



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Robert J, Brown Leadership Academy

Public charter schools opening the fall of 2014

**See Resource Manual for Assistance
(Available late November 2012)**

Due by 12:00 noon, March 1, 2013

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

2013 Application Process

To open a charter school in the 2014-2015 school year

APPLICATION DUE DATE/TIME

January 4, 2013

A letter of intent to apply for the 2014-2015 school year **must** be received in the Office of Charter Schools **no later than 12:00 noon**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.

March 1, 2013

A complete application package, one (1) single-sided, signed, and notarized original hard copy, one (1) PDF electronic version of the narrative, and one (1) PDF electronic version of the appendices (i.e. labeled flash drive) must be received in the Office of Charter Schools **by 12:00 noon**.

March 8, 2013

A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

Applicants **MUST** submit applications prior to the deadline March 1, 2013 at 12:00 noon; applicants are to use the following specifications:

1. All elements of the proposal must be typed with 1-inch page margins and 12-point font, single-spaced, in Times New Roman font.
2. Each major section (Mission, Purposes and Goals, Education Plan, Governance, Operations and Capacity, and Financial Plan) must begin on a separate page, as indicated in the template document. Do not exceed 50 pages for the proposal narrative. (Title Page, Table of Contents, and Appendices are not included in the narrative page limit.)
3. If a particular question does not apply to your team or proposal, **keep the section heading**, respond "Not Applicable," AND state the reason this question is not applicable to your team or proposal. The questions may be deleted.
4. All narrative content pages should be numbered and the name of school should appear at the top of ALL pages
5. All required Appendices should be clearly titled and include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...).
6. Review all elements of your application for completeness before submitting. An incomplete application may result in the elimination of the application.
7. Late submissions will not be accepted. No exceptions.
8. Provide confirmation to the Office of Charter Schools that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

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I. APPLICATION CONTACT INFORMATION

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

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

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

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

Name of contact person: Robert J. Williams

Title/Relationship to nonprofit: Founder

Mailing address: P.O. Box 1395
High Point NC 27261-1395

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

E-Mail address: williamsmem@northstate.net

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

County: GUILFORD

LEA: 410-Guilford County Schools

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

No:

Yes:

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

No:

Yes:

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2014 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (10 Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03	160
Second Year	K,01,02,03,04	200
Third Year	K,01,02,03,04,05	240

Fourth Year	K,01,02,03,04,05,06	280
Fifth Year	K,01,02,03,04,05,06,07	320
Sixth Year	K,01,02,03,04,05,06,07,08	360
Seventh Year	K,01,02,03,04,05,06,07,08,09	400
Eight Year	K,01,02,03,04,05,06,07,08,09,10	440
Ninth Year	K,01,02,03,04,05,06,07,08,09,10,11	480
Tenth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	520

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 finances and student performance.

I certify that I have the authority to submit this application and that the founding board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications may 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 applicant.

Signature

Title

Printed Name

Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

The mission of the Robert J. Brown Leadership Academy (RJBLA) is to provide character, leadership, and academic development to children and families who are at risk academically, socially, and economically by educating them from the ground up and the core out.

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.*

Public schools in the local area are struggling to close the achievement gap for its students. The dropout rate continues to rise, especially for African American students, males and females. This situation continues to aid in growing the supply side of the "schools-to-prison pipeline." Guilford County has approximately 500,000 residents. The racial breakdown is 59% Caucasian, 32% African American, 7% Hispanic, and 2% other. Presently, there are approximately 73,000 students in the Guilford County School System. Of this population, African American students make up 40% of the total number of students. This group accounts for 72% of short-term suspensions, 78% of long-term suspensions, over 56% of dropout students and has a graduation rate of less than 64%. Within a 5-mile radius of the proposed location of RJBLA, the students receiving free and reduced lunch represent percentages as high as 85% to 95%. This statistic obviously represents children and families who are targeted in our mission statement. Financial disadvantages place any student at risk academically, socially, as well as economically.

2. *What will be the projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect for the local LEA(s) that may be impacted?*

The projected enrollment is 160 students. This reflects 23% of the Average Daily Membership (ADM) for Guilford County Schools.

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

RJBLA recognizes that every child has the ability to learn, but also that all children learn differently. With a smaller classroom size, our staff will be equipped to adapt to any particular child's way of learning. We believe that a contextual learning environment, which involves including as many different forms of experiences as possible, will help the student identify a familiar frame of reference so that the desired learning outcome can be achieved.

We seek to actively engage all learners with "learning by doing" educational opportunities and experiences that will be unique to our comprehensive instructional program of study. With our association with institutions of higher learning, our teachers and students will be given unique and diverse opportunities designed to strengthen and enhance the educational program for each individual learner associated with our scholastic community. Public schools in the local area are struggling to close the achievement gap for its students. The dropout rate continues to rise especially for the African American students, males and females. This situation continues to aid in growing the supply side of the "schools-to-prison pipeline". This school will follow the NC Standard Course of Study for all grade levels and will utilize Common Core, while also incorporating Franklin Covey Leadership Curriculum, partnered with the Comer Method Curriculum. Franklin Covey focuses on the leadership aspect, while Comer focuses on bringing the entire school, parent, and neighborhood communities together for the sake of our children. We will utilize several instructional methods along with innovative teaching practices and strategies in order to grow and nurture our children. ZooPhonics, a nationally acclaimed Language Arts curriculum, shall be used for K-3. Our school will be "STUDENT LEAD; TEACHER FACILITATED".

4. *In the appendices (Appendix A), 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-238.29A, 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.*

Consistent training on all curricula will be encouraged to promote professional growth. State required End of Grade and End of Course tests will be administered to each enrolled student. All teachers will utilize pretests, benchmarks, and grade level meetings in order to determine, maintain, and adjust (if needed) the levels of student instruction. To promote a balanced educational atmosphere, a stakeholders survey will be administered to parents, students, employees, and community. Parents of each

child enrolled in RJBLA will be asked to sign an agreement with the school indicating that they are willing to serve in one or more committee capacities as a volunteer.

Through collaboration with institutions of higher learning, innovative teaching methods will be implemented with a focus on character and leadership development. Opportunities will be provided within each curriculum area and also through unique diagrams that will reinforce and foster the principle traits that make this nation and state such a great place to live and work.

Goals for the Proposed Charter School:

- 1. How will the governing board know that the proposed public charter school has attained their mission statement? What metrics will be used to gauge that success, and how often will the metrics be reviewed in your analysis?*

The Board will devise a strategic plan that will ensure an accountability system that will facilitate the implementation of the schools mission. Metrics will be developed based on goals set. The governing board will consistently and intentionally monitor all areas of the school. These include the commitment of the school to the community, the commitment of the parents, the commitment of the staff to the students, the commitment of the administration to the entire school community and the financial health of the school. The principal will be required to attend and provide reports during board meetings and the board will have announced and unannounced visits to the school and the classrooms. We will work with the principal to create reasonable and attainable goals and metrics for each nine weeks. These goals will not be a secret as we are all a team working together for the success of the students. This means that the staff, parents, and students will all be aware of the goals and what it takes to attain them. This makes everyone feel like they are important and vital to the success of the students and this school.

