



## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

# **Robert J Brown Leadership Academy, Inc.**

**Public charter schools opening the fall of 2015**

**Due by 5:00 pm, December 6, 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 2015-2016 school year

#### APPLICATION DUE DATE/TIME

- September 6, 2013** A letter of intent to apply for the 2015-2016 school year **must** be received electronically to Deanna Townsend-Smith in the Office of Charter Schools **no later than 12:00 noon at deanna.townsend-smith@dpi.nc.gov**. 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.
- December 6, 2013** A complete online application package, in the Office of Charter Schools **by 5:00 pm.**
- December 13, 2013** A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide an attached PDF version as evidence to the Office of Charter Schools (i.e. signed letter).

#### APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline December 6, 2013 at 5:00 pm. **All applicants must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted as a FULL PDF document.
2. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
3. Late submissions **will not** be accepted. No exceptions.
4. Provide confirmation electronically to the Office of Charter Schools to [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov) 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, Inc.

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

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

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 Williams

Title/Relationship to nonprofit: Chairman

Mailing address: PO Box 1395  
High Point NC 27261

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

E-Mail address: williamsmem@northstate.net

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

County: GUILFORD

LEA: 410-Guilford County Schools

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

No: X

Yes:

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

No: X

Yes:

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

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

**Grade Levels Served and Total Student Enrollment:**

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No: X

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

10

Years)

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
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	320
Seventh Year	K,01,02,03,04,05,06,07	320
Eight Year	K,01,02,03,04,05,06,07	320
Ninth Year	K,01,02,03,04,05,06,07	320
Tenth Year	K,01,02,03,04,05,06,07	320

*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 initial 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 will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization.*

pastorrobertj  
Inc.  
*Signature*

Robert J. Brown Leadership Academy,  
*Title*

pastorrobertj  
*Printed Name*

11/15/2013  
*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 be a catalyst for children and families who are at risk academically, socially, and economically by preparing them to be 21st Century leaders with strong problem-solving and decision-making skills.

RJBLA exists to offer three interrelated endeavors: (1) executing quality instruction delivered by highly-qualified, engaging, passionate teachers; (2) expanding student opportunities for learning with summer, before- and after-school activities for teachers and students; and (3) implementing innovative evidence-based instructional methods to enhance critical and analytical thinking skills.

Our website is: [www.rjbla.org](http://www.rjbla.org).

### **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.*

Once a solid working class community of modest single-family homes, the target geographic area, ZIP Code 27260, has deteriorated over the years. Census data for 2010, taken from [www.SimplyMap.com](http://www.SimplyMap.com) indicates that the median family income is about \$32,436 (compared with \$71,457 for the United States) and median household income is \$26,012 (compared with 57,639 for the United States). African Americans compose 59% of the ZIP Code; with whites (23.38%) and Hispanics (11.92%) represent the racial/ethnic groups in ZIP Code 27260. Most of the residents are in renter occupied housing. Over one-third of residents completed high school and the percent unemployed is 24.13% (compared with 9.23% for the United States). In fact, many of the ZIP Codes residents are unemployed, have low incomes, and occupy renter housing.

The selected location for RJBLA is the Brentwood School building (a former school) located at 1400 Brentwood Street in High Point, NC. The building once operated as a school and it contains approximately 40,750 square feet with recently repaved parking and driveway areas. The original school consists of +/-23,200 square feet, of which approximately 14,000 square feet have been renovated. A newer rear addition contains +/- 17,500square feet of space. Completed building renovations include: partial roof replacement, new water line from street, wiring, plumbing and window replacement. The

original school building includes classrooms, kitchen, cafeteria, office, auditorium and restrooms. The newer, rear portion includes classrooms, kitchen, cafeteria, and restrooms. RJBLA has site control of the Brentwood School Building through Williams Memorial CMS Church.

Triangle Lake Montessori, Fairview Elementary, Parkview Village, and Union Hill Elementary schools serve 453, 402, 386, and 483 students, respectively in ZIP Code 27260. These Schools are public schools in the Guilford County School System. The other closest schools are in contiguous ZIP Codes 27262 and 27263. All of the elementary schools listed serve students in grades Pre-K through the Fifth grade; however, they are not designed to serve students in the sixth and seventh grades. RJBLA will serve sixth graders in Year Four and add seventh graders in Year Five. Not only does this allow RJBLA to establish a strong academic foundation before students enter (and leave the seventh grade), but students get the benefits of and opportunities to attend extended year, summer academies, service learning, and leadership opportunities. The targeted student population is expected to reflect the racial/ethnic composition of this community as students will be recruited from families in the ZIP Code and from the several public housing communities located in close proximity to the school.

We selected the location because RJBLA has access to the Brentwood School through Williams Memorial CME Church. And, we believe that parents/guardians need choice and flexibility in choosing educational opportunities for their children that will allow them to avoid under-performing public schools in this geographic area. Our goal is to prepare students to be ready for the workplace or higher education beyond high school. Therefore, RJBLA proposes to serve 160 students in K-3rd grade in Year One and will provide students with smaller classes, a community-based charter school, a more personalized environment, and innovation/flexibility/creativity in instruction and culture.

