportunity to explore their futures with an open mind. We feel that taking required graduation courses early will allow students to defer the stress of choosing their destiny in the early part of their High School years and receive

guidance to help them refine their choices during their Junior year as they draw nearer to graduation. We feel it is a good thing to have general goals in mind early on in the 4 years spent in High School, but we also recognize that we are still dealing with "kids" who need time to explore possibilities that they might not realize were open to them. Consequently we hope to allow our kids in grades 6-8 opportunities to hear from a wide variety of adults from a broad spectrum of occupations.

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?*

The requirements set by the NC-DPI will be the standard for Russell Lee Jones Charter School Grades 9-12. Since Common Core is the accepted standard for the NC-DPI, we will follow suit at Russel Lee Jones Charter School. Each course will be presented on a semester basis similar to post-secondary institutions in the surrounding region. It will be policy that students enrolled must earn a minimum of 22 credit hours as defined by the NC-DPI. Requirements will include 4 credit hours of English (English 1 and 2 required with the remainder filled with courses acceptable from the NC-DPI standards such as English 3, English 4, Public Speaking, Debate, Journalism and the like), 3 credit hours of Mathematics (Math 1 required with the remainder filled with courses acceptable to the NC-DPI such as Geometry, Algebra 2, Pre-Calculus, Calculus, Probability/Statistics, Accounting, Finance and the like), 3 credit hours of Science (Biology required with the remainder filled with courses acceptable to the NC-DPI such as Physical Science, Earth Science, Environmental Science, Chemistry, Physics, and the like), 3 credit hours of "Social Studies" (Civics/American Government and US History required with the remainder filled with courses acceptable to the NC-DPI such as World History and the like), 1 credit hour of Physical Education, 1 Credit hour of Personal Finance, with the remaining hours available for CTE and Trade-Specific Electives. We are also considering Business Law 1 as a requirement for graduation since it deals with practical things such as employment contracts, Tenant/Landlord agreements, Checking accounts, and the like. The Guidance Department Staff will monitor the progress made toward graduation for each student. These same individuals will provide counseling to determine the courses to recommend for each student as they plan for their future. We anticipate that 25% of our students will seek some form of post secondary education and 25% will seek to enter the work force upon graduation with the remainder seeking some hybrid form of these two objectives. Consequently, we intend to restrict most electives until we can determine that a student is making adequate progress obtaining passing grades with required courses first. Being that a typical student will have opportunity to take as many as 32 courses over a four year tenure, proper monitoring by the members of the Administrative Management Team (Principal, Assistant Principals, Guidance Department, and Dean of Students) should ensure a very high "On-Schedule" graduation rate for our students.

Grade point averages will be calculated in the same manner as post-secondary institutions in our community and the surrounding region (CPCC, York Technical College, UNCC). We will adopt a 10-point scale. 89.5-100% = A, 79.5-89.4% = B, 69.5-79.4% = C, 59.5-69.4% = D and below 59.5% = F. And AP classes taken will use the same 10-point scale and will earn the adjusted ratings concerning GPA as set forth by the LEA. The cumulative GPA is

calculated by dividing the sum of the Quality Points earned by the number of courses taken to earn them. An "A" earns 4 quality points, a "B" earns 3 quality points, a "C" earns 2 quality points, a "D" earns 1 quality point and an "F" earns Zero quality points.

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.*

We have determined that the "conventional model school year" does not necessarily mean a better environment for students or staff, or parents. Our calendar allows for a genuine "BREAK" for the Winter holidays without having to spend it working on assignments that carry over into January. For students with siblings in college, this allows for uninterrupted time to spend as a family. This also allows our staff to "decompress" over the holiday season and focus on rest and recuperation. We recognize that the NC-DPI requires either a 180 day calendar OR 1025 hours of instruction. We have chosen to select the latter requirement and will exceed the minimum number of hours with a total of approximately 1076 hours. We have structured our instructional days to include approximately 6.33 hours of instruction, 5-10 minutes for Home Room and approximately 30 minutes for lunch. Our Instructional day will begin at approximately 8:25am and will end at 3:25pm.

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 struggling with a class or classes will have the option to seek assistance before school instruction begins each morning and for 30 minutes after school each day. Teachers may also choose to set up an individual teacher web page with homework examples shown for parents to view. Feedback from quizzes will provide teachers with information to indicate where an individual student or several are lacking understanding so the teacher can re-cover/re-teach material. Teachers will be encouraged to utilize brief breaks during instruction to ascertain whether what was shared was understood.

Students in Grades 6-8 may also be selected to use one of the two "Elective" Periods available each day to receive additional tutoring from the Lead Teacher in one of the four Core subject areas. This would be arranged on a case-by-case basis, and might be reserved for 1-2 days of the week so that the student would still be able to participate in MOST of their elective classes. The Lead Teachers will be assigned to three instructional Blocks each day which would free them during one of two of each grade level's elective periods.

Students in Grades 9-12 can also avail themselves to seeking assistance before school instruction begins each morning and for 30 minutes after school each day. If a student is having extreme difficulty with their courses, they can sit down with the Guidance Department for consultation and the Guidance Department, after consultation with the parent(s) and/or guardian(s) may elect to have the student drop one class during r=the

semester to allow for a "Study/Tutoring" block. This is yet another opportunity for us to collaborate with CPCC and our PTSO to solicit "academic mentors" to spend time with struggling students. Any staff members who would participate willingly in such a manner would be perceived as "going above and beyond the scope of their duties". This phrase appears elsewhere in the application and the Board of Directors intends to observe, take note, and find ways to express appreciation for such behavior on the part of our staff.

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.*

Our Board members know little about providing ELL services, so we have consulted with an ELL professional with 25 years of experience. We will commit to employ a certified ELL staff member from the first day of classes to assist ELL students. (Our "consultant" will be a candidate.) A Home Survey will be a part of the Admissions process to determine students who might best be served with additional ELL provided services. Informal interviews and the NC state screening assessment (W-APT provided by WIDA) will also be used.

Our ELL staff member will conduct formal interviews with those students identified during the informal interview identified as potentially needing assistance. If the second interview still shows the potential for a need for assistance, a screening assessment will be given to determine the level of English proficiency. If the screening scores at a level less than designated as not needing to be served, then the student will become involved as one who will receive ELL assistance from the ELL instructor. If the score is above, we are done.

The parent(s) and or guardian(s) will be counseled to share with them the availability of ELL services.

Information will be communicated in a language understood by the parent(s) and/or guardian(s) and will include the placement decision for their student, and their right to withdraw their student at any time they would choose. These students will meet the same requirements to participate in all courses as the remainder of the student population as set forth by the state of North Carolina. Their classroom assessments (quizzes, exams, projects) will be monitored in the areas of content and English language proficiency in a cooperative effort between the classroom instructor and the ELL staff member.

We intend to immerse ELL students into their classes, but understand that there may need to be minor accommodations made at the discretion of the ELL staff member such as assistance with homework assignments and studying for quizzes and exams. The ELL staff member will determine what. If any, accommodations will be provided and will work with instructors to ensure that they are implemented.

We intend to establish a close working relationship with Central Piedmont Community College and will seek to emulate their methodologies in serving ELL students in a similar manner. We would not hesitate to consult with them in order to provide translation and "mentoring" on an as-needed basis.

ELL served students would be monitored in a similar fashion to other students receiving additional educational assistance. Their individual student records would be treated with the same "confidence" as any student served by any other form of educational assistance and reviewed in much the same manner.

For a student to exit the program, other than at the specific request of the parent(s) and/or guardian(s), the student will need to score at the NC state level for exit on the ACCESS. The ELL staff member would also review data in cooperation with classroom instructors of the student's classroom performance. A "good faith decision" from the ELL staff member will be the determining factor in the cessation of participation in ELL related services. The ELL staff member will "informally" monitor the student for two years to watch for "regression". If the student experiences difficulty after leaving the ELL program, the ELL staff member can expedite a re-assessment process and restore assistance.

ELL students will be evaluated in the same manner as the remainder of the student population with regard to assessments which are aligned with NC State and local performance standards that take into account language acquisition and cultural heritage.