- 2. Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over the first five years of the schools existence.*

The school will use the performance goals set forth by the State of North Carolina as our foundation for academic success. We will also use the individual goals of the students. These goals will be written in the Individual Learning Plan (ILP) of each student that attends this charter school and are updated along the year and every school year from the time they enter the school until they graduate. The ILP will include the individual learning styles of the student, strengths of multiple intelligences, special interests, skills, and needs. They will also include goals, objectives, and strategies for each term in regards to core academic subjects, exploratory classes, community service projects, and the pursuit of personal interests. The use of both the state mandated requirements and the ILP will give us the data of meeting academic goals as a collective school and also the data for each individual student and helping them to reach their own levels of success that will go beyond what the state says they can achieve. This is required in order to build these students from the ground up and the core out.

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 could deem the application incomplete.*

Instructional Program:

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

RJBLA recognizes that every child has the ability to learn, but also that all children learn differently. With smaller classroom sizes, innovative teaching methods, consistent staff development, curriculums that are designed to work together, and parent/community involvement, our staff will be equipped to adapt to any particular child's way of learning. We believe that a Contextual Learning Environment will help the student identify a familiar frame of reference, so that the desired learning outcome can be achieved. Our mission is to provide character, leadership, and academic development to children and families who are at risk academically, socially, and economically by educating the whole family from the ground up and the core out. We will promote a safe, creative, and dynamic partnership with the community that will provide students and families with lifelong skills and exploratory experiences resulting in the opportunity to reach their fullest potential as individual thinkers. Our school will be "STUDENT LEAD; TEACHER FACILITATED."

K-12 Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

RJBLA will have small class sizes to include one teacher, teacher assistant, and modern technology in each class.

Provide a synopsis of the planned curriculum, including:

1. One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B1) for one core subject (specific to the school's purpose) for each division (elementary, middle, high) the school would ultimately serve.
2. As Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered in year one through year five of the charter high school. 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.

Grade Level Readiness: At the beginning and towards the end of every 9 weeks, teachers of the same grade level will collaborate to determine what worked best for the students. They will also collaborate with the grade level teachers for grades below them and in front of them.

Technology Based Learning: We will utilize the latest technology: iPads, smartboards, whiteboards, and ETC.

Foreign Language: Each student will be required to have 2 credits in the same Foreign Language.

After-School: We will offer after-school enrichment opportunities that will include tutoring, clubs, service learning projects, and assistance with graduation projects.

Parental Involvement: As a vital part of a child's educational success, parent involvement is a major tenet of RJBLA. Parents as educational partners will redefine the role of parent involvement. The following is a framework based upon the National Parent Teacher Associations (PTA) Standards for Family-School Partnerships for how families, schools, and communities should work together to support student success. These standards will guide our efforts in establishing Parents as Educational Partners of RJBLA.

Standard One: Welcoming All Families into the School Community

Standard Two: Communicating Effectively

Standard Three: Supporting Student Success

Standard Four: Speaking Up for Every Child

Standard Five: Sharing Power

Classroom Size: We will have small classes of 20 students in each class and will start out with 2 classes per grade level

Student Evaluations: All students shall take a pre-entrance assessment to determine if the student is below, at, or above grade level. All students shall be graded according to the traditional grading scale of A-F. When determining the pass or fail of a student in a particular course, D-F means that the student will need to take the class again. In regards to determining whether or not a student is promoted to the next grade level, we will consider the following factors: EOG testing, end of semester grades, and specific teacher-created tests/evaluations.

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.

In order to ensure success for each student, our staff will use multiple instructional methods, being certain that each child is reached at their level. Each student will be gradually stretched beyond their perceived limitations and have their minds opened to the opportunities that a well-rounded education brings. These methods include:

1. Contextual Learning: Contextual learning is creating a hands-on, problem solving, real-world experience learning environment that involves including as many different forms of experience as possible to help the student to identify a familiar frame of reference so that the desired learning outcomes can be achieved.

2. Flexible Grouping: Flexible Grouping allows a teacher to group students formally and informally according to ability levels, interest and learning styles.

3. Socratic Method - Discovery Learning: Using questions and answers, students will have the ability to discern, and to build a sequential and thoughtful basis for opinion and wisdom.

4. Notebooks/Journals: The students will also utilize notebooks to reflect their work, progress, penmanship, and to aid in organization of their graduation project amongst other goals and objectives.

5. Tutoring: Every staff member will offer tutoring for any student who

needs assistance. Any student making a C or less in any subject will be required to attend weekly tutoring sessions.

5. Explain how the proposed instructional plan and graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

RJBLA recognizes that every child has the ability to learn, but also that all children learn differently. With smaller classroom sizes, innovative teaching methods, consistent staff development, curriculums that are designed to work together, and parent/community involvement, our staff will be equipped to adapt to any particular child's way of learning. We believe that a Contextual Learning Environment, which involves including as many different forms of experiences as possible, will help the student identify a familiar frame of reference, so that the desired learning outcome can be achieved. Once they get that desire to learn more, each child will be able to open doors that would not otherwise be available in their communities or home environment.

RJBLA places strong emphasis on all students excelling from the moment they enroll. Anytime a student receives a "C" or below they are required to attend tutoring for each subject. We also understand that there are students that may enter our school for the first time in High School. All appropriate staff will be required to work diligently with the student and their family in order to help the student achieve higher levels of success and to ensure that the chances for not graduating or the chances for dropping out are diminished and ultimately removed. Each student who enrolls in our school will be tested for appropriate placement. The student's progress will be tracked and adjustments made when needed.

Our mission is to provide character, leadership, and academic development to children and families who are at risk academically, socially, and economically by educating the whole family from the ground up and the core out. We will promote a safe, creative, and dynamic partnership with the community that will provide students and families with lifelong skills and exploratory experiences resulting in the opportunity to reach their fullest potential as individual thinkers. Our school will be "STUDENT LEAD; TEACHER FACILITATED." Students who graduate from RJBLA shall be successful in their community, colleges, and careers.

6. Provide a school academic calendar (minimum of 185 instructional days or 1,025 hours) and a brief narrative on how the calendar coincides with the tenets of the proposed mission and education plan.

Every Friday will be a half of day for students and a mandatory development day for staff. This goes along with our goal to ensure that our staff are being developed on a consistent basis and are kept up to date on any changes in curriculum, teaching methodologies, technology, etc.

Academic Calendar for 2014-2015

Aug 25-29	Teachers Return/Staff Development
Sept 1	Labor Day Holiday
Sept 2	First Day of School for Students
Sept 5,12,19,26	Early Release for Students/Mand. Staff Dev
Sept 29	Interims Go Home
Oct. 3,10,17,24,31	Early Release for Students/Mand. Staff Dev
Nov 7	End of First Grading Period
Nov 11	Veterans Day Holiday
Nov 17	Report Cards Go Home
Nov 7,14, 21	Early Release for Students/Mand.Staff Dev
Nov 27-28	Thanksgiving Holiday
Dec 5, 12, 19	Early Release for Students/Mand. Staff Dev

Dec 15 Interims Go Home
Dec 24-Jan 5 Winter Break
Jan 9, 16, 23, 30 Early Release for Students/Mand. Staff Dev
Jan 19 MLK Holiday
Jan 26 End of Second Grading Period
Feb 2 Report Cards Go Home
Feb 6, 13, 20, 27 Early Release for Students/Mand. Staff Dev
Mar 2 Interims Go Home
Mar 6,13,20,27 Early Release for Students/Mand. Staff Dev
Apr 3-10 Good Fri/Spring Break
Apr 17,24 Early Release For Students/Mand.
Staff Dev
Apr 13 End of Third Grading Period
Apr 20 Report Cards Go Home
May 1, 8, 15, 22, 29 Early Release for Students/Mand.
Staff Dev
May 25 Memorial Day Holiday
June 1 Interims Go Home
June 5, 12, 19, 26 Early Release for Students/Mand.
Staff Dev
June 30 Last Day of School/Final Report
Cards Go Home
July 1-3 Staff Development/Close Out

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.