RJBLA student recruitment will be city-wide, but we expect that the majority of students will enroll from the community. RJBLA will be a community-based, public charter school but we expect that the majority of our students will be recruited from working class and low-income families/individuals in the 27260 ZIP Code. From community surveys, we know that families/individuals want high-performing alternatives to the public schools in the community and RJBLA will provide opportunities that are absent.

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

The Guilford County LEA has three public schools in the 27260 ZIP Code. Triangle Lake Montessori, Fairview Elementary, and Union Hill Elementary schools serve 453, 402, and 483, respectively. In terms of size, RJBLA will be smaller. At the five-year timeframe, RJBLA expects to enroll 320 students; this is lower than the other schools in the 27260, 27261, and 27262 ZIP Codes. Union Hill, Parkview Village, and Fairview Elementary received Movoto Real Estate grades of "D" or "F" during the past five years. Ranks reflect the Schools End-of-Grade (EOG) performance. Movoto rankings were not available for Triangle Lake Montessori. All three schools



experienced very low rankings and fewer than 50% (in some cases) of students performed at "proficient" levels. Although the three public schools in the area have low average class sizes, they have received "D" and "F" ratings from the Movoto Real Estate Grading system because of their EOG performance.

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

We expect to have a 13:1 through 15:1 student-teacher ratio to ensure that students receive individualized attention; this will benefit high needs students and English learners. Smaller classes will allow teachers to individualize instruction and develop personalized learning plans based on data from the Learning Styles inventory each student will take during the first week of school. This dismisses the old adage, "one size fits all".

RJBLA will be located in

RJBLA collected data from community residents and discovered that the factors parents and community residents want in a school are those proposed by RJBLA - location, attention to the child, a school that communicates with parents, positive teacher-student interactions, curriculum designed for his/her child's needs, and smaller classes. Parents want to improve their children's access to opportunities. We collected surveys from pre-k centers that will serve as feeder schools to RJBLA, members of the general community, and from families/individuals living in the community. Overall, respondents indicated that they are willing to volunteer, act as goodwill ambassadors (spread the word), work with athletics, tutor, and provide donations (cash and in-kind). The programs the community want are ones that we intend to offer - violence prevention, foreign languages, mentoring, family life/personal skills, tutoring/remedial education, conflict resolution, art and music, before and after-school programming, and strong literacy skills (See Survey Questions, Appendix A).

Some respondents provided email and mailing addresses so these names will be added to the database to receive status reports about RJBLA.

On average, charter schools serve about 300 students, so we determined that starting with, and maintaining about 40 students per classroom would offer parents/guardians what most seek in charter schools - high academic standards, small class size, and innovative approaches to teaching and learning.

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

We believe that parents/guardians want and need choice and flexibility in choosing educational opportunities for their children that will allow them to avoid under-performing schools, regardless of their economic status. Our goal is to prepare students to be ready for the workplace or higher education beyond high school and strong achievement at the early grades

impacts later academic performance. Therefore, RJBLA proposes to serve 160 students in K-3rd grade in Year One and will provide students with a more personalized environment and lower teacher to pupil ratios. Generally, smaller schools have improved safety, educational and social benefits, less violence, more participation, and higher grades.

We differ from the local LEA because we set-aside weekly professional development activities to undergird our staff's capabilities. RJBLA has a mandatory, half-day for teachers/staff on each Friday so that teachers/staff can participate in planned professional development activities. The calendar year is not disrupted by days off for teacher/staff development which this gives parents better control of their time and planning and prevents them from having to seek (and pay for) care during the school year to accommodate teacher/staff work days. Planned activities will occur for students so that they continue with instructional activities.

Our expectations for reaching the expected academic outcomes are based upon solid research and "best practices" that have been successful with similar target populations. For example, Dr. Fryer, who is the faculty director of the Harvard Education Innovations Laboratories (EdLabs), studied 35 charter schools in New York and discovered the top five practices that separate low- and high-achieving charter schools are: (1) extended time at school, (2) strong administrators and teachers, (3) data-driven instruction, (4) small-group tutoring, and (5) creating a "culture of high expectations." These factors are built into the RJBLA Charter School culture as we describe in later sections of this Application.

Unfortunately many public schools do not offer expanded educational services RJBLA proposes to offer. Our commonality is that we intend to use the Common Core and Essential Standards. However, we will integrate Partnership 21st Century Skills into our curriculum to begin to prepare students for high school, college, and beyond.

Guilford County Schools has a Guilford Parent Academy, an online site, where parents/guardians can visit and for information and training on a variety of topics for parents, grandparents and family members caring for children and young people. We will also provide parents/guardians an information portal for training and information, in addition to practicing an "open door" policy for parents/guardians to visit RJBLA to participate in such activities. Parents will sign contracts stipulating that they will devote a minimum of ten volunteer hours per year at RJBLA.

All students K-3 (initially) and K-7 (by Year Five) will have access to Spanish language instruction.

The board is considering adding an after-school program (because students will need after-school care and this would extend the academic programs for attendees) and the summer academies (with a STEM emphasis). These programs could possibly generate operating and instructional revenues.