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.*

For the purposes of this application we will operate on the definition that Intellectually "Gifted" students would be defined as those who excel on historical assessments during their academic careers prior to arriving in our student population. Given this as a parameter, our School Plan anticipates that as many as 20% of the student population would be best described as Intellectually Gifted. Grade 6-8 I.G. students would be served primarily by teachers in the four Core Subject Areas (Math, Science, English/Language Arts, and Social Studies) who are in possession or in the process of obtaining an Academically Gifted Certification on their Teachers License. Methodologies for presentation of the instructional coursework would be flexible to include some combination of the following strategies: 1. Compacting the curriculum and providing enrichment activities, 2. Implementation of a multi-level and multidimensional curriculum, 3. Being flexible with the curriculum, 4. Making curriculum "student-centered", 5. Allowing students to pursue independent projects based on their own individual interests, 6. Allowing these students to assume ownership of their own learning through curriculum acceleration, 7. Expecting students to do their best, 8. Teach interactively, 9. Explore many points of view about contemporary topics and allow opportunity to analyze and evaluate material, 10. Make use of team teaching, collaboration, and consultation with outside professionals, 11. Provide opportunities to interact with other gifted students through collaborative projects, 12. Create opportunities to participate in extracurricular activities that involve academic skills, 13. Involve gifted students in academic contests, 14. Allow gifted students to create and publish a class newspaper, 15. Set individual goals, 16. Consider and collaborate with parents about the education of their gifted student, 17. Remember that gifted children are similar to other children in the

school, 18, Be prepared to address the social needs of gifted students to support emotional growth as needed, 19. Recognize that gifted students MAY NOT be gifted in all subject areas, 20. Do NOT assign extra work for students who complete assignments "early", 21. Provide opportunities for gifted students and their "non-gifted" peers to engage in social activities, 22. Remember the uniqueness of each student (this would apply for ALL students), 23, Organize resources in order for the teacher to free themselves to work with children on an individual basis whenever possible, 24. Establish a warm, accepting classroom (this would apply for ALL students). The teachers and Guidance Department would be expected to work closely with monitoring and evaluating the progress and success of these students. Once these students reach the upper grade levels, options could include self-paced independent study for electives, on-line courses, and co-enrollment with post secondary institutions. The monitoring and evaluating would also continue in a cooperative effort between teachers, parents, and the Guidance Department.

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)*

With regard to oversight of students defined as "at-risk" and being served by an IEP or 504 accommodations, Russell Lee Jones Charter School is prepared to contract with Signature Learning Resources for Staff Training, Administrative Oversight and/or placement on site of a Licensed Professional if needed.

We have included a line item in the Charter School application in order to determine the scope of services necessary to ensure that students being served by an IEP or 504 Plan have adequate oversight of implementation of these documents.

We anticipate that approximately 12% of the student population at Russell Lee Jones Charter School will be served by either an IEP or a 504 Plan because that appears to be the approximate percentage of students being served by one or the other in southern portion of our community by the LEA.

THIS AGREEMENT, is made by and between Signature Learning Resources, Inc.,

(Hereinafter the "Agency"), a New York Corporation duly organized and existing under the New York State Business Corporations Law, located at 19 W. 21st St., Suite 701, New York, NY 10010 and XXXX (hereinafter the "Facility").

WHEREAS, the Agency and its employees, agents and contractors possess certain special skills, experience, training, knowledge and qualifications necessary to provide special education and related services to preschool and school age children with disabilities who, because of such disabilities, require such special education and/or related services; and

WHEREAS, the Facility is in the business of providing educational services and has a need for persons possessing such skills, experience, training, knowledge and qualifications to provide special education and/or related services to students enrolled in or attending school at the Facility; and

WHEREAS, the Agency seeks to be retained by the Facility to assist the Facility in meeting such need, and the Facility seeks to retain the Agency for such purpose under the terms and conditions set forth below;

IT IS HEREBY AGREED as follows:

Nature of Services Provided

1. The Agency agrees to provide the following services and support to the Facility for the period beginning XXX through and XXX. Such services shall include, but not be limited to the following:

- * Comprehensive evaluation of individuals as requested;
- * The following special education and/or related services as indicated by a students IEP, individual family service plan, or accommodation plan:
Special Education Services (direct and non-direct)
 - * Assistance to the Facility's team in the Development of measurable goals and short term objectives for students receiving services under this Agreement;
 - * Participation in all multi-disciplinary team meetings, assessments and evaluations, as requested by the Facility, including attendance at Committee on Special Education meetings and team meetings as requested;
 - * Periodic progress reports, updates and communications as required by a students IEP, individual family service plan or accommodation plan;
 - * Collaboration and coordination with teachers, other service providers and consultants to develop and utilize appropriate learning strategies; and
 - * Any other services for which the Agency is qualified which are necessary to assist the Facility in providing its students with a free appropriate public education as required by law.

In consideration of the Agency proving both direct and non-direct Special Education services, the Facility shall pay the Agency \$1680 a week to cover 35 hours a week of direct and non-direct special education services.

Non-direct services include:

Planning and preparation of session

Writing treatment notes following session

Recording progress of therapy goals on IEP

Attending CSE meeting on students behalf

Participation in parent-teacher conferences (in person or via telephone)

Collaboration with classroom teacher

E-mail exchanges on behalf of student

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.*

We intend to contract with Signature Learning Resources Company to ensure that students served by a 504 and/or IEP are provided a full continuum of services. We have been assured that the employees of SLRC are lawfully competent to oversee the services provided to these students. They will ensure that ALL facets of serving students with a 504 and/or IEP are monitored and reported to parents and relevant staff.

Below is a brief excerpt of the services that will be provided under a contractual arrangement and is funded in the Operating Budget.

In consideration of the Agency providing both direct and non-direct Special Education services, the Facility shall pay the Agency \$1680 a week to cover 35 hours a week of direct and non-direct special education services.

Non-direct services include:

- Planning and preparation of session
- Writing treatment notes following session
- Recording progress of therapy goals on IEP
- Attending CSE meeting on students behalf
- Participation in parent-teacher conferences (in person or via telephone)
- Collaboration with classroom teacher
- E-mail exchanges on behalf of student

Signature Learning Resources will also be included as part of the Staff Orientation Training during the 10 days prior to the first day of school scheduled for Monday August 7, 2017. We will be making a payment for his training (\$50/hour) funded from the Professional Development line item in the Operating Budget as soon as we determine how many hours will be billed out.

EC students will be fully integrated into the student population and will be required to take courses deemed as requirements by the NC-DPI to progress through Grades 6-8 by earning a passing grade on the 4 Core classes (Math, Science, English/Language Arts, and Social Studies). IEP's and 504 Plans will be honored and appropriate accommodations within these documents will be implemented at a MINIMUM.

We have seen instances where available staff members have offered to "proctor" assessments during their planning period, in their quiet rooms (separate testing environment provision) and allow students to work past the 60 minute time frame allocated for a timed assessment (extended time provision) when the only requirement on the accommodation was extended time. This cooperation allowed the classroom teacher, after 60 minutes, to resume with a non-assessment activity with the remainder of the class population. Such behavior by staff members would be considered "going above and beyond the scope of their duties" and the Board of Directors would observe, take note, and seek to reward such behavior.

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 Russell Lee Jones Vocational Training Incorporated Board Members believe that student performance appraisals must be a credible reflection of student performance. We will NOT allow a "grading subsidy" (being practiced by the LEA) prohibiting teachers from entering a grade of less than 60% for any student, under any circumstances, because we view this practice as "unlawful, un-ethical, and willfully tampering with student records". The Principal will be held accountable for ensuring the integrity of the student performance assessment process.

We have adopted a 10 point grading scale (indicated elsewhere in this application) which is a reflection of the LEA and post-secondary institutions in the region. This scale will be applied by ALL teachers, for ALL students. It will be our schools practice that ALL students will earn a grade of D or higher to qualify for a PASSING grade for any subject. Teachers will be required to implement standard NC-DPI protocol with regard to state mandated exams. They will be urged to utilize generally accepted teacher created assessment tools in order to generate feedback to allow them to gauge the "effectiveness" of their presentation and to indicate where "adjustments" could be made.