All grade levels shall follow the Guilford County School Grading Scale:
93-100 A 85-92 B 77-84 C 70-76 D 69-0 F

Students making a C' shall automatically receive tutoring. The teacher, student, and parent shall put a plan in place that also includes a realistic timeline, with check points, for bringing up the grade and maintaining no less than a B average. All staff will be required to conduct tutoring sessions before or after school, as scheduling allows. These steps are utilized to prevent a child from getting to the point of having a D or F. We will also partner with other agencies in holding sessions for parents on how to help their students at home. Parents will be required to attend conferences at every grading period. This also ensures consistent communication between the parent and the teacher which is vital for every students success.

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 these students.
 - c) Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

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

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

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.

Data will be used from EOG results, entrance assessment, service learning activities and teacher recommendations. The students will have a rigorous program of research projects, field trips, products generated as an extension of curricular units and use of community and partner resources. We will also maintain cooperative learning relationships with various educational institutions in our area in order to ensure that the student continues to grow from the ground up and the core out.

Once the needs have been identified, whether it is At-Risk, ELL, or Gifted/Talented Learners, the students teachers, special education staff, parents, and administration will create an individualized plan for that student. This plan will include specific ways of monitoring the students progress, realistic academic goals for the student, additional community resources (if needed), and check points for them to come together and revise/update the plan.

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)* Amendments of 2004 (20 U.S.C. 1400 et seq.), 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)

School records will be formally requested to aid in identifying students eligible for special education services or who are protected under Section 504 of The Rehabilitation Act.

RJBLA is cognizant that all of the students enrolled may not have an

Individual Education Plan (IEP). For these students, an Intervention Team of regular teachers, special education teachers and counselors will recommend strategies to be implemented for a period to assess possible problems. After a designated time, the Intervention Team will reconvene to discuss the outcome of recommended interventions. If the interventions are a success no further referral is necessary and the teacher continues successful interventions and gives periodic updates of student progress. If interventions are not successful then the student is recommended to the Student Assistant Team (SAT) where more interventions are implemented along with classroom observations and screenings. With the consent of the parents, a comprehensive evaluation and placement will be implemented.

All new registrants to our school will have their records formerly requested by administration. Once the records are received they will be processed and signed over to the Special Education team. Documentation will be kept of who has accessed the students file. We will maintain confidentiality and compliance of all records based on North Carolina state requirements. We will comply with Procedures Governing Programs and Services for Children with Special Needs. All procedures specifically outlined for the official school record will be maintained for exceptional childrens records as per the North Carolina state law.

Exceptional Children's Education Programming

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

The service delivery at RJBLA will be inclusion, and the students will be integrated into regular classes. In the regular classes students will engage the same curriculum as peers but utilizing differentiated teaching and learning styles. The special education teacher will co-teach and serve as a resource. Peer tutoring, peer monitoring, collaborative pairs, small groups, and other available resources will be used to ensure success.

Standardized Testing: To be appropriate, accommodations must be identified in the students IEP, Section 504 plan, or LEP documentation and used regularly during instruction and similar classroom assessments.

Testing accommodations may be the following: mark in book, extended time, large print, testing in separate room, read aloud, dictation to scribe, and multiple test sessions.

Highly-Qualified Special Education Teachers: Highly qualified means that the teacher has obtained full State Certification as a special education teacher and holds a license to teach in the State as a Special Education teacher.

RJBLA shall intentionally seek out highly qualified faculty and staff. This shall be done through advertisements, job fairs, and partnerships with local colleges and universities. Our faculty and staff shall be a diverse group of individuals who have one common goal in mind, and that is the success of all of our students.

Once a child has been identified for EC services, an IEP meeting will be

held within 30 days after that determination. While the IEP will be updated and reviewed annually, the progress and success of the child will be consistently monitored and noted in their files, progress reports, and in communications to parents.

We will partner with local community agencies and the LEA in order to provide any related services needed and beneficial to the child's success.

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 students. These standards should set forth what students in the last grade served will know and be able to do.

RJBLA will use Individual Learning Plans (ILP). During orientation, individual learning styles, strengths of multiple intelligences, special interests, skills & needs will be identified. This data will contribute to an ILP for each student containing a profile of the student's unique characteristics, both academic and personal. The ILP will include goals, objectives, and strategies in the following areas: core academic subjects, exploratory classes, community service projects, and pursuit of personal interests.

RJBLA will utilize the Northwest Evaluation Association's Measures of Academic Progress and Primary Grades Assessment (NWEAMAP & PGA) in addition to other assessments as required by applicable law. Each student will take a personalized assessment, through the computer adaptive model developed by NWEAMAP. This assessment will zero in on the student's instructional level, set goals for student achievement, and provide teachers with a robust tool that articulates skills a student has acquired, needs, and will be ready to learn next. The tests are short-cycle assessments, delivered and immediately scored electronically to measure growth for individual students, classrooms, and school-wide.

This data will allow us to: measure growth in our students' knowledge over varying time periods, compare the magnitude of student growth at RJBLA to a large national sample of schools, and allow us to better monitor the progress of our student body to ensure we can achieve each specific student achievement goal in the defined timeframe.

Academic progress, social maturity, age and emotional, psychological and physical needs will be considered and carefully evaluated before promotion and retention decisions are made. All students are expected to demonstrate a level of proficiency at or above grade level in order to be promoted to the next grade. Proficiency levels are evaluated through the use of literacy and math assessments at the primary level (K-2); through the North Carolina state EOG tests for grades 3-8; and through the North Carolina state EOC tests required for grades 9-12. Alternatives to retention at the elementary and middle levels shall include interventions such as extended learning opportunities, remediation/acceleration, individualized instruction and parent-help programs. To be promoted in grades 9-12, a student must meet the core requirements annually as specified and must satisfy all state and local requirements including the prerequisite units of study.

All students with Limited English Proficiency (LEP) shall participate in the Student Accountability Standards in grades three, five and eight, through EOG testing and, for grades 9-12, EOC testing. Procedures for promotion and intervention used with LEP students must be in accordance with established state procedures. Students with disabilities may take an alternative assessment as outlined by the IEP Team in accordance with established state procedures.

To be eligible for graduation, students must demonstrate proficiency in Algebra I, Biology, and English II. They must also complete 28 units of study, 2 credits of foreign language, log in 250 service learning hours, and complete a graduation project. If a student passes the course but fails the EOC, a parent or guardian will be informed of retest opportunities. All criteria shall be communicated to parents and students upon enrollment, in the school handbook, and at various times throughout the school year. The school will use special workshops to make sure the entire school community understands the criteria and how it affects their child's success.