- 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.*

We believe that the Six Legislative Purposes work in tandem to impact positive student outcomes.

Legislative Purpose One: Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site. Our intent is to hire teachers and staff with skills and knowledge that will make technology integration a vital component of instructional delivery and to infuse the curriculum with strategies for student success. We expect teachers will have a range of skills and knowledge; thus, weekly, (half-day Friday) professional development will ensure that teachers contribute to the RJBLA mission. Specifically, we will also require pre-service teachers to receive training in gifted education. We will maintain shared password-protected computer folders on the RJBLA website as a repository for professional development resources to help teachers. Teachers and staff will be encouraged to develop learning communities made up of colleagues in order to take online courses (or work towards advanced degrees). And, each Friday, school will be dismissed at 1:00 pm, so that staff can spend the afternoon in professional development activities, collectively and/or individually. The assistant principal will develop a calendar of activities. Mentorships will be encouraged among teachers (experienced and new).

Legislative Purpose Two: RJBLA intends to offer data-driven, individualized instructional programs and services for all students to develop their talents. Using indicators by Renzulli, each student displays some dimensions of giftedness. The entire staff will be accountable for meeting measurable achievement results and incentives will be tied to achievement.

Legislative Purpose Three: Provide parents/guardians and students with expanded choices in the types of available educational opportunities. RJBLA will offer educational opportunities to students; however, it will be

imperative for parents/guardians to work with us to ensure their children's success. Parents/guardians of each child enrolled will be required to volunteer time, serving on the PTA, or attending workshops or related activities for a minimum of 10 hours each academic year.

Legislative Purpose Four: Improved student learning begins with quality instruction delivered by highly-qualified, engaging, passionate teachers. "Best practices" teaching methodologies have demonstrated the most effective teaching practices for positively impacting student learning for all students, regardless of level of performance, learning styles, or type of exceptionally. Those to be incorporated into daily lesson plans will be consistent with the principles of child and adolescent growth and development.

Legislative Purpose Five: Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted. Research notes that parents/guardians often encounter limitations when searching for gifted programs and that low-income and people of color face severe limitations in seeking gifted programs in public schools. Our programs are designed to identify learning styles during the first week of school and to develop instruction based on learning styles.

Legislative Purpose Six: Encourage the use of different and innovative teaching methods. Through collaboration with the North Carolina Agricultural & Technical State University (School of Education), innovative teaching methods will be introduced with a focus on character and leadership development. Opportunities will be provided with each curriculum area and through a unique student of the week structure to reinforce and foster the leadership and character development. We will supplement leadership and character development with the following programs: the Franklin Covey Leadership Curriculum and Character Education.

Purposes for the Proposed Charter School:

The intent of the RBJLA Board of Directors is to build a program that is conducive to excellence in scholarly pursuits, preparation for leadership roles and life-long learning in our contemporary, global society. Excellence is valued as the foundation for the achievement of our mission and educational goals and is the primary emphasis in all teaching and learning endeavors. This emphasis on excellence and the educational activities proposed strengthens our interest in the success of RBJLA for youth, especially for those from disenfranchised backgrounds. We accept responsibility for educating students to function effectively, confidently, and competitively in a professional world that is always demanding and constantly reshaping its expectations. RBJLA seeks to imbue students with a concern for humankind, a commitment to social change, and a willingness to render services to the society and communities which they will help to shape and to prepare students for college and beyond.

We aspire to achieve national recognition for our pioneering role in educating "At-Risk "students through preparation for social and economic success. A multiplier effect creates a more self-sufficient community and a cadre of future professionals who have the knowledge, the scholarship, ambition and the will, and expertise to function in the 21st century.

The expectation for reaching the expected outcomes are based upon solid research that the "best practices" have been successful with the similar target populations. To enhance the opportunities for all students, students making a C or below will automatically be placed in intensive tutoring. For K-3, tutoring will take place either before or after school. For grades 4 and up, students will be required to attend Peer Tutoring two hours each week. Peer tutoring will be held during after-school activities and/or during Friday afternoons when teachers/staff will be involved with professional development. There will also be the additional hours of tutoring, if necessary. All teachers will be required to hold tutoring sessions after school and for those that can, before school.

Parents/guardians will have access to RJBLA's PowerSchool, a tool which allows parents/guardians to monitor their child's progress and to check to make sure their child is not missing any homework as well as notes from the teacher. Also, parents/guardians will be required to log in regularly to connect with their child's teacher about their child's status. Finally, parents will be required to come in for conferences at every grading period. This ensures consistent communication between the parent and the teacher.

One Monday each month, the principal will host an on-site breakfast for parents/guardians, teachers, and staff so that parents/guardians can visit RJBLA, get to meet with staff in an informal setting, and build a rapport with the staff. During this breakfast, students will attend an assembly for a program relevant to all students (e.g., a musical performance or character development program, etc.).