Students in Grades 6-8 will have 4 Core Subjects (Math, English/Language Arts, Science, and Social Studies). In order for a student to be promoted to the next grade level, we expect them to earn a PASSING grade in each of these subjects. Core classes in Grades 6-8 will be operating on a full school year calendar schedule and teachers will be required to submit grade reports on a quarterly basis. Students who are in danger of failing as reported in a quarterly assessment would have an additional Progress Report inserted at the midpoint of a quarter beginning in the period subsequent to that reporting period and continuing through the period between the third and final grading report (as necessary).

Students in Grades 9-12 will take courses on a semester-based calendar with an opportunity to take 4 courses each semester. In order for a student in this Grade range to be promoted to the next grade, we will require a PASSING grade in each year for an English credit and 5 additional credits in any other combination of subjects. These students will receive their first assessment after 3 weeks of class, at the midpoint of the semester, at the point of the semester and at the end of the semester. Students who are in danger of failing as reported in a semester-based assessment would have an additional Progress Report inserted at the midpoint of these periods and would continue to receive an additional Progress Report through the midpoint

of the mark and the Final Grade as necessary.

The data presented by the teacher is the basis for the Final Determination of a grade for ANY course. If a decision is rendered to "Hold Back" a student, the parent(s) and /or guardian(s) will be notified in writing on the day that the Final Grade has been tabulated. The Principal, in consultation with the Administrative Management Team, will have the final authority to review scenarios on a case-by-case basis in the event of an appeal. Any such reviews would also be presented to the Board of Directors. The Board of Directors will NOT accept input of a review from anyone other than the Principal or a member of the Administrative Management Team.

Parent(s) and /or guardian(s) will be required to sign and return their student's grade report after each grading period.

ALL information included in this missive will be communicated to students, parent(s) and/or guardians during the year of preparation, again once enrollment has been confirmed for a student, and will be posted on the school website.

We expect that ANY student who earns a High School Diploma from our school should be qualified to either apply for college and/or demonstrate possession of marketable skills in a Trade-Specific field to allow them to interview for a job.

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.*

ANY student, including ANY student served by a 504 and/or IEP, will be expected to comply with the terms of the Russell Lee Jones Charter School Code of Conduct. We recognize that students served by either (504 and/or IEP) instrument are afforded additional "Due Process" proceedings and these will be taken into account by the members of the Administrative Management Team in consultation with the Signature Learning Resources Company staff Member.

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: Russell Lee Jones Vocational Training Inc

Mailing Address: 4224 Carmel Forest Drive

City/State/Zip: Charlotte NC 28226

Street Address:

Phone: 704-506-1146

Fax:

Name of registered agent and address:

Ronald S. Shepherd
Chief Operations Officer
Chairman RLJVTI Board of Directors
4224 Carmel Forest Drive

FEDERAL TAX ID: 27-2508775

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:

X Yes (copy of letter from federal government attached: Appendix E)
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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If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

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.*

The members of the Russell Lee Jones Vocational Training Incorporated Board of Directors serve as the authorized legal representatives of the Corporate Entity that is seeking to operate Russell Lee Jones Charter School as a "Business Unit". As such, they are ultimately responsible for ensuring that the policies of the NC Charter School Oversight Board are implemented at the Operational Level. They will retain the authority to render decisions regarding recommendations made by the Russell Lee Jones Charter School Advisory Committee.

It will be the responsibility of the Russell Lee Jones Vocational Training Incorporated Board of Directors to provide oversight for: governance, strategic planning, corporate relations with the IRS to maintain the 501-c-3 status, corporate relations with the state of North Carolina Charter School Oversight Board, payment of wages and withholding/payment of income taxes, legal contractual relationships with Russell Lee Jones Charter School personnel and contractors of services provided to the school, fundraising, and grant applications. They will interview, select, and hire the Russell Lee Jones Charter School Principal, and periodically examine the performance evaluation of the Principal (conducted by the designated Board members with Public School Administrative experience serving on the Board of Directors). The Principal will have unhindered access to discuss ANY matter with ANY member of the Board of Directors at ANY time.

The members of the Russell Lee Jones Vocational Training Incorporated Board of Directors will NOT: intervene in the day-to-day operations of the Russell Lee Jones Charter School, or intervene in any complaints and/or grievances from any source (internal or external) that have not been forwarded to them for consideration by the Russell Lee Jones Charter School Advisory Committee.

The Board has made contact with Dr. Delores Lee at UNC-Charlotte. Dr. Lee is a key figure at UNC-C in the LEA Principal Recruitment and Training program. We anticipate that our Principal candidate MAY come from this pool of candidates.

Oversight and periodic review of the daily operation of the school will be delegated to the Russell Lee Jones Charter School Advisory Committee. It is expected that these committee members will converse frequently with the on-site Administrative Management Team (Principal, Assistant Principal(s), Guidance Department Head, and Dean of Students/NCCER MASTER Trainer).

It is the overall intent of the Russell Lee Jones Vocational Training Incorporated Board of Directors to remain disentangled from day-to-day operations of the Russell Lee Jones Charter School, and intervention to override a decision made by the Principal would constitute an exceptionally out-of-the-ordinary anomaly.

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 current Board of Directors consists of 7 members. We are in the process of seeking 4 additional members to serve with us. Specifically we are seeking people with backgrounds in PR/Marketing, Legal, Non-Profit Board Experience, and Human Resources. Our by-laws allow for a Board of 11 members.

Our current Board has 5 members with close to a century of experience in a public school environment with Middle School, High School, and Post-Secondary experiences. Three members have multiple years of experience in Public School Administration. These people began as successful teachers in the classroom before moving on to serve as Assistant Principals and/or Principals.

We have 5 members who either own their own business or have owned and retired from a business, and 3 of them are licensed Contractors. Between us we have well over a century in the Construction Industry and are intimately familiar with governmental rules and regulations, inspections, all manner of contractual documents and workplace challenges.

Our Board Treasurer/CFO has 12 years of experience in Finance/Accounting and served as a Controller for a New York based CMO. Our Interim Board Chairman/COO has a BS in Business Administration and served as both a Project Manager and General Superintendent for two Construction firms.

We feel that the diversity of the current Board demonstrates the capability of operating a successful charter school from both an academic and a business perspective.

It will be the responsibility of the Board of Directors to recruit and hire a Principal, and empower them to implement Board policies as they take on the responsibility of running the day-to-day operation of the school.

We are a collection of highly qualified professionals who recognize the value of humility by stating that we will seek wise counsel from others. To this end, we will form a Charter School Advisory Committee and empower it with responsibilities to monitor the day to day operation of the school and OBSERVE/ADVISE regarding the performance appraisal of the Principal which will be forwarded on to the Board of Directors. This measure will prevent any members of the Board from exerting their individual influence in a "micromanaging" fashion.

The decision to form a Charter School Advisory Committee whose members will not serve as Board Members will also allow for an effective representation of "key stakeholders". It will be comprised of Industry leaders who will likely provide internship opportunities to future students, representatives from the NCCER in the form of one each from the Carolina's Association of Building Contractors and the Carolina's Association of General Contractors, other Trade-Specific entities in the region, and for good measure additional people with a background in Public School Administration and/or Business Ownership/Administration from the Private Sector. Our vision is that this committee will reach 11 members.

Recommendations from this committee would be taken into consideration as the need for additional policies arose, as the school performance as a whole is being evaluated, and as a mechanism for concerns that were addressed by the Principal (but in the opinion of the source of the concern, not resolved). We feel that this committee would provide an objective viewpoint, independent of the Board of Directors.

An active PTSO would provide a mechanism for parents to allow for the active representation as they serve under the oversight of the Principal. As this is being written, we have reached out to four additional potential future Board members with expertise in HR, Legal, PR/Marketing and Public School Administration backgrounds. None are prepared to join the Board prior to September 25th, but all anticipate that they will make a decision between then and February 2016.