High School Graduation Requirements

1. If implemented, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts.
2. Explain the plan for graduating students with special education needs.
3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

It is our primary goal that all of our high school students graduate. Teachers shall keep accurate records which reflect how they have determined each students grades. The grade scale for grades 9-12 students shall be:

A = 93-100 B = 85-92 C = 77-84 D = 70-76 F = 69 and BELOW

Grades shall be weighted for Advanced Placement and designated honor courses according to the North Carolina State Standards. Final grades shall be calculated with the 1st and 2nd quarters at 40% each, and nonEOC final exam will constitute 20%. All students will be advised of the requirements for graduation in their eighth-grade year and requirements for special recognition that will be given by local, state or national groups that requires additional credits or specific courses. Transcripts will contain high school course listing, academic grades, graduation date, rank in class, and grade-point average. A certifying official is required to sign the transcript. The school seal will be affixed to the transcript. Students may request copies of their transcript at any time by providing a written request and postage paid envelope.

The students progress will be tracked and adjustments made when needed. We are required by state law to handle the IEP as outlined and make the necessary adjustments to ensure graduation.

All staff will work diligently with the student and their family to ensure that the chances for not graduating or the chances for dropping out are diminished and ultimately removed. We will test each student that enrolls in our school so that we know exactly where they are and because we have consistent grade level meetings and community interaction, the students progress will be tracked and adjustments made when needed.

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 within the appendices (Appendix C).

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.

RJBLA will offer a quality education program by providing a positive, safe, and orderly school environment. Students will learn and be expected to demonstrate the nine (9) character traits. Our staff will take a proactive role in enforcing the Student Code of Conduct.

IV. GOVERNANCE, OPERATIONS 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 by the final approval interview date.

Name of Private Nonprofit: Robert J. Brown Leadership Academy

Mailing Address: 3400 Triangle Lake Rd.

City/State/Zip: High Point NC 27260

Street Address: 1400 Brentwood St.

Phone: 336-883-7330

Fax: 336-883-6243

Name of registered agent and address: Robert J. Williams
3400 Triangle Lake Rd.
High Point, NC 27260

FEDERAL TAX ID: 45-4021578

Tax-Exempt Status 501 (c)(3)

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

Yes (copy of letter from federal government attached: Appendix D)
 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 founding members of the nonprofit organization.

Board Member Name	Board Title	County/State of Residence	Current Occupation
Rev. Robert Williams	Board Member	GUILFORD	Pastor

Shawana Torrence	Vice Chair	GUILFORD	Community Agency CEO
Georgia Shepard	Board Member	GUILFORD	Retired - Teacher
Pridell McCormick	Board Member	GUILFORD	Executive Director
Rev. Lillie Jones	Board Member	GUILFORD	Retired - School Superintendent/P astor
Annie Tyson Jett	Board Member	GUILFORD	President & COO
Constance Epps	Chair	GUILFORD	Dentist
Bruce Davis	Board Member	GUILFORD	County Government
Michele Bodie- Anderson	Secretary	GUILFORD	CIS Coordinator
Vicki Alston	Board Member	GUILFORD	General Manager
Rev. Nichica Melton	Board Member	IREDELL	Office Manager

Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)

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 business and affairs of the Corporation shall be managed and controlled by its BOD. Subject to the provisions of the North Carolina Nonprofit Corporation Law, the Articles of Incorporation, and the Bylaws of the Corporation, the BOD shall do and perform every act whatsoever which it shall deem necessary, expedient, or advisable to carry out the purposes of the Corporation.

The RJBLA shall intentionally seek out highly qualified faculty and staff. This shall be done through advertisements, job fairs, and partnerships with local colleges and universities. Our faculty and staff shall be a diverse group of individuals who share the mission and vision of the academy.

Screening: The Human Resources committee (HRC), comprised of members of the BOD, shall be responsible for following all Federal and State laws regarding interviewing and hiring practices of any candidate. Background checks comprised of criminal background (state and national), work history, educational history, and work performance (if any) shall be conducted for all applicants by the HRC.

Interview Process: All faculty applicants shall be interviewed by the Principal. The interview process shall include a face-to-face question and answer period, along with a mock classroom setting demonstration. The Principal shall make recommendations of qualified applicants to the HRC and final approval shall rest with the BOD.

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 BOD will help to ensure that the RJBLA will function and perform as a non-profit entity through donations of their time and expertise in the above-referenced areas. The members of the board will ensure the application of all state and federal laws and regulations of the Department of Public Instruction as it relates to the educational and operational success of the Academy. The Board is comprised of members with a variety of experiences: 85 years in non-profit, 150 years in education, 18 years in government, and 180 years in business.

The BOD shall consist of not less than nine (9) or more than fifteen (15) Board members. Beyond these limits, the number of Directors of the Corporation may be increased or decreased from time to time by amendment of the By-Laws. The BOD will always consist of the Pastor of Williams Memorial CME Church and seven (7) active members in good standing of Williams Memorial CME Church. At least one of the members shall be a representative of RJBLA, Inc. No decrease in the number of Directors shall have the effect of shortening the term of office of any incumbent Director.

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

The BOD was established by persons who were interested in establishing a charter school. These persons demonstrated various areas of expertise including finance, public service, educators, educational leadership, community organizations, and not for profit business leadership. Directors shall serve a three (3) year term. In accordance with the structure as previously established, the BOD shall be divided into thirds as nearly equal in number as possible. New Board Members shall be elected at each annual meeting of the Board of Directors to fill vacant seats. Any vacancy occurring in the BOD and any directorship to be filled by reason of an increase in the number of Directors shall be filled by the BOD. A Director appointed to fill a vacancy occurring in the BOD shall serve for the unexpired term of his or her predecessors in office. Directors appointed to fill vacancies occurring in the BOD by reason of an increase in the number of Directors shall be divided into three groups of Directors so that the three groups of Directors remain as nearly equal in number as possible.

- 4. How often will the board meet?*

Meetings shall be held no less than 4 times per fiscal year, once per quarter.

- 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 H).*

Orientation for new board members will consist of:

Leadership Development: Board Development, Staff Training, Volunteer Management

Organizational Development: Managing a Non-Profit Organization, Strategic Planning for Educational Institutions, Fundraising

Community Development: Enhancement of Physical Infrastructure, Workforce Development

Economic Development: Business Development & Management, Program Expansion

Each of these areas will be addressed during the course of the meetings held by the board and any of its committees. Board members will be expected to complete this orientation within six (6) months of appointment. Board members will be required to be in attendance to the sessions through verification of the board secretary or committee chairperson.