### **Goals for the Proposed Charter School:**

- 1. 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. Address how often and when the information will be communicated to the governing board and other stakeholders. These goals should include specific and measurable performance objectives over the first five years of the schools existence.*

Kindergarten Students:

85-90% of our RJBLA students will demonstrate mastery in reading and math by meeting or exceeding the minimum grade-level scores at the end of the five year period; a 3% - 5% increase is expected each academic year.

First Graders:

80-88% of our RJBLA students will demonstrate mastery in reading by meeting or exceeding the minimum grade-level standard scores at the end of the five year period; a 3% - 5% increase is expected each academic year.

Second Graders:

85-90% of our RJBLA students will demonstrate mastery in reading and math by meeting or exceeding the minimum grade-level standard scores at the end of the five year period; a 3% - 5% increase is expected each academic year.

Third Graders:

88-90% of our RJBLA students will demonstrate mastery in reading and math by meeting or exceeding the minimum grade-level standard score on the EOG at the end of the five year period; a 3% - 5% increase is expected each academic year.

Fourth through Seventh graders (added each year) may display lower results (75-80%) unless they have matriculated through RJBLA for the majority of their school experience; RJBLA students are expected to have higher achievement levels.

A report will be made monthly to the Board through the Curriculum and Instruction Committee (via the principal) using data from each teacher's PowerSchool, Classcape and/or Aimsweb reports about student performance.

Each student will be evaluated using the State required end-of-grade test, when applicable; PowerSchool will be used as the tracking system and parents/guardians will have access, in real-time, to student's academic activities. Classcape and Aimsweb will also be used so that teachers can monitor progress and teachers will utilize pretests and benchmarks tests to adjust student instruction. The EOG pretest will be administered within the first three weeks of school to all third grade students and again at the end of the academic year. General reports will be made at the end of grading periods to the public on our website and in our newsletter.

Annually, parents/guardians, students, and employee Climate or Satisfaction Instruments will be administered and reported to all constituents (on the RJBLA website ([www.rjbla.org](http://www.rjbla.org)) and in local news media) to provide and maintain an optimal quality environment and as an accountability system with the community and stakeholders. All tests results will be compared with other public and charter schools within the county and state.

The North Carolina READY accountability model is consistent with the RJBLA mission to nurture students to be 21st century leaders with strong problem-solving and decision-making skills.

RJBLA recognizes and will adhere to the SBE policy of revoking the charter of any charter school when, for two of three consecutive school years, the charter school does not meet or exceed expected growth and has a Performance Composite below 60%. Consequently, we have developed a Summer Academy (financed with grants and private funds to be held in July 2015) that will allow us to exceed the 60% Performance Composite the first year. We expect that our emphasis on implementing all six of the Legislative Purposes and enhanced before, and after-school program will take students from enrichment to enhancement. The proposed Summer Academy and parent/guardian partnerships will create the academic excellence we expect, as outlined in the established goals.

We intend to utilize Classcape, PowerSchool, and/or Aimsweb assessment systems, as appropriate, that can grow as RJBLA adds additional classes each year. These systems will be utilized to provide formative, on-going individualized assessments throughout the year and summative evaluations at the end of the year. EOG assessments will also be used for students in grade 3 (along with the North Carolina Pretest Grade 3 which will be administered the first week of school).

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

Our Mission Statement includes an emphasis on intangible and future outcomes

- to be a catalyst for children (and families) who are at risk academically, socially, and economically by preparing them to be 21st Century Leaders with strong problem-solving and decision-making skills. However, we can establish and meet tangible outcomes that reflect that we are progressing towards attaining our mission. For example, overall, we expect:

All students will achieve a 3-5% mastery improvement in math and reading from the previous year;

Parent involvement will increase by 3-5% each year, to achieve an 75-80% parent involvement by Year Five;

Students will have 0 Level 2 instances of behavior infractions by Year Five;

Approximately 1-2% of students will have Level 1 Behavior Infractions in Years One, Two, and Three;

RJBLA will have 80-85% of its students meet NC Common Core Standards between Year Two and Year Three; and

RJBLA will raise \$25,000 to \$100,000 each year in grants, fundraising campaigns, crowd-funding, and private donations each year, starting with the \$25,000 necessary to operate the Summer Academy in July, 2015.

We recognize the importance of reading capabilities at the end of the third grade to later success in the workplace and in high school, college, and beyond. Our Summer Academy is designed to circumvent "summer slide" among students who will enter RJBLA in August 2015 as third graders who must have reading proficiency at or above third grade by the end of the 2015-2016 academic year. We do not want any students to be retained; however, if students are not performing at grade level, we will remediate reading deficiencies with a minimum of "90 minutes of daily, uninterrupted, evidence-based reading instruction, accelerated reading classes, transition classes containing third and fourth grade students, and summer reading camps". We will do the same for math. In those instances, we have identified several reading resources, among them the North Carolina State University's "Reading Skills and Speed Reading Programs for Children and Adults" offered each summer and Slavin, Lake, Davis & Maddens (2009) "Effective Programs for Struggling Readers: A Best-Evidence Synthesis". Their report concluded that, "one-to-one tutoring is very effective in improving reading performance" and "a strong focus on improving classroom instruction and then providing one-to-one, phonetic tutoring to students who continue to experience difficulties".