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?*

Russell Lee Jones Vocational Training Incorporated was established in 2010 by the initial Board Members Maurice Jones, Ron Shepherd, and Kenneth Webb. Since that time subsequent members have served on the Board, and some have chosen to step down for personal reasons. The current Board exists as the result of active recruitment that took "suggestions" into account from the Office of Charter Management with regard to what they think a Board should "look like" . Currently we have three retired School Administrators, two additional members with classroom experience in secondary and post-secondary experience, three members who also own their own businesses, and a former CMO Controller. Three of the members are also licensed contractors. We are seeking to expand to a maximum of 11 Board Members in accordance with our by-laws. Our current count stands at 7. Other areas of expertise such as Public Relations/Marketing, Fundraising, Legal, and HR would be desired in rounding out the Board. This is an ongoing process, and potential Board Members are being contacted as this is being typed. We cannot state that we will reach our goal by the September 25, 2015 date of submission of this application, but we will continue to provide updates during the review process as requested.

As this is being written, we have reached out to four additional potential future Board members with expertise in HR, Legal, PR/Marketing and Public School Administration backgrounds. None are prepared to join the Board prior to September 25th, but all anticipate that they will make a decision between then and February 2016.

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

Our by-laws require quarterly (4x/year) Scheduled Board Meetings, but it has become our "habit" to meet each month. We expect that the Board will continue meeting between 6-12 times during the initial years of operation. Sub-Committees within the Board may meet as often as once each month but the entire Board will meet a minimum of 4x/year.

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).*

All Board Members will participate in internal training between October 2015 and August 2016 on a variety of topics including:

- * The role of Board Members
- * Personnel: Hiring Practices, Policies, Board Involvement, Grievance Process
- * Legal Updates: Personnel
- * Fraud Opportunities in School
- * Law Enforcements Role in School
- * Emergency Procedures Established for the School

- * Media Relations
- * Professional Development Plan for School Staff
- * School Funding
- * Student Affairs: Academic, Disciplinary, Other
- * Policies and Procedures Unique to Trade-Specific Classes
- * Curriculum Overview
- * Parent Involvement in the School

All Board Members will also participate in external training during the Year of Preparation on a variety of topics including:

- * Webinars hosted by the Office of Charter Schools
- * Board Member Training Sessions in Raleigh hosted by the Office of Charter Schools

We will also seek input from other successful charter schools in our region, and the NC Charter School Association. Eddie Goodall and his team have been our friends and acquaintances since 2013.

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.*

Provisions to address conflicts of any type, including conflicts of interest, are detailed within the by-laws of Russell Lee Jones Vocational Training Incorporated. To summarize: Any perceived conflict of interest may be addressed by the Board at the request of any Board Member. It is strongly suggested that any Board Member with a conflict of any type with another Board Member should first seek to meet and determine if it can be resolved by the two of them. If not, Any Board Member has the right to have the matter addressed at any Board Meeting including non-scheduled "Special Requested" Board Meetings. Any current Board Member who seeks to serve as a paid employee of Russell Lee Jones Charter School will resign as a Voting Member of the Board of Directors of Russell Lee Jones Vocational Training Incorporated immediately upon receipt of income from the operating budget of the charter school. If they occupy a functional position as a Corporate Officer, they will be allowed to continue serving in the functional capacity of their office and subsequently report to the Board as requested. It is anticipated that Russell Lee Jones Vocational Training Incorporated may be involved in "relationship building" with potential corporate sponsors, so the current CEO, CFO, and COO may continue to represent the "face" of Russell Lee Jones Vocational Training Incorporated under the oversight of the Russell Lee Jones Vocational Training Incorporated Board of Directors. NO current or future Russell Lee Jones Vocational Training Incorporated Board Member will EVER receive income from the Russell Lee Jones Charter School Operating Budget.

At this time we are unaware of any existing relationships that could pose actual or perceived conflicts if the application is approved.

If at any point in time a perceive conflict of interest should arise the Board Member involved would be required to disclose any information that could be perceived as causing a conflict of interest and offer to stand aside during any discussions regarding the matter involved. It would be the responsibility of the remaining Board Members to determine the cause of action from that point, but it would be the default response that the Board member's offer to stand aside would be the course of action taken.

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

The Board has been developing policies since 2010 and in greater detail since the initial involvement in examining the charter school application process in 2013. A large number of these policies were codified in the by-laws, the proposed staff handbook and the proposed student code of conduct. Further policies were developed as responses to prompts in our first attempt to submit an application in September 2013, our halted attempt to prepare an application in September 2014, and as the current application is being prepared for submission in September 2015. Throughout the years, we have met together in small groups to do our "homework" and have prepared suggestions for discussion of policies to be adopted by the entire Board. As a Board, we will be ratifying the contents of the application and existing policies reflected in the application when we officially come together in our September 2015 Board Meeting.

The Board will rely on the suggestions of the Russell Lee Jones Charter School Administrative Management Team to develop policies for the operation of the Charter School if policies have not yet been established prior to the opening day of operations. Once recommendations have been made and forwarded to the Board, the Board will consider the content, may request a presentation to clarify the content, and then will render their decision regarding the content.

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 form a Charter School Advisory Committee and empower it with responsibilities to monitor the day-to-day operation of the school and observe the performance of the Principal. Their ADVISORY input will be forwarded on to the Board of Directors. This measure will prevent any members of the Board from exerting their individual influence in a "micromanaging" fashion.

It is the overall intent of the Russell Lee Jones Vocational Training Incorporated Board of Directors to remain disentangled from day-to-day operations of the Russell Lee Jones Charter School, and intervention would constitute an exceptionally out-of-the-ordinary anomaly.

This committee will also be the mechanism utilized by parent(s) (and or guardian(s)) and staff members to appeal decisions made at the "on-site" school level by the Principal. The specific process of expressing a grievance at the school level by all parties is described in detail elsewhere in the application. To summarize, the Charter School Advisory Committee serves a similar function to the U.S. Appellate division of the judicial system. Ultimately the Board of Directors will have the final decision of any matters concerning the school because they are ultimately responsible for anything related to the school.

It is the overall intent of the Russell Lee Jones Vocational Training Incorporated Board of Directors to remain disentangled from day-to-day operations of the Russell Lee Jones Charter School, and intervention to override a decision made by the Russell Lee Jones Charter School Advisory Committee would constitute an exceptionally out-of-the-ordinary anomaly.

The PTSO will be overseen by the Principal, and the PTSO leadership will have uninhibited access to discuss concerns of a "global" nature. If the PTSO feels that their concerns have not been addressed, they will have the option to request the Principal refer their concern to the Charter School Advisory Committee for a written response to the PTSO.

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

Parent(s) and/or guardian(s) who wish to air a "global" grievance will have the PTSO for this purpose.

Parent(s) and/or guardian(s) seeking to address an individual "grievance" will follow a process:

If the matter concerns a student grade or other interaction with a Staff Member:

An Adult /Staff Member conference will be scheduled. Any adult, including the staff member, can also request that a member of the Administrative Management Team be present to observe at the meeting.

If the matter is not resolved, the staff members immediate supervisor will become involved and may choose other members of the Administrative Management Team to be included in a scheduled follow-up meeting with the adult and the staff member.

If the matter is not resolved, the supervisor will schedule a meeting with the staff member, the adult, themselves, and any member of the Administrative Management Team that has been involved prior to this next round of discussion.

If the matter is not resolved, the Principal will schedule a meeting between the Principal and the members of the Charter School Advisory Committee. The response from the Charter School Advisory Committee will either ratify or overrule the decision of the Principal. This response will be forwarded to the Board of Directors for their consideration.

The Parent(s) and/or guardian(s) seeking to address an individual "grievance" will receive a written response from the Charter School Advisory Committee, but will NOT be granted access to the Charter School Advisory Committee or the Board of Directors. The matter will be considered as resolved at this point.

Staff members who wish to air a "global" grievance will have the opportunity to speak with the members of the Administrative Management Team other than the Principal. Concerns expressed to any of these "Supervisors" will be discussed within the Administrative Management Team, and a response will be delivered in an expeditious manner.