- 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.*

In connection with any actual or possible conflicts of interest, an interested person must immediately disclose the existence and nature of his or her financial interest to the Directors and members of committees with board delegated powers considering the proposed transaction or arrangement. If the BOD or committee has reasonable cause to believe that a director, officer or committee member has failed to disclose actual or possible conflicts of interest, it shall inform that person of the basis for such belief and afford that person an opportunity to explain the alleged failure to disclose. If, after hearing the response of that person and making such further investigation as may be warranted in the circumstances, the Board or committee determines that said person has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

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

The business and affairs of the Corporation shall be managed and controlled by its BOD. Subject to the provisions of the North Carolina Nonprofit Corporation Law, the Articles of Incorporation, and the Bylaws of the Corporation, the BOD shall do and perform every act whatsoever which it shall deem necessary, expedient, or advisable to carry out the purposes of this Corporation. The BOD shall select committees that are appropriate to the development of the policies. Once the committees finalize the policy, the board shall vote on the policy. A quorum of the Directors assembled at a meeting shall be legally competent to transact business, unless the act of a greater number is required by the provisions of the North Carolina Nonprofit Corporation Law, the Articles of Incorporation, or as otherwise provided in the Bylaws. Each member of the BOD shall be entitled to one vote.

- 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 BOD may appoint such committees as are deemed appropriate. Each committee shall have and may exercise such power as is set forth in the Bylaws or as may be conferred or authorized by the resolution appointing it; provided that no such committee shall have the authority to amend, alter, or repeal these Bylaws or the Articles of Incorporation.

BOD: shall oversee the overall functioning of the school including approving budgets, staff, and faculty

Principal: In-house leadership of the school that shall enforce all policies approved by the Board and shall manage day-to-day operations of the school. This person shall meet all licensing and certification standards set by the state of North Carolina and any established by the BOD. The Principal is hired and fired by the BOD.

Vice Principal: When deemed necessary, RJBLA will employ a Vice Principal to assist with disciplinary and student conduct concerns. There may be more than one Vice Principal in order to better assist the needs of the students. The Vice Principal(s) shall assist the Principal in the day-to-day operation

of the school and shall be hired by the BOD. This person(s) shall meet all licensing and certification standards established by the state of North Carolina and the BOD.

Director of Curriculum & Instruction*: shall handle curriculum and curriculum training for their respective grades. This person shall also make sure that the proper after school activities and resources are available to the students.

Director of Facilities & Transportation*: ensures that all buildings and facilities for the charter school are up to standard based on local and state codes. The Director of Facilities shall work closely with the principal to ensure that all repairs and maintenance are handled as scheduled and as needed. The Director of Transportation shall handle all transportation related issues for the charter school. These issues include acquisition, maintenance, and use.

Director of Finance & DPI Reporting: shall work closely with the Principal and the Treasurer of the BOD to ensure the financial health of the school and timely reporting as required by the state.

Director of Parent and Community Development*: The Director of Parent and Community Development shall work closely with the community, the parents, and the school PTSA/Foundation to promote the vision and mission of the school both inside and outside of the school walls.

Guidance Counselor(s): This individual shall be licensed as required by the state of North Carolina and the BOD. This person shall be recommended by the Principal and Vice Principal (if one is in place) and approved by the BOD. This person shall be expected to stay abreast of current events and updates relevant to their field. This person shall be responsible for scheduling, providing direct services to individual students, small groups, and classrooms. They will be expected to know each student by name and connect with the entire community. Any opportunities for our students to excel in community events, such as the High Point Chamber of Commerce Teen Leadership Camp, shall be the responsibility of the Guidance Counselor. These opportunities shall be sought out and brought to the attention of Administration and made available to all students that fit the criteria.

Teachers/Faculty: shall be licensed individuals as required by the state of North Carolina and the BOD for the subject matter that they shall be responsible for teaching. Teachers may be required to teach more than one subject and/or serve as mentors to teachers who have less than 5 years of experience. These persons shall be recommended by the Principal and Vice Principal and approved by the BOD.

Staff: shall consist of janitors, clerical persons, security personnel (if needed), school nutrition staff, librarians, and any nonteaching persons employed by RJBLA.

*refers to future positions

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

Include in the Appendices:

9. 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).
10. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix E).
11. 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 F).

- 12. *A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix G)*
- 13. *Copy of any board policies if adopted already (Appendix H).*
- 14. *Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix I).*

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

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:

Provide, as Appendix K, 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 and align with the proposed budget.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

- 1. *Explain the board's strategy for recruiting and retaining high-performing teachers.*

RJBLA shall intentionally seek out highly qualified faculty and staff. This shall be done through advertisements, job fairs, and partnerships with local colleges and universities. Our faculty and staff shall be a diverse group of individuals who have one common goal in mind, and that goal is the success of all of our students. The school will retain high-performing teachers through staff development, monthly incentives, mentorship programs, smaller classroom sizes, yearly review/evaluation of salaries, and incentives for student success.

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

The Governing Board of RJBLA is the ultimate policymaking body that will have the responsibility for the affairs and management of the Academy and will provide continuing oversight of Academy operations. They are committed to the mission of the Academy and are cognizant of their responsibility to effectively and properly manage public funds. The Principal of the Academy, hired by the Board, will be responsible for all aspects of Academy operations within the scope of operating policy and budgetary approval by the Governing Board. The Academys faculty and staff will report directly to the principal, who reports to the Governing Board.

The Academics on site administration will consist of the principal and vice principal(s). The principal, with the support of the administrative staff, will ensure that the operations of RJBLA (resources, courses, policies) are in accordance with the mission and vision of the Academy. The administrative staff will be in charge of the day-to-day operation of the Academy.

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

RJBLA will ensure that faculty and staff are screened and credentialed by the HRC. Finalists will be interviewed by the Principal who will further make recommendations to the board. The interview process shall include a face to face question and answer period, along with the opportunity to demonstrate their teaching ability in a mock classroom setting. RJBLA will enforce fair rules and use progressive disciplinary means when necessary. Our performance feedback system will let employees know how they are doing. And RJBLA will investigate any and all forms of misconduct thoroughly, making proper documentation to justify any and all actions taken. If dismissal becomes necessary, the recommendation will come from the Principal to the HRC. Pre-employment background checks are required for all candidates prior to job offers. All candidates will be required to sign appropriate authorizations and consents prior to the performing of any pre-employment background checks. Candidates that provide false or misleading information in their application may be eliminated from any further consideration. Prior to taking any adverse action, appropriate pre-adverse and adverse action notices will be sent to the candidate pursuant to federal and any state laws together with a copy of the report.

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

Principal \$57-67K
Vice Principal \$32-42K
Director of Finance & DPI Reporting \$28-48K
Teacher \$30-35K
Teachers Assistant \$20-25K
Guidance Counselor \$20-25K
Tech Support \$10-20K
Custodial Services/Maintenance \$15-20K
Food Service \$17-20K
Administrative Support/Clerk \$20-25K

Benefits will include the following: Medical Insurance, hospitalization, retirement, workmens compensation, and short/long term disability.

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

The purpose of this rule is to provide for an internal grievance procedure that is consistent with the requirements of state law and the Board policy. Although a given issue, complaint or concern may not properly qualify as a grievance over a "termination," "discipline," or "workplace safety," employees may still pursue and seek a resolution to such issues, complaints or concerns by raising the matter with their immediate supervisor or by pursuing other internal procedures that may be available.

Grievances shall be processed as follows:

Step One Filing of the Grievance in Writing: A grievant shall be required to file a written grievance with the Principal that is signed and dated by the grievant within 30 calendar days of the occurrence. If the grievance is against school administration, it shall be filed with the BOD. The grievance shall include: the date of occurrence, the nature of the

complaint/allegations, the alleged responsible person(s), any known witnesses, and the requested remedy.