We will follow the entire guidelines established in SB 2012-142.

The Board is committed to staying abreast of goal attainment as we strive to become a high performing school. Monthly reports will apprise the Board of progress. RJBLA will typically focus on nine central factors in planning student education and instruction towards goal attainment, including:.

1. Using data, that is carefully weighed towards essential, rather than content that is nice to know but not critical for success after graduation.
2. Go to great ends to fully understand the interests, learning styles, and

aptitudes of each student.

3. Actively engage parents with addressing the child's needs and how to meet those most effectively.
4. Use proven methodologies to teach to the unique interests, learning styles, and aptitudes of each student.
5. Monitor the successes and failures of students on an on-going basis and take appropriate corrective actions.
6. Stay current with research and data on learning and integrate these into the classrooms.
7. Focus on the end results for students, which is to prepare them for the work, college, and family and community participation rather than solely on standards and assessments.
8. Use technology to improve learning opportunities for students (eg., mastery learning).
9. Break learning down into its smallest incremental parts to guide instructions for students.

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



### III. EDUCATION PLAN

(No more than ten total pages in this section)

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

#### **Instructional Program:**

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

North Carolina has already adopted The Partnership for 21st (P21) Century Skills framework. P21 is a national organization that advocates for 21st century readiness for every student. Our mission and goals align perfectly, as we move towards preparing students by integrating the 3Rs and 4Cs (Critical thinking and problem solving, Communication, Collaboration, and Creativity and Innovation) advocated by P21.

In fact, our forward-thinking mission aligns with the North Carolina State Board of Education, namely, every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

P21 (as it is known) is especially applicable to our mission "to define a powerful vision for 21st century education to ensure every child's success as citizens and workers in the 21st century". The Partnership encourages schools and provides tools to help facilitate and drive change. RJBLA will follow the NC Common Core and Essential Standards in conjunction with the Partnership for 21st Century Skills to meet state Accountability expectations.

The P21 Common Core Toolkit will be provided to each teacher and training sessions will be held so that teachers at each grade level can collaborate with one another to develop implementation strategies. The Toolkit is comprehensive in its scope and sequence and we expect that P21, aligned with the Common Core and Essential Standards and other innovative instructional activities outlined below, will be sufficient to reach our educational goals and expected outcomes.

#### **Assessment Strategies:**

At the beginning and towards the end of every grading period, teachers of the same grade level will meet to see what worked best and what did not for their students. They will strategize for the next grading period and to make sure that they are on target to make sure that every child succeeds. They will also meet with the grade level teachers for grades below them and above them. This will ensure that those students getting ready for the next grade are ready to make that transition and are on target for what they should know.

Classscape and/or Aimsweb monitoring systems will be used and

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

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

Students making C or below will automatically be placed in tutoring. For K-3, tutoring will take place either before or after school. Students in grades 4 and up, will be required to be in Peer Tutoring. Peer tutoring will be held during the same time. There will also be additional options for before or after school tutoring if Peer Tutoring is not enough. All staff will be required to hold tutoring sessions after school, and for those that can, before school.

The North Carolina End-of-Grade Tests will be used to measure student performance towards the goals, objectives, and grade-level competencies for grades 3-7. Students in K-2 will be assessed using Measures of Academic Progress (MAP) three times each year to measure a student's growth in Mathematics and Reading. The Fall assessment will gather baseline data. The Winter assessment will measure progress. The Spring assessment will measure the student's growth.

The monitoring systems, combined with the instructional methods, will benefit high needs and English learners.

**K-5 Curriculum and Instructional Design:**

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

Teachers will work in differentiated, interdisciplinary, theme-based, collaborative, and individualized environments. Learning will be student-directed and students will be active participants. Students will monitor their own learning goals. Class sizes will range from 13:1 to 15:1 (student to teacher).

The basic learning environment will be classroom-based with opportunities for supplemental activities (e.g., Harkness Discussions). The extended day program will provide the breadth and depth students need for success. A projected student-teacher ratio of about 13:1 to 15:1w will ensure that students get needed attention from the teacher (especially more one-on-one attention), and teachers can utilize information about students learning styles to more effectively reach the students. Each classroom will display pre-printed, Common Core cards with "I Can" statements.

We will supplement P21 and Common Core and Essential Standards with:

- \* Additional Revised Bloo's Taxonomy exercises
- \* Franklin Covey Leadership Curriculum
- \* Differentiated Instruction: Helping Every Child Succeed

\* Kahn Academy (supplemental learning)

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

\* Flipped classrooms

\* Coding ([www.code.org](http://www.code.org))

\* Implementing the DEAR program on tablets (Drop Everything and Read, April 12th and everyday)

Examples of Instructional Methods:

### 1. Contextual Learning

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

### 2. Socratic Method and Discovery Learning

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

### 3. Tutoring

Tutoring will be offered for any student who needs assistance in a particular subject or for any student that would like to stay ahead of the curve. Every staff member will be required to offer hours of tutoring either before or after school and it will be free of charge for our students. This is our way of continually investing in the needs and the future of our students. Any student making a C or less in any subject will be required to attend weekly tutoring sessions. There will also be peer tutoring offered starting in the 4th grade. Peer tutoring will be held during one day per week and will be supervised by a teacher. This will encourage the students to be leaders among and create an atmosphere for developing critical thinking skills for now and in the future.