Staff members who have an issue with ANY another staff member are encouraged to speak with that staff member directly.

If the matter is not resolved, the staff member should request a meeting with their immediate supervisor. If both staff members have the same immediate supervisor, then this will streamline the process and we would expect the matter to be resolved at this point. If the staff members have different supervisors, the staff member with a grievance should still seek out their immediate supervisor. The supervisor will schedule a meeting with both staff members and both supervisors and we would hope that the matter would be resolved at this point.

If the matter remains unresolved, the supervisors will bring the grievance to the Administrative Management Team, and a resolution will be discussed and ratified by the Principal.

If the staff member feels that a grievance still exists, they may choose to appeal the decision to a member of the Charter School Advisory Committee who will meet with the Principal to decide whether to uphold or overrule the decision of the Principal.

If the decision is upheld, and the grievance still exists, the staff member can submit their grievance in writing to the Charter School Advisory Committee to receive a written response. This response would also be forwarded to the Board of Directors who will ultimately have the final say on the matter.

It is the overall intent of the Russell Lee Jones Vocational Training Incorporated Board of Directors to remain disentangled from day-to-day operations of the Russell Lee Jones Charter School, and intervention to override a decision made by the Russell Lee Jones Charter School Advisory Committee would constitute an exceptionally out-of-the-ordinary anomaly.

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.

Projected Staffing

Year1	Year 2	Year 3	Year 4	Year 5
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Principal	1	1	1	1	1		
Assistant Principal		1	2	2	2	2	
Dean Of Students	1		1	1	1	1	
Internship Coordinator			1	1	1	1	1
Curriculum Specialist		1	1	1	1	1	
School Nurse	1	1	1	1	1		
Registrar	1	1	1	1	1		
Financial Staff			1	1	1	1	1
Guidance Staff		2	3	3	3	3	
Administrative Staff		1	2	2	2	2	2
Custodial Staff			2	2	3	3	3
ESL Staff	1	1	1	1	1		
Instructors	35	55	61	61	61		
Total Staff	49	71	79	79	79		

Outside Contractors Serving On-site:

Resource Officer (CMPD?)			1	1	1	1	1
EC Compliance (Signature Learning)	1		1	1	1	1	1
Psychologist	1	1	1	1	1	1	

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

We plan to establish a relationship with the following entities in our region who have established programs to provide professional teachers: Winthrop University, UNC-Charlotte, Wingate University, UNC-Greensboro.

We plan to advertise on our web site, host "Job Fairs", and are already networking in Mecklenburg County, and in the surrounding counties in both North and South Carolina to get the word out to current teachers.

We plan to arrange our pay schedule to provide ALL of our staff with income during the first 10 days of their staff orientation so no one has to wait to buy groceries until their first regular paycheck. Some of our Board Members remember having to survive for close to 30 days on a diet of water, peanut butter sandwiches, and beans... we feel that potential employees would appreciate this gesture, marketed as a "Signing Bonus".

We feel that retaining staff can be accomplished by using a variety of sensible strategies:

We will provide a safe, secure, and nurturing environment for EVERYONE associated with our school by enforcing the RLJVTI Student and Staff Codes of Conduct. We recognize that the LEA makes a similar statement, but the reality of the matter is that this is clearly NOT the case throughout the entire district, and data provided by the LEA bears this out. We will provide a competitive earning potential by first matching the yearly pay rate for beginning teachers, and ALL staff will have the opportunity to earn a Merit increase of 3% each successive year. We have a significant amount set aside for Professional Development. We intend to use this to allow for our staff to grow by seeking the next level of professional certification in their field (ie. Bachelors to Masters). As a Board we are committed to seeing that our teachers are to be respected as Professionals by students, parents, and Administrators. We hear that this is a true departure from how many teachers perceive themselves as being treated in our community and within the LEA.

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.*

The Charter School employees will be contracted employees of Russell Lee Jones Charter School, a business unit of the parent corporation. The Board of Directors of Russell Lee Jones Vocational Training Incorporated will ensure that the Principal will adhere to the mandates of the Office of Charter Schools and the policies set forth by the Board. They will have the final say with regard to recommendations from the Principal's decisions to dismiss staff during the school year on an as needed basis, renewal of contracts each school year for staff members, potential merit-based salary increases each year, and any other matters concerning employment. Staff members who might desire an opportunity to appeal a decision by the Principal may submit their request in writing and if the Educational Oversight Sub-Committee of the Board of Directors finds merit in the request, will forward it to the entire Board for consideration. It is expected that in all but extreme cases that the Board will refrain from intervening in the overall operations of the school, leaving this responsibility to the Principal.

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

All current Board Members have submitted Criminal Records Background Checks obtained from the Clerk of Court in the counties where they reside. ALL future Board Members will be required to do the same, and All newly hired staff will have one obtained on their behalf by the Russell Lee Jones Charter School as well. Failure to disclose pertinent information or deliberate attempts to provide FALSE information by a person seeking employment or seeking to continue employment will be deemed a breach of trust, and that person will be subject to consequences that may include dismissal. The final decision regarding these matters will rest with the Board of Directors. The decision to recommend hiring of staff will rest with the Principal and their recommendations will be decided by the Board of Directors. The decision to either offer a continuation of employment for each school year or to withhold an offer of continuation of employment each year will rest with the Principal and will be decided by the Board of Directors. Any appeal to any decision made by the Principal may be submitted in writing to the Board of Directors to be reviewed by the Educational Oversight Sub-Committee. If the sub-committee finds merit in the appeal, it will be decided by the entire Board of Directors.

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

Salaries will be determined and ratified on a case by case basis by the Board of Directors, based on the recommendation of the Principal. There will be an established salary schedule for beginning teachers, and flexibility will be available to address "difficult to fill" positions such as "specialized" staffing positions. For example someone qualified to present certain Trade-Specific curriculum is much "scarcer" than a general education teacher and therefore may be offered a different salary structure.

In an effort to be "competitive in the marketplace", the salary for starting teachers was set on 9/1/2015 to match what was being offered by the LEA, based on information obtained from the LEA.

All employees who will be granted the privilege of receiving a W-2 will be

enrolled in the State of North Carolina Employment System. Other Employees who might be offered a 1099 arrangement will receive no additional benefits and will not be enrolled in the State of North Carolina Retirement System unless their status changes and they are subsequently offered the privilege of receiving a W-2.

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

All employees will be allowed to present an appeal of a decision made by the Principal. These appeals must be submitted in writing to the Board of Directors. These appeals will be reviewed by the Educational Oversight Subcommittee and if it is determined that an appeal has merit, it will be reviewed by the entire Board of Directors.

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

There will be a few staff members that will have a range of responsibilities, but the funding will not come from more than one source for any staff member.

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.*

The "Lead Core Subject Teachers" for Grades 6-8 will either be hired with a Gifted Student Certification in their discipline (Math, Science, Language Arts, or Social Studies) or will be required to obtain this certification in the first 24 months of employment. We will have a full-time ELL certified teacher on staff from the first day of operations. We will be contracting with a private contractor who will provide Administrative Oversight and training for Staff to ensure that IEP's and 504 Plans are implemented as required by law. "Gifted" students in grades 9-12 will consult with the Guidance Staff to allow these students to take courses through Distance learning and/or co-enrollment with Post-Secondary Institutions.

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).*

All general instruction teachers will be required to provide proof of licensure or obtain the same within 36 months of the hire date as prescribed by NC State Department of Public Instruction. The Principal and Assistant Principal(s) will be required to provide proof of Administrative licensure. Any Trade-Specific instructors must provide proof of certification by Industry such as the NIMS or NCCER. The Dean of Students must possess a Bachelors Degree from an accredited University in any discipline.

Staff Evaluation and Professional Development

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

The Principal will be responsible for these tasks.

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.*

The Principal will ensure that there are adequate opportunities through Professional Development Meetings during Planning Blocks where experienced Staff members are available to mentor less experienced staff members. Additional Teacher Work Days spread throughout the calendar will be used for Professional Development as well.