Step Two Administrative Response: The School Administrator will provide the initial response to the grievance in writing within 10 days of the filing of the grievance.

Step Three Appeal to Impartial Hearing Officer and Hearing:

If the grievance has not been resolved and the grievant wishes to further pursue the grievance, the grievant must notify the School Administrator in writing within 10 days of receiving the response from the School Administrator, that the grievant is requesting a hearing before the Board of Directors appointed hearing officer(s). The officer shall not be employed by the school and must have expertise in the area of question.

Upon completion of the hearing and a review of the evidence the hearing officer(s) shall render a written decision to the BOD, school, administration, the grievant, and (if applicable and appropriate) the grievants representative. This process shall take no more than 60 days. The decision shall be final.

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

No positions have dual responsibilities at this time.

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

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

Highly qualified means that the teacher has obtained full State Certification as special education teacher alternate routes or passed State special education licensing exam and hold a license to teach in the State as a Special Education teacher.

8. *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).*

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

Vice Principal: When deemed necessary, RJBLA will employ a Vice Principal to assist with disciplinary and student conduct concerns. There may be more than one in order to better assist the needs of our students and to ensure a safe and highly effective learning environment. The Vice Principal shall assist the Principal in the day to day operation of the school and shall be hired by the BOD. This person shall meet all licensing and certification standards established by the state of North Carolina and the BOD.

Guidance Counselors: These shall be licensed individuals as required by the state of North Carolina and the BOD. These persons shall be recommended by the Principal and Vice Principal (if one is in place) and approved by the BOD. These persons shall be expected to stay abreast of current events and updates relevant to their field. They will be expected to know each student by name and connect with the entire community. Any opportunities for our

students to excel in community events, such as the High Point Chamber of Commerce Teen Leadership Camp, shall be the responsibility of the Guidance Counselor. These opportunities shall be sought out and brought to the attention of Administration and made available to all students that fit the criteria.

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

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

Staff Evaluation and Professional Development

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

Principal

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.*

Though the "No Child Left Behind Act" grants some flexibility, RJBLA plans to adhere to this act that places a highly qualified teacher in every classroom, develop effective instructional practices and materials and provide professional development for teachers as well as parent involvement activities. Staff will be mentored, retained, and evaluated using the North Carolina Teacher Evaluation process. According to this document, the following standards will be incorporated: Standard I: Teachers demonstrate leadership; Standard II: Teachers establish a respectful environment for a diverse population of students; Standard III: Teachers know the content they teach; Standard IV: Teachers facilitate learning for their students; Standard V: Teachers reflect on their practice; Standard VI: Teachers contribute to the academic success of students.

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

The core components of RJBLA will be The Comer Process/Comer Model based on its focus of school, home and community collaborating to ensure the child and family's success and the Franklin Covey Leadership Curriculum whose focus is leadership. These components strongly support implementation of the education K-12 programs because Comer will give opportunities for all stakeholders to impact the child in multiple ways. Parent and community involvement is a major focus of this model. Coveys, The Leader in Me, process is designed to be integrated into our core curriculum so it will not be treated as something extra but a part of the daily routine while developing leaders in the 21st century.

Professional development will be conducted significantly and consistently internally as well as fiercely noting and remaining abreast of external opportunities for external professional development such as visits to Yale for Comer updates. Both the Franklin Covey and Comer Models offer continuous

Professional Development that will start in the summer and continue throughout each school year. This will keep all current and new staff and parents on the same page, promoting the mission of the school, and thereby the success of the students. The majority of the professional development will be conducted uniformly because we want to ensure all staff is equipped with the knowledge and skills to improve the learning of all students. Individualized professional development will also be available to those staff members deemed in need by themselves, staff, or administration. Our staff is a valuable part of our success and we want them to be confident leaders in the RJBLA.

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.*

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.

Based on the calendar that we have created, our students get out early every Friday. These early release days are also mandatory professional development days for our staff. The principal will provide a schedule for each month, a month in advance. This will allow teachers to plan for grade level meetings, continuing education classes, staff meetings, etc. This also makes planning a lot easier because the staff will know that development will take place on every Friday. This assists the principal because they will not have to rush or skip over any needed trainings, whether it is as a group or one on one training. The principal knows that they will have a few hours every Friday in order to get their staff one step closer to the next level of success, which gets the students one step closer to their next level of success.

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.238.29F(g) (1-7) carefully.

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

Marketing the RJBLA is mandatory to sustain the viability and operation of this charter school. Focusing on informing the community of the opportunities available will be met using various modalities. Local forms of communication including newspapers, radio stations, TV stations and direct mailing will be utilized. Other forms of technology such as a website presence and social media will be established to advertise the school. Families in the immediate vicinity, as well as other areas that include our target population, will be contacted using brochures, flyers, and community meetings. Invitations to visit the school will also be used to encourage families to see what is being offered. Local organizations will be contacted and recruited to garner additional support for the school and its students.

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.*

RJBLA will execute a strategic recruitment plan that will reach families in Guilford County. This plan will ensure that the student body is reflective of the community school districts population. We will:

- * Contact direct mailing services to distribute marketing materials in English and Spanish.
- * Host informational sessions with local elected officials, such as City Council members and Senate members, to present information about the school and distribute applications.
- * Create a website and Facebook account. Applications and marketing materials will be available for downloading and printing.
- * Distribute applications at community events and education workshops.
- * Set-up information tables at community-based organizations, museums and other cultural institutions to make applications and marketing materials available to visitors.
- * Distribute applications in public housing developments and local apartment complexes.
- * Inform the community at-large about the opening of the school.

As a vital part of a child's educational success, parent involvement is a major tenet of RJBLA. Parents as educational partners will redefine the role of parent involvement. The following is a framework based upon the National PTA Standards for Family-School Partnerships for how families, schools, and communities should work together to support student success. These standards will guide our efforts in establishing Parents as Educational Partners of RJBLA. Standard One: Welcoming All Families Into The School Community - Families are active participants in the life of the school. They are made to feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class. Standard Two: Communicating Effectively - Families and school staff engage in regular, two-way, meaningful communication about student learning. Standard Three: Supporting Student Success. Families and school staff continuously collaborate to support student's learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively. Standard Four: Speaking Up For Every Child. Families are empowered to be advocates for their own and other children to ensure that students are treated fairly and have access to learning opportunities that will support their success. Standard Five: Sharing Power. Families and school staff are equal partners in decisions that affect children and families and together inform, influence and create policies, practices, and programs.

Admissions Policy

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

1. *Tentative dates for application period; enrollment deadlines and procedures.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies*

regarding statutory permitted student enrollment preferences.