The foundation for instructional activities will be mastery learning which is connected to differentiated instruction and works well with personalized instruction, especially for high needs and English learners.

RJBLA 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 RJBLA school and will be updated, at least quarterly from the time they enter until they exit.

Provide a synopsis of the planned curriculum, including:

1. *One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for the elementary division the school would ultimately serve.*
2. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

We welcome the challenge to identify, monitor, assess, and improve the learning experiences of all RJBLA students, and especially those considered "At-Risk" (approximately 20% of the RJBLA students in Year One and 25% in Year Two through Year Five) through:

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

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

We expect students to obtain a strong foundation during their matriculation at RJBLA so that, following the North Carolina Accountability Model, students will be ready for life at middle school, high school, college, and beyond. RJBLA will adhere to the required North Carolina Accountability Standards for Grade 3-7 students and start at K to build a strong academic

foundation.

We plan to incorporate the Franklin Covey Leadership Curriculum, partnered with the Comer Method Curriculum. Franklin Covey focuses on the leadership aspect, while Comer focuses on bringing the entire school, parents/guardians, and communities together for the sake of our students. We will utilize several instructional methods along with innovative teaching practices and strategies in order to grow and nurture students. For example, ZooPhonics, a nationally acclaimed Language Arts curriculum, will be used for K-3; this is consistent with our mission of developing 21st decision-makers and problem solvers.

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

Third grade students (and fourth, fifth, sixth, and seventh graders) will have access to mobile, handheld devices with digital content, online learning platforms, instructional software, subscriptions and open education resources to supplement their instruction. Teachers will develop personalized learning plans using data collected from each student (e.g., learning styles) and information collected from student profiles.

Research-based mastery learning will assist in increasing student achievement. This technique is especially relevant for high needs students and English learners. And, it allows teachers to apply such strategies as cooperative learning, peer tutoring, small group instruction, individual contracts, self-paced independent work, and teacher-led instruction so that students can individually master the materials.

1. Contextual Learning

Contextual learning is creating a 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. Contextual learning emphasizes hands-on problem solving; organizes around real world experiences; allows for various learning modalities; encourages learning outside of classroom; respects student experiences in the learning process; encourages collaborative learning; encourages problem-solving; differentiated learning based on ability, learning style and student interest.

2. Socratic Method and Discovery Learning

Using questions and answers, it is more recently known as an Inquiry-based learning method. The teacher helps to keep the discussion focused, remains

intellectually and morally responsible, encourages the discussion with thoughtful questions, helps the students to summarize what has been said, helps them to reach conclusions, and to identify unresolved issues. The ability to discern, to build a sequential and thoughtful basis for opinion and wisdom, is learned through this method.

### 3. Tutoring

Tutoring will be offered for any student who needs assistance in a particular subject or for any student that would like to stay ahead of the curve. Every staff member will be required to offer hours of tutoring either before or after school and it will be free of charge for our students. This is our way of continually investing in the needs and the future of our students. Any student making a C or less in any subject will be required to attend weekly tutoring sessions. There will also be peer tutoring offered starting in the 4th grade. Peer tutoring will be held during the hours of specials one day per week and will be supervised by a teacher. This will encourage the students to be leaders amongst their peers to create an atmosphere and a line of thinking within the students that we must help each other to grow and achieve.

Teachers will examine the effectiveness of instructional strategies while considering the goal of reducing the achievement gap. Fridays, as professional development time periods, will allow planning time for teachers to analyze data and apply their analyses to instructional practices. These strategies are expected to increase academic achievement for the targeted student population.

4. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
5. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

We expect that our emphasis on implementing an extended-day program (through a planned associated after-school program) and an extended year will take students from enrichment to enhancement, and the proposed Summer Academy and parent/guardian partnerships will create the academic excellence we expect, as identified in the RJBLA mission. The probability of retention in the Program will be enhanced during the academic year and our students will benefit from the longer school year, extended-day (in the planning stages) and the five-week Summer Institute.

Teachers/Staff will be in school for 213 days; students will be in school for 203 days.

The school year will begin on August 3, 2015 for teachers who will spend the first two weeks in professional development activities, team-building exercises, a board-staff retreat, and preparation time before students arrive on August 17, 2015. August 21 and August 28 (the first Fridays during the school year and every Friday, throughout the school year), will be devoted to mandatory teacher/staff development. School will be dismissed at 1:00 pm and professional development will begin at 1:30 pm. Students

will attend pre-planned after-school activities.