Performance Evaluations will be overseen by the Principal for the Assistant

Principals, the Head Guidance Officer, and the Dean Of Students/NCCER Coordinator. The Assistant Principals, the Head Guidance Counselor and the Dean of Students/NCCER Coordinator will conduct Performance Appraisals for the remainder of the Staff. It will be the responsibility of the Principal to monitor the teacher certification and license renewal requirements for teachers as prescribed by state law.

Each and every staff member will have the opportunity to earn a 3% Merit increase providing their quarterly TPAI-R performance appraisals qualify them for a renewal of their employment for the following year. Staff members who have contracts renewed for a second year would also be eligible for some level of reimbursement of educational expenses incurred in the pursuit of the next level of professional certification or educational degree in their field. These reimbursements would be provided through the Professional Development line item in the budget.

For example: At the Grade 6-8 level we would be seeking applicants to serve as Lead Teachers in Core subjects, and if one of these teachers in possession of a Bachelor's degree were to demonstrate a very good or excellent performance appraisal during the first year, they would be eligible for some level of reimbursement for expenses related to the pursuit of a Master's degree in their field or a certification to teach Gifted Students.

For example: A grade 6-12 math teacher in possession of a Bachelor's Degree who has a very good or excellent performance appraisal which warrants a 3% wage increase and a renewal of their contract would be eligible for some level of reimbursements of expenses associated with their pursuit of a Master's Degree in Math or an certification to teach an AP Math course.

For example: A "Trade-Specific Lateral Entry" teacher who has a very good or excellent performance appraisal which warrants a 3% wage increase and renewal of their contract may choose to pursue a North Carolina Teaching License in order to qualify to participate in the North Carolina Retirement System once they have earned a license. This person would be eligible for some level of reimbursement of the expenses associated with obtaining their teacher license.

Any staff member will be eligible to be nominated to receive a monetary bonus (to be determined by the Board of Directors) as an "Outstanding Staff Member" on a periodic basis (to be determined by the Board of Directors) based on an observation that the staff member has performed above and beyond the scope of their duties. Funding for these situations would come from tax-deductible donations made to Russell Lee Jones Vocational Training Incorporated.

Experienced staff members who demonstrate specific willingness to mentor their less experienced peers would also be eligible to be nominated to receive a monetary bonus (to be determined by the Board of Directors) as an "Outstanding Staff Member" on a periodic basis (to be determined by the Board of Directors) based on an observation that the staff member has performed above and beyond the scope of their duties. Funding for these situations would come from tax-deductible donations made to Russell Lee Jones Vocational Training Incorporated.

The Board of Directors will also retain the right to authorize a Merit wage increase (on a case-by-case basis) at a rate greater than 3% if this were to be recommended by the Charter School Advisory Committee (to highlight these selfless actions of providing mentoring for others).

The Board of Directors is committed to see that good deeds are recognized.

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.

We have set aside specific days in the school calendar for Professional Development Training. It is anticipated that training on these days will be led by external professionals such as EC Administrative Specialists from Signature Learning Resources and topics such as Fraud Prevention led by the firm we select to perform the yearly financial audit. As we have opportunity, we will also make use of local non-profit "friends" to visit to assist with awareness of such topics as "Adolescent Challenges" and community based support for families under duress.

Given the fact that our Board of Directors has some experienced former School Administrators, we also anticipate that some of our Professional Development Training will be internal. Each day will consist of teachers with blocks of time set aside for "Planning Periods". We anticipate that we will utilize these times periodically (perhaps 1 day/week/teacher) to allow internal Professional Development Training overseen by the Principal.

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.

We have a 15 page plan in which we have scheduled 10 days of Staff Training prior to the beginning of the School Year in the first year for ALL Staff. In subsequent years, New staff will receive 10 days of training administered by the Principal and/or their designee.

The proposed plan for professional development begins with 10 days of Staff Training and Orientation beginning on Monday July 24, 2016 and continuing through Friday August 4, 2017.

Proposed topics for these days may include:

- * Introduction of staff, review of employee and staff handbook items and classroom management expectations.
- * Presentation of the staff evaluation process, emergency and security procedures including evacuation logistics
- * Rotation of staff through training provided by Signature Resources Learning Incorporated, Guidance Counsellors, Special-Area teachers (Art, Music, Chorus, Robotics, Computer).
- * Introduction of first staff book study.
- * Introduction of PTSO Leadership and sharing of planned activities.
- * Teachers working in Grade and Subject Levels to develop scope and sequence timelines to align with Common Core.

Other proposed topics that may be implemented during the initial staff training:

- * Review of the school calendar, daily schedule, staff non-instructional assignments
- * Training on the Internal Communications system covering attendance, referrals, etc.
- * Full faculty meeting with Non-Instructional Support Staff training (School Nurse, ELL, Dean of Students, Internship Coordinator, SRO, Curriculum Specialist, etc).

Additional topics that may be introduced if time permits:

- * Religion in the school.
- * Legal responsibilities concerning reporting suspected cases of abuse.
- * Safe "restraint" training.

- * Student "engagement" strategies.
- * Review of individual teacher schedules and the Master Schedule.
- * Organization of student clubs.

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.

During the interview process we will conduct a staff survey which will be analyzed to assist the Principal in formulating some Professional Development to be implemented throughout the year. Below is the content:

STAFF DEVELOPMENT SURVEY

Like students, teachers also need to be continually learning and growing professionally and personally. Please answer the questions below. This will provide the school administrators with information that can be used to provide our faculty members with on-going staff development. The administrators would also be on the lookout for learning opportunities (workshops, conferences, etc.) that would allow teachers to strengthen their knowledge in their designated areas of need or interest.

1. Are there areas in which you feel you could provide beneficial knowledge to member of our staff (at a faculty meeting, during a planning period, during a school staff development day)?
2. In what areas would you like to strengthen your instructional knowledge? This could include curriculum, instructional strategies, student activities/clubs, or others.
3. Please identify any presenters you have heard in the past from whom you feel your peers would learn a great deal of relevant instructional information.
4. Do you have any personal hobbies that you would be able to teach to our staff members (examples: gardening, scrapbooking, knitting/crocheting/sewing/quilting, woodworking, guitar, or others)? We feel sure that we have many talented people on staff who can teach others varied skills!

Signature

PLEASE COMPLETE THIS SURVEY AND RETURN IT TO THE PRINCIPAL NO LATER THAN _____ . Thank you for your participation!

Each teacher in Grades 6-12 will have a Planning Block each day when students are in school with Special Area and Elective Teachers for 2 instructional time blocks. Each Special Area or Elective teacher will also have a Planning Block when students are being Instructed. Professional Development, orchestrated by the Principal, will be implemented as directed by the Principal, during these Planning Periods so as not to interfere with Instructional times.

Each teacher in Grades 9-12 will serve for 3 instructional blocks and will have one reserved as a Planning Block. Professional Development, orchestrated by the Principal, will be implemented as directed by the Principal, during these Planning Periods so as not to interfere with Instructional times.

The Board of Directors understands that these planning blocks should be reserved for teacher planning, but they also understand the need for Professional Development and have rendered a decision that absorbing one planning block each week will not be a burden.

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 reflects 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)).

A school teaching the Trades that make up the Construction Industry in the Charlotte Metropolitan area must be supported by the Industry in every way possible. This has been the largest challenge at Central Piedmont Community College for decades. The Industry relationships will help provide funding for PR/Marketing. The school will work with Industry Professionals to bring the latest in Technology to the forefront.

We believe that a PR/Marketing campaign should begin 20-24 months prior to opening date for the school. We have already begun the PR/Marketing process prior to this application being submitted. Maurice Jones has been conducting summer training sessions involving Solar/Renewable Energy with another three events being scheduled for this Fall. Ken Simmons has worked in a summer break program to reach out into the community and is planning more after school events this Fall. Ray Terry has been sharing our vision on his Saturday morning Radio Program (610AM) in the greater Charlotte market for the last several months.

An ongoing relationship with Charlotte Mecklenburg Schools will also be critical. We will name a specific person who will be the PR/Marketing contact between our organization and the LEA. (We have already established contact with the office that handles the financial relationship responsibilities within the LEA which will involve oversight from our end through Jules Bellamy our CFO and Board Treasurer.)