3. *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.*

The application period will begin January 1, 2014 and end on July 30, 2014. During the application period, the school shall enroll any eligible student who submits an application within this period, unless the number of applications exceeds the number of available space or a program, class, grade level, or building. If the number of applications exceeds the number of available spaces, a lottery will be held to fill vacant seats for the next school year. After seats are filled, the drawing will continue to determine the order of a waiting list. Current year waiting lists dissolve when the next application period begins. Lottery procedures will comply with the NC Open Meetings Laws provided in G. S. 143-218.10(a) by publicizing the date and location of the meeting as well as allowing anyone to attend. The school will also conduct a lottery for grade levels in which it has accepted student applications but there are no seats available. These students will be added to the end of the school's waiting list in the order in which they were drawn. To withdraw or transfer a student, the parent/guardian will notify the school, either verbally (in person) or in writing. A withdrawal/transfer form must be completed for the withdrawing or transferring student. Students currently enrolled in and attending RJBLA will complete an Enrollment Intention Form indicating whether or not they intend to remain at RJBLA. If the form is not completed the student will be considered as not returning and their spot will be filled from the waiting list and other applications received. Students who withdraw or who are expelled for reason of behavior must reapply. Pre-entry assessments will be administered at each grade level to determine each student's level of performance academically, emotionally, and their level of maturity in regards to a new environment and new people. Parents will be given a survey and will be interviewed in order to determine their expectations of RJBLA and their knowledge of grade level expectations for their child. Parents must notify the principal in writing that they plan to withdraw/transfer their child and the date of the withdrawal/transfer. Once the principal receives the letter, a formal letter will be drafted confirming the receipt of the request and the steps for having the child's transcripts and cumulative folder sent to the new school. The letter will also include the fact that the parent has a grace period to withdraw their transfer notice and once that time is passed, the student will be removed from the roles and must reapply. Once the grace period has passed, another communication will be sent to the parent either confirming that their child has been removed or that we have received their request to withdraw/transfer request and what are the next steps for the parent and the school. If the transfer/withdrawal takes place prior to the last 9 weeks administration will then begin contacting persons on the waiting list and letting them know that space has become available. We will not transfer anyone into the school during the final 9 weeks.

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

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

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

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000
Kindergarten	40	0		40	0		40	0		40	0		40	0	
Grade 01	40	0		40	0		40	0		40	0		40	0	
Grade 02	40	0		40	0		40	0		40	0		40	0	
Grade 03	40	0		40	0		40	0		40	0		40	0	
Grade 04	0	0		40	0		40	0		40	0		40	0	
Grade 05	0	0		0	0		40	0		40	0		40	0	
Grade 06	0	0		0	0		0	0		40	0		40	0	
Grade 07	0	0		0	0		0	0		0	0		40	0	
	160			200			240			280			320		

Transportation Plan:

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

We will provide transportation using First Bus transportation services which will stop at designated areas.

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.

RJBLA will have a cafeteria. We will comply with the regulations set by the Department of Health and Human Services for food purchases, preparation, serving, and disposing of food and food products. The school will welcome the local health inspector as he makes random visits to inspect food service processes. The school will take due diligence to correct any food service issues found during the inspections.

Civil Liability and Insurance (GS 115C-238.29F(c)):

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

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

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

*The applicant must provide a quote from an insurance provider as part of this application (as Appendix M) 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 § 115C238.29F (a).

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.

rjblaschool 03/01/2013

(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 N).

See Appendix N.

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.*

If the proposed site is not ready, then the contingency plan will be to use Williams Memorial CME Church located at 3400 Triangle Lake Rd., High Point, NC 27260.

V. 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 2014-15

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p> <p><i>The formula for figuring these allotments can be found in the <u>Resource Manual Finance Section.</u></i></p>	<p>See Charter School Dollars per ADM on the following link for per pupil allotments by county. http://dpi.state.nc.us/fbs/allotments/support/</p> <ul style="list-style-type: none"> • All per pupil amounts are from the 2012-2013 year and would be approximations for 2014-2015. • Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on federal funding in year one to meet budgetary goals. • These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in 2014-2015. <p>For local funding amounts, applicants will need to contact their local offices or LEA.</p>			
	<p>LEA #1410 - Guilford County Schools</p>			
	Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
	State Funds	\$4,552.23	160	\$728,356.80
	Local Funds	\$2,000.00	160	\$320,000.00
Federal EC Funds	\$3,570.84	160	\$571,334.40	
Totals			\$1,619,691.20	

Total Budget: Revenue Projections 2014-15 through 2018-2019

INCOME: REVENUE PROJECTIONS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
-Exceptional Children Federal Funds	\$132,000	\$165,000	\$198,000	\$231,000	\$264,000
-Local Per Pupil Funds	\$320,000	\$400,000	\$480,000	\$560,000	\$640,000
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-State ADM Funds	\$728,357	\$910,446	\$1,092,535	\$1,274,624	\$1,274,824
-Working Capital*	\$0	\$0	\$0	\$0	\$0
TOTAL INCOME	\$1,180,357	\$1,475,446	\$1,770,535	\$2,065,624	\$2,178,824

***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 statements, etc., on the availability of these funds.**

Assurances are needed to guarantee these additional sources of revenue are available. Please include these as Appendix P.

Personnel Budget: Expenditure Projections 2014-15 through 2018-2019

This Personnel list may be amended to meet the needs of the charter school: This list should align with the projected staff located in the Operations Plan (Appendix K).

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary
Personnel:															
Assistant Administrator	1	\$33,600	\$33,600	1	\$33,600	\$33,600	1	\$33,600	\$33,600	1	\$33,600	\$33,600	1	\$33,600	\$33,600
Contracted Personnel	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Core Content Teacher(s)	8	\$32,640	\$261,120	10	\$32,640	\$326,400	12	\$32,640	\$391,680	14	\$32,640	\$456,960	16	\$32,640	\$522,240
Electives/Specialty Teacher(s)	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Exceptional Children Teacher(s)	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Finance Officer	1	\$32,640	\$32,640	1	\$32,640	\$32,640	1	\$32,640	\$32,640	1	\$32,640	\$32,640	1	\$32,640	\$32,640
Food Service Staff	1	\$17,160	\$17,160	2	\$17,760	\$35,520	2	\$17,760	\$35,520	2	\$17,760	\$35,520	2	\$17,760	\$35,520
Lead Administrator	1	\$55,690	\$55,690	1	\$57,600	\$57,600	1	\$57,600	\$57,600	1	\$57,600	\$57,600	1	\$57,600	\$57,600
Para Educator(s)	5	\$21,006	\$105,030	6	\$26,880	\$161,280	7	\$26,880	\$188,160	8	\$26,880	\$215,040	9	\$26,880	\$241,920
Professional Development	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Related Service Teacher(s)	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Staff Supplements	4	\$18,872	\$75,488	6	\$19,280	\$115,680	6	\$19,280	\$115,680	6	\$19,280	\$115,680	6	\$19,280	\$115,680
Total Personnel	21	\$211,608	\$580,728	27	\$220,400	\$762,720	30	\$220,400	\$854,880	33	\$220,400	\$947,040	36	\$220,400	\$1,039,200
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Benefits:															
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Health Insurance	21	\$4,929	\$103,509	27	\$4,929	\$133,083	30	\$4,929	\$147,870	33	\$4,929	\$162,657	36	\$4,929	\$177,444
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0