A typical day might look similar to the schedule below:

7:25am 7:45am Students enter school/Breakfast is served

7:45am 7:50am Tardy Bell/Morning Announcements

7:45am 8:00am Morning work (Writing or Math Journal Activity)

8:00am - 8:25am Whole group reading

8:25am - 8:35am Bathroom Break

8:35am - 9:35am Guided Reading/Literacy and Math Centers/ Word Sort  
(Mon) Make-a-Word (T,W,TH)

Spelling Bee (F)

9:35am - 10:35am Math Groups

10:35am - 11:30am Specials (Art, Music, Spanish or Dance)

11:30am 12:00pm Lunch

12:00pm 12:30pm PE/Recess

12:30pm - 1:30pm Writer's Workshop

1:30pm 2:00pm Science or Social Studies

2:00pm - 3:00 pm Healthful Living/Snack

Teachers will be in school a minimum of 213 instructional days; students will be in school a minimum of 203 instructional days. This coincides with our mission to prepare students via an extended year program that prevents "summer slide" and increases instructional time to prepare students to excel at mastering the materials provided in Common Core and Essential Standards and with P21.

See the Academic Calendar in Appendix C.

### **6-8 Curriculum and Instructional Design:**

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

The basic learning environment for grades Four through Seven will be similar to that of grades One through Three, classroom-based with time for Harkness discussions (around a Harkness table), and times for project-based and hands-on activities. The addition of Science will be included in the curriculum because the Science EOG is required for grades Five, Six, and Seven. Student-teacher class sizes will range from 13:1 to 15:1. One major difference will be increased attention to increased digital content aligned with college- and career-ready standards. Greater emphasis will be placed on STEM activities, starting with grade 4.

At the beginning of the school year, each student will be assessed for his/her particular learning style - Visual, Auditory, or Tactile - using

nationally recognized Learning Styles Inventories so that instruction can be individually tailored to his/her needs, even if the student has a profile on file. This knowledge will require teachers to creatively reach each student with the methods that are suited to his/her learning style. These methods go beyond lecture-type delivery to actively engage students with interactive lectures. For example, teachers might use: think-pair-share activities, lecture demonstrations, role playing, jigsaws, Socratic questioning, among other methods. Many of these methods will be discussed during the Friday professional development afternoon workshops; webinars, guest presenters, and other strategies will be utilized to present these methods to teachers. We expect that teachers will have particular "favorites" and will present those (along with the best practices support) to their colleagues.

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

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

Also, there will be more emphasis on STEM subjects. We will feature classroom, laboratory and enrichment activities, provide self paced mathematics and sciences instruction, individualized tutoring, mentoring, life management skills and utilize audio tutorial and computer assisted instructional techniques to stimulate an interest in STEM careers following the goals identified below:

The project has the following goals and objectives:

1. To conduct a summer science camp which provides a broad range of instructional, extracurricular and recreational activities designed to motivate students to explore, pursue and complete careers in the mathematics and science fields.
2. To heighten student's awareness of the importance of science, mathematics and communication skills in our daily living.
3. To strengthen student's research skills.
4. To conduct at least two off-site participant activities (one in the fall, the other in the spring) related to STEM subjects.

The objectives of these activities include:

- 1.The strengthening of students' analytical reasoning and problem-solving skills in mathematics and science;
- 2.The enhancement the students' mathematics and physical science capabilities;



3.The strengthening of students' research skills; and

4.The enlargement of the pool of youth identifying mathematics and the sciences as potential career avenues.

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 the middle school division the school would ultimately serve.

2. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

We welcome the challenge to identify, monitor, assess, and improve the learning experiences of all RJBLA students, and especially those considered "At-Risk" (approximately 20% of the RJBLA students in Year One and 25% in Years Two through Five) through:

\* Designing a research-based curriculum focused on literacy so that students engage in practice internalizing and applying the concepts they are learning (i.e., mastery learning);

\* High expectations for academic excellence;

\* Extensive professional development and a clear career path for teachers and staff;

\* Standard Mode of Dress (SMOD) for students and a dress code for teachers and staff;

\* Emphasis on ethics, character development, leadership, and personal development for all;

\* Differentiating instruction in order to teach to individual learning styles;

\* Clearly articulated and consistently upheld behavioral standards;

\* Encouraging students to think about thinking;

\* Creating learning environments that are interconnected and student-centered;

\* Building community-centered environments;

\* Utilizing measurable data for planning and assessment; and

\* Applying multiple representations and multiple intelligences to enhance student learning.

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

be individually tailored to his/her needs.

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

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

Examples of Methods

1. Contextual Learning

Contextual learning is creating a 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. Contextual learning emphasizes hands-on problem solving; organizes around real world experiences; allows for various learning modalities; encourages learning outside of classroom; respects student experiences in the learning process; encourages collaborative learning; encourages problem-solving; differentiated learning based on ability, learning style and student interest.

2. Flexible Grouping

Flexible Grouping allows a teacher to group students formally and informally according to ability levels, interest and learning styles. These groups can be student or teacher led whole groups or small groups.

3. Socratic Method and Discovery Learning

Using questions and answers, it is more recently known as an Inquiry-based learning method. The teacher helps to keep the discussion focused, remains intellectually and morally responsible, encourages the discussion with thoughtful questions, helps the students to summarize what has been said, helps them to reach conclusions, and to identify unresolved issues. The ability to discern, to build a sequential and thoughtful basis for opinion and wisdom, is learned through this method.