All Local and State Trade Groups and Associations must be informed and updated on progress of our school. Building and maintaining relationships with these organizations on an ongoing basis is critical. A database of all Leaders and Executive Directors of all Construction Trade Groups will be established. A newsletter will be established for on-going relationships with interested parties including students and parent(s)/guardian(s). We have previously secured the blessing of the Carolina's ABC and the Carolina's AGC. Other groups that were actively involved in the Construction Industry Education Coalition when the "IF I HAD A HAMMER" presentations were being hosted at the CPCC Harper Campus are on the list of contacts we will speak with in the coming months.

The NCCER (National Center for Construction Education and Research) is gearing up for an October "Construction Careers Media Blitz" on Social Media and has already established a presence on Facebook. Russell Lee Jones Vocational Training Incorporated has been maintaining and will also expand their Facebook page and website in the coming months.

Funding and marketing dollars must be redirected into education to offer our kids a professional environment that provides interactive learning that is safe. Industry will step up if given the opportunity. This is an opportunity

for Industry to play an active role in education and training for tomorrow's work force. Open houses will be publicized through local media outlets including the Charlotte Observer, the South Charlotte Newspaper, local TV Stations, e-mail, social media, and our website. We are committed to sponsoring and participating in community service projects involving our Board Members and additional volunteers.

Our relationship with CPCC must be healthy and on-going as to support all on-going Construction classes and degree Programs. Our school will and should support/improve all Construction Programs at CPCC and help set the Standard in Construction Education. Co-enrollment will be a vital component of our school.

On a larger scale, the school will have other areas that go beyond construction. To facilitate this, we will market our S.T.E.A.M. (Science, Technology, Engineering, Arts, and Mathematics) format which begins in our Grades 6-8 classes and continues through the 9-12th grades with Elective classes such as Robotics, Horticulture and Agriculture Science that will engage and help educate and feed our students and the community. We will market an emphasis on Arts and Music as well.

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.*

We will utilize our relationships with various community organizations in southern Mecklenburg county that we have been involved with since 2013 to communicate with parents through Open Houses, Community Service Projects, and Summer Camp programs.

We will sponsor the formation of a PTSSO and School Improvement Committee designed to build partnerships with parents and to provide them with opportunities to share their thoughts and feelings with regard to their goals and interests with regard to their children's education and training.

We will encourage parents to work with our teachers as classroom guest speakers to share how they use the things being taught in school as it relates to careers in the community.

We will be reaching out to sponsors in the community to provide internships for students in the higher grade levels so they can explore meaningful opportunities to enter into careers in the Trade-Specific job paths.

As often as possible we would encourage parents to participate in community service projects with their children and solicit their input with regard to things that they are already involved with.

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.*

1. Notices of the application period will be published and advertised in accordance with written procedures consistent with applicable NC statutes in effect at the time. Prior to the 2017 start date of classes, Russell Lee Jones Charter School will open its application submission window on or about Monday, November 7, 2016 and will end the acceptance of applications on or about Monday, December 12, 2017 (an enrollment period of 35 days). We would notify applicants in an expeditious manner and request a response prior to Monday, January 2, 2017 a period of approximately 20 days.

In the event that initial recruitment goals are not met, a second open period would begin on Wednesday, January 4, 2017 and continue through Tuesday, January 24, 2017 (an enrollment period of 20 days). We would notify applicants in an expeditious manner and request a response prior to Monday, February 6, 2017 a period of approximately 13 days.

2. Children of employees will be guaranteed a place within the Charter School with the overall number not to exceed the percentage mandated by the Office Of Charter Schools. During the initial recruitment, siblings will be counted as one family unit and if one is selected, all are selected. Other than these statements, no preference will be granted.

3. Students who are not enrolled during the open enrollment process will be placed on a Waiting List in the chronological order of their initial application date for each grade level.

Students who choose to withdraw from the Admissions process once they have been notified of acceptance into the school will be asked to do so in writing, by e-mail, or by fax to the attention of the Registrar. Once received, their names will be removed from the active rolls and will be placed at the bottom of the Waiting List since any reversal of that decision will be treated as if it were submitted for the first time. All requests for re-enrollment would be placed at the bottom of an established Waiting List and treated as if it were being submitted for the first time. All requests for Transfer will be placed at the bottom of the Waiting List once the Waiting list has been established unless a sibling is currently enrolled.

4. There will be NO Pre-Admission activity requirements for parents or students. It will be strongly recommended that both parents and students avail themselves to opportunities to become familiar with the mission and Goals of the school in order for them to make informed choices with the regard to their commitment to apply.

5. Any request for student withdrawals or transfers will be dealt with by the Registrar. All requests of these matters would need to be in writing, submitted by e-mail, or fax. Each would be signed off on by the Principal.

PROJECTED ENROLLMENT 2017-18 through 2021-2022

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Charlotte-Mecklenburg 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 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000
	650			780			910			910			910		

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.

Russell Lee Jones Charter School will collect information from applications received to determine the scope of need for transportation services in order to produce a coherent plan that would ensure that lack of transportation would not be a hindrance from attending the school.

Russell Lee Jones Charter School will encourage the development of solutions through a collaborative effort with parents. Potential solutions might include the organization of carpools, the use of public transportation by older students, and leased services providing point-to-point transportation from several fixed "shuttle stop locations" scattered about the geographic region.

We have two potential school sites that we are researching at the present time. Once we have selected a site, we will determine the cost of delivery of students from the scattered "shuttle stop locations" that we have already identified in our research into this matter. Until then, we have set aside (\$222,000.00) what we THINK is an adequate amount in the budget to cover the cost from one of the vendors with whom we have approached to provide this service. We may also utilize the Charlotte Area Transit System for students, depending on the selection of the final site.

Russell Lee Jones Charter School will probably not provide transportation services for enrolled students who live within one and one-half miles of the school, in accordance with G.S.115C-238.29,F,(h).

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.

Russell Lee Jones Charter School does not intend to establish a full-service cafeteria on-site and is planning for an outside vendor(s) to provide opportunities for students and/or staff to purchase their lunches and have them dropped off at our school site each day.

Once a school site has been selected, specifics regarding the costs of available meal options will be quantified. Until then we are in the process of researching different vendor options that might be available at one of the two potential sites for the location of the school.

We have set aside in the budget what we THINK will be sufficient for those students who might qualify to be served by a FRL designation and would implement the delivery of those meals in a similar fashion. We anticipate that approximately 12% of our student population may qualify. We have shown the expense within our budget but have NOT shown the projected FRL income

because it is only theoretical until the documentation has actually been filed and the income received by the Financial Secretary. Students served by the funds set aside on an FRL setting would need to have a specific daily limit set aside in order for their account to not run out of funds before the end of the school year.

Russell Lee Jones Charter School will have a Financial Secretary on staff as a full-time employee. One of their duties will involve the administration of the process involved with the collection and distribution of funds in a "cashless environment". Parent(s) and or guardian(s) would be able to deposit funds into their students personal meal account and debits and credits would be recorded in a "Bookkeeping Ledger Format". Notifications would need to be sent home to notify the parent(s) and or guardian(s) when the balance gets to a level less than \$10. "Credit" could be extended for a few meals if the parent(s) and or guardian(s) fail to respond in a timely manner to the notification that their students account is overextended.

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		\$6,000.00
Officers and Directors/Errors and Omissions	\$2,000,000		\$5,000.00
Property Insurance	\$850,000		\$1,500.00
Motor Vehicle Liability	\$1,000,000		\$400.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$500.00
Other	\$500,000		\$17,500.00
Total Cost			\$30,900.00

*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.

ronaldsshepherd

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).

We have three licensed Contractors currently serving on the Board of Directors. Each is fully aware of the process involved in obtaining a Certificate of Occupancy. They are also aware of the NC requirements for a building designed for use as an Educational Facility. We have been researching available facilities for the past year and we identified two potential locations. Building "A" has approximately 77,600 square feet. Building "B" measured in excess of 110,000 square feet prior to recently being taken off the market to undergo demolition of a portion of the building, reducing it to approximately 78,000 square feet. The end result is that both buildings would be approximately the same square footage. We have shifted our focus to Building "A" because we know that it is privately owned by a potential "Corporate Sponsor" of our Mission Statement.