Robert J, Brown Leadership Academy

Medicare	21	\$415	\$8,715	27	\$424	\$11,448	30	\$427	\$12,810	33	\$430	\$14,190	36	\$433	\$15,588
Retirement Plan	21	\$2,909	\$61,089	27	\$2,909	\$78,543	30	\$2,909	\$87,270	33	\$2,935	\$96,855	36	\$2,969	\$106,884
Social Security	21	\$1,036	\$21,756	27	\$2,087	\$56,349	30	\$2,116	\$63,480	33	\$2,136	\$70,488	36	\$2,154	\$77,544
Total Benefits	84	\$9,289	\$195,069	108	\$10,349	\$279,423	120	\$10,381	\$311,430	132	\$10,430	\$344,190	144	\$10,485	\$377,460
Total Personnel Budget	105	\$220,897	\$775,797	135	\$230,749	\$1,042,143	150	\$230,781	\$1,166,310	165	\$230,830	\$1,291,230	180	\$230,885	\$1,416,660

***Applicants may amend this table and the position titles to fit their Education and Operations Plans.**

Operations Budget: Expenditure Projections 2014-15 through 2018-2019

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Books and Supplies	Copy Paper	\$250	\$750	\$1,250	\$1,750	\$2,250
	Curriculum/Texts	\$5,500	\$6,000	\$6,500	\$7,000	\$7,500
	Instructional Materials	\$6,500	\$7,000	\$7,500	\$8,000	\$8,500
	Other	\$0	\$0	\$0	\$0	\$0
	School Supplies	\$3,150	\$3,650	\$4,150	\$4,650	\$5,150
	Testing Supplies	\$1,200	\$1,450	\$1,700	\$1,950	\$2,200
Human Resources Costs	Legal Counsel	\$3,000	\$3,000	\$3,500	\$3,500	\$4,000
	NC Wise	\$0	\$0	\$0	\$0	\$0
	Personnel Software	\$5,250	\$7,000	\$7,750	\$8,300	\$9,250
Other	Food Plan	\$120,960	\$151,200	\$181,440	\$211,680	\$241,920
	Insurances	\$28,800	\$28,800	\$28,800	\$28,800	\$28,800
	Marketing Plan	\$15,000	\$10,000	\$10,000	\$10,000	\$10,000
	Transportation Plan	\$1,600	\$1,675	\$1,750	\$1,825	\$1,900
	Travel Expenses	\$500	\$575	\$650	\$725	\$800
Rents and Debt Services	Custodial Supplies	\$6,000	\$6,075	\$6,150	\$6,225	\$6,300
	Extermination	\$3,300	\$3,375	\$3,450	\$3,525	\$3,600
	Facility Lease/Mortgage	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000
	Maintenance	\$7,800	\$8,075	\$8,350	\$8,325	\$8,900
	Rent of Equipment	\$1,500	\$1,500	\$2,000	\$2,000	\$2,500
	Security/Alarm	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
Technology Hardware	Instructional Software	\$10,000	\$11,055	\$12,110	\$13,165	\$14,220
	Network/Internet	\$2,400	\$2,900	\$3,400	\$3,900	\$4,400
	Office Software	\$1,530	\$1,780	\$2,030	\$2,280	\$2,530
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$1,000	\$1,500	\$2,000	\$2,500	\$3,000
	Energy	\$18,000	\$18,500	\$19,000	\$19,500	\$20,000
	Phone	\$375	\$375	\$375	\$375	\$375
	Water/Sewer/Trash	\$500	\$1,000	\$1,500	\$2,000	\$2,500
	Total Operations	\$370,115	\$403,235	\$441,355	\$477,975	\$516,595

***Applicants may amend this table and the position titles to fit their Education and Operations Plans.**

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2014-2015	2014-2015	2015-2016	2016-2017	2017-2018
TOTAL EXPENDITURES (PERSONNEL)	\$775,797	\$1,042,143	\$1,166,310	\$1,291,230	\$1,416,660
TOTAL EXPENDITURE (OPERATIONS)	\$370,115	\$403,235	\$441,355	\$477,975	\$516,595
TOTAL EXPENDITURES	\$1,145,912	\$1,445,378	\$1,607,665	\$1,769,205	\$1,933,255
TOTAL REVENUE	\$1,180,357	\$1,475,446	\$1,770,535	\$2,065,624	\$2,178,824
ANNUAL NET PROJECTIONS	\$34,445	\$30,068	\$162,870	\$296,419	\$245,569

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

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

1. *Describe the budgetary projections and explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?*

The budget process was based on the initial enrollment of 160 students K-3 with an increase of 20 students per year adding two classes as increasing the grade levels each year over the preceding five years. This budget allows for unexpected short-falls by creating a built in surplus. If the budget projections are not met, the following methods will be used: working hours maybe reduced within the teacher assistants and other employees. Fundraising will also be included.

2. *Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors*

An accounting program will be purchased and used to manage payroll while ensuring that all procedures meet the required guidelines of Generally Accepted Accounting Practices. Any contracts above 50,000 will require a competitive bid process in accordance with school policy. The finance Director will be responsible for understanding and adhering to federal, state and local guidelines for procurement while being fiscally responsible. Audits will be conducted yearly by an outside accounting firm.

3. *Explain how the spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.*

It is the intent of RJBLA to ensure that a minimum of 50% of its funds is allocated towards building character, leadership and academic development of the students. Additionally, the academy will ensure a minimum of 20% of its funds is designated to enhance its curriculum based on the needs of its students. Ensuring the children have adequate transportation to the academy is essential to their learning process. For this reason a minimum of 5% of the funds will be allotted for transportation. In effort to maintain quality faculty and staff 15% of the funds will be allotted for professional development as mandated by the policies of the organization. If these goals are met an 8% contingency will be maintained after operating expenses.

4. *Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which*

the school's core operation depends.

There are no additional funds at this time; however, it is the boards intent to develop community support and partnerships. A line of credit up to \$100,000.00 can be established through Williams Memorial CME Church.

5. *Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. What is the school's break-even student enrollment figure for each of the first five years?*

In the event of a shortfall the contingency for meeting our budget needs includes a three-month rider of lease expenses from the lessor.

The break-even point for the first five years:

Year 1: 145
Year 2: 164
Year 3: 168
Year 4: 174
Year 5: 197

6. *Year one cash flow contingency, in the event that revenue projections are not met in advance of opening.*

In advance to opening, a \$100,000.00 loan will be secured through Williams Memorial CME Church allowing operations for start-up and sustainability.

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

Describe the procedure and method for conducting an independent financial audit for the proposed charter school.

The Director of Finance and DPI Reporting shall prepare the financial report on a monthly basis and present it at the BOD for review. Upon recommendation and approval by the Board, the Director of Finance and DPI Reporting shall solicit an independent financial audit by a certified public accounting firm.

Provide the name and contact information of the firm approved by the NC Local Government

Commission (LGC) that will conduct the audit. If a firm has yet to be identified please list the firms the board has investigated.

Thomas & Gibbs
6114 Fayetteville St.
Durham, NC
(P) 919-544-0555
(F) 191-544-0556

VI. AGREEMENT PAGE

LEA Impact Statement:

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will be located. The applicant must submit their application to the LEA within **seven (7) days** from the due date so that proof of submission can be included in the complete application packet. The LEA may then submit information or comment directly to the Office of Charter Schools for consideration by the State Board of Education.

Applicant Signature:

The foregoing application is submitted on behalf of Robert J, Brown Leadership Academy (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name:

Board Position:

Signature: _____

Date:

Sworn to and subscribed before me this
_____ day of _____, 20_____.

Notary Public

Official Seal

My commission expires: _____, 20_____.