In a perfect world, we would obviously like to experience a Capital Fundraising Drive to purchase and renovate a site. We are in possession of a 501-c-3 obtained in 2012 in preparation for such a campaign. We are also networking with Industries who have a vested interest in our Mission Statement. We are also standing by to apply for Grants specific to our mission. Once approval to operate as a Charter School is obtained, these relationships and grant opportunities will be leveraged as we move forward. In the meantime, any tax-deductible donations would be closely monitored by our CFO, a former Controller for a CMO based in New York state.

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.

We have identified two (77,000 square foot) potential buildings, each on 7 to 8-1/2 acres and the lease expense would calculate to \$8.88/sq.ft. This is at the lower end of cost in our market where the average cost is approximately \$12/sq.ft.

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.

Since the preliminary targeted student population is 650 students, the initial required usable space for the first year of operation is significantly less than 77,000 sq.ft. If approved in a timely manner (June 2016) as anticipated, we would have a minimum of 13 months to renovate the building and obtain a Certificate of Occupancy. It is the unanimous opinion of the three professional contractors who serve on our Board of Directors that the renovations could be completed in approximately 8 months (a significant "time cushion" of 5 months).

IF for some un-explainable reason the entire building is not available for by the first projected day of operation in August 2017, they believe that at least 80% - 85% of the facility could be completed which would allow us to open on schedule without having to defer any programs (since we would need approximately 71% of the facility to be available). (Several programs are not scheduled to be implemented until the second year of operations combined with an increase in the student population.)

They understand the requirements with regard to bathrooms and classroom space as determined by building codes since they are Licensed Contractors and are intimately familiar with the Building Standards for commercial buildings and have reviewed the specific standards for use of building as a charter school entity.

The remainder of the work to complete the renovations could be scheduled during the semester break in the winter and if necessary during the subsequent break during the summer. This contingency plan would require obtaining a Certificate of Occupancy for the finished portion of the building and a subsequent Certificate of Occupancy for the remainder of the building.

It is noteworthy to state here that we have been in possession of a 501-c-3 status since 2012, and we are planning to begin a capital funds campaign immediately after the initial response from the application review committee. We have been "priming the pump" since January 2015, lining up potential corporate donors in the region. Their response has been a resounding commitment to contribute once we have an initial approval to move forward in the application review process.

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 #1600 - Charlotte-Mecklenburg Schools

Revenue	2015-2016 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2017-2018
State Funds	\$4,505.20	650	\$2,928,380.00
Local Funds	\$2,457.00	650	\$1,597,050.00
Federal EC Funds	\$3,768.11	78	\$293,912.58
Totals			\$4,819,342.58

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.

We planned for 26 middle school students per classroom teacher for the Math, Science, Social Studies, and English/Language Arts courses at each grade level. With a "Lead Teacher" for each of the four courses, we have allowed for 5 sections of each to be presented. (5x26=130x3=390) We planned for 24 High School students in "standard" classrooms with a total of 130 students at each grade level. In the first year we would be serving 9th and 10th grade (2x130=260) With 5 grade levels served in the first year, we project an enrollment of (5x130=650). Based on the assumption that parents will be willing to travel 12.5 miles from the default assigned LEA school to our location, we did our research to determine the number of students currently enrolled in the LEA schools within 12.5 miles of our projected site.

Given the fact that there are only 3 middle schools in the LEA that offer a STEM program and the fact that 2 of them received a grade of "F" in the most recent report from the state, and given the fact that the STEM program at the Palisades Elementary School that feeds into Kennedy middle School is at capacity, and given the fact that 70% of the current 5th grade students there will NOT be assigned to the STEM magnet school at Kennedy Middle School we feel confident that a significant number of parents from that singular elementary school will select Russell Lee Jones Charter School. Given the geographic location of the aforementioned middle school, and the fact that the third STEM middle school is all the way across town and the fact that it received a grade of "D", we feel confident that parent(s) and/or guardians living in the southern portion of the county will select us instead of a 17 mile one-way trip. The fact also remains that the highest concentration of elementary, middle and high schools operating at capacity rates as high as 135% is in the southern portion of the county and no relief is in sight prior to 2020 also provides credibility to our assertion that 130 students/grade level is a very conservative estimate. Our greatest concern, based on the data, is maintaining the integrity of an Admission Lottery and a subsequent Waiting List.

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

We set aside approximately 7.5% of the projected income when we created the operating budget, that was not considered as "income". If our enrollment is less than what was projected, we will have this amount as a "buffer". If the projected expenses combined with a lower enrollment converge, this buffer will be used first. We would also reduce the expenses for student furniture

and student Instructional equipment accordingly to reflect the lower enrollment numbers.

We would also look at staffing needs if enrollment numbers were less than anticipated.

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

At the time of submission of this application, our 5-year operating budget relies only on state, county and federal sources that are tangible and quantifiable. As we progress and qualify for additional federal funding (ie. a quantifiable evidence of greater than the minimum number of CTE course offerings which would allow us to seek Perkins funding), we will apply for additional funding and these additional income sources would be duly noted and reported to the Office of Charter Schools. As we develop a Capital Fundraising Campaign, we will report it to the IRS as a registered 501-c-3 corporation, and these amounts would become a matter of public record.

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

Grades 6-8 26:1 Grades 9+ 24:1

- 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.*

Yes, we intend to contract for services from Student Learning Resources for EC Student support, and we have a line item in the budget based on a quote we received from them. We intend to contract with LB&A PLLC to provide annual financial audits and have included the quote from them as a line item in the budget.

Selection of contractors is a matter for the Board of Directors as a strategic support for the school. In the past, a minimum of 2 contractor sources were asked to provide quotes for services and the decision to select was made after discussion of the Board. This will be the format for future actions regarding these matters.

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

The budget line items support the mission, curricular offerings, transportation plan, and facility needs by allocation the best estimates for these items based on the experience of the Board of Directors and their specific research in communication with service providers.

- 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 have set aside approximately 7.5% of the projected income for each year that was NOT factored in as "income" and have demonstrated a positive working capital projection for each of the first five years.

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

We have researched two sites and set aside the higher amount necessary for a lease agreement as a line item in the general budget. All other supplies and the like have allocations in line items in the general budget based on quotes from vendors and suppliers for furniture, instructional equipment and

the like.

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.*

We do not have any specific data to share at this time. We have researched the cost of these items and have set aside what we feel are appropriate funds in the general budget based on quotes received from vendors and suppliers.

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?

We will employ an on-site staff member who will be responsible for tracking and reporting all transactions at the on-site level. This person will be responsible as a contact with the LEA and the Office of Charter Schools. They will report to the CFO/Board Treasurer each month with a full report of all on-site transactions. The CFO/Board Treasurer will oversee and authorize any expenditures for the school. He and the Corporate Officers are authorized to sign corporate checks, and two signatures must be present on any checks issued. The CFO/Board Treasurer will report to the entire Board each month. He will work with the on-site staff member to prepare these reports. We will operate a "cashless" on-site environment in as much as possible by utilizing PayPal options for parent(s) and/or guardian(s) to place money in their student's accounts. The on-site staff member will issue an electronic receipt to the parent(s) and or guardian(s) whenever possible and/or provide a paper receipt when the parent(s) and/or guardian(s) do not have access to the internet. If a check is sent in by the parent(s) and or guardian(s), it will be processed only by the on-site staff member and no other person. The check will be scanned (front and back) and recorded electronically as part of the receipt generating process. We will NOT accept cash on-site for any reason, at any time, from anyone because cash does not generate a "paper trail".

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

We are unaware of any of these items.

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.

We have contacted and have obtained a quote for a yearly independent audit of the financial records which we have included as a line item in our budget.

LB&A Haynes Strand PLLC Certified Public Accountants
212 West Matthews Street, Suite 102
Matthews, NC 28105
Office: 704.841.1120
Fax: 704.841.4901