4. Tutoring

Tutoring will be offered for any student who needs assistance in a particular subject or for any student that would like to stay ahead of the curve. Every staff member will be required to offer hours of tutoring either before or after school and it will be free of charge for our students. This is our way of continually investing in the needs and the

future of our students. Any student making a C or less in any subject will be required to attend weekly tutoring sessions. There will also be peer tutoring offered starting in the 4th grade. Peer tutoring will be held during the hours of specials one day per week and will be supervised by a teacher. This will encourage the students to be leaders amongst their peers to create an atmosphere and a line of thinking within the students that we must help each other to grow and achieve.

Our emphasis on evidence-based, best practices with the targeted student population indicates that the combination of strategies implemented and the identification and utilization of information about each student's particular learning style will result in the academic achievement we expect. The entire program is built around components of success. Those to be incorporated into daily lesson plans will be consistent with the principles of child and adolescent growth and development. They include, but are not limited to:

- \* Creating meaningful experiences for "At-Risk" students;
- \* Designing instruction so that students internalize and apply concepts they are learning;
- \* Encouraging students to think about thinking;
- \* Creating learning environments that are interconnected;
- \* Creating a community-centered and project-based environments;
- \* Using measurable data for planning; and
- \* Using multiple representations and multiple intelligences to enhance student learning.

4. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
5. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The basic learning environment for grades Five through Seven will be similar to that of grades One through Four - traditional classroom environment with opportunities for small group work, computer station work, Harkness table discussions, science laboratory work, and project-based interactions with peers. The addition of Science will be included in the curriculum because the Science EOG is required for grades Five, Six, and Seven. The probability of retention in the Program will be enhanced during the academic year and our students will benefit from the extended-day and five-week Summer Institute. An emphasis towards increased STEM activities will begin in grade four.

See Calendar in Appendix C.

### **Special Programs and "At-Risk" Students**

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

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

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

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

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

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

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

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

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

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

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

#### At-Risk Students:

Students who are at the borderline of failure according to RJBLA standards will be referred for the tutorial program with parents/guardians playing a major role in the support and follow through with the student, teacher, and staff. The student's progress will be gleaned from current levels of performance on benchmarks, and reviews of progress reports (i.e., report card), Classcape, Aimsweb, and assessments. A plan of action will be developed, signed by the student, teacher and parent/guardian and implemented. A progress review and report will be completed at the end of each four weeks of tutorial.

#### Standardized Testing:

Students with disabilities will be encouraged to participate in standardized testing. To be appropriate, accommodations must be identified in the student's Individual Education Plan (IEP), Section 504 plan, or LEP documentation and used regularly during instruction and similar classroom assessments. Testing accommodations may include: marks inbooks, extended time, large print, testing in separate rooms, directions read by a staff member, dictation, and/or multiple-test sessions.

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 results, community involvement activities and teacher recommendations. Students will have a rigorous intensive program of research projects, field trips; products generated as an extension of curricular units and use of community and partner resources. Mastery learning works well as students can progress at their levels.

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

- \* An early reader with good comprehension
- \* Learns basic skills quickly with less practice
- \* Asks several 'how' and 'why' questions in a single conversation
- \* Works independently for longer periods of time than peers on one or more topics
- \* Responds well to teachers, parents/guardians, and other adults
- \* Is an original thinker who seeks new and unusual associations among seemingly unrelated objects, ideas, or facts
- \* Thrives in problem situations
- \* High level of curiosity about objects, ideas, situations, or events; displays a questioning attitude and actively seeks information
- \* Expresses opinions and ideas and often exhibits spirited disagreement
- \* Keen powers of observation with an eye for important details
- \* Reads a great deal on his/her own, preferring text written for older students
- \* Likes structure, organization, and consistency in learning environment
- \* Has a large storehouse of information regarding a variety of topics
- \* Exhibits an intrinsic motivation to learn, find out, or explore
- \* Has a longer attention and concentration span than peers on one or more topics

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

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.

The IDEA guarantees all students with disabilities a "free appropriate public education"(FAPE) in the least restrictive environment (LRE) as determined by IEP team and written IEP. North Carolina special education policies and procedures are in sync with the Federal laws in regards to Categories, Accommodations in Standardized testing, Discipline, and Highly Qualified Teachers. Some changes made by North Carolina to be in sync with the Federal laws included:

a. Change in student's age to complete school b. There is a 90 day timeline from receipt of referral to placement:

The Process will include the following:

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

The service delivery will be inclusion.

### **Exceptional Children**

*The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

### **Identification and Records**

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

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.

The IDEA guarantees all students with disabilities a "free appropriate public education" (FAPE) in the least restrictive environment (LRE) as determined by IEP team and written IEP. North Carolina special education policies and procedures are in sync with the Federal laws in regards to Categories, Accommodations in Standardized testing, Discipline, and Highly Qualified Teachers. Some changes made by North Carolina to be in sync with the Federal laws include:

- a. Change in student's age to complete school
  - b. There is a 90 day timeline from receipt of referral to placement
- The Process shall include the following: Program steps; Screening; Peripheral Actions; Support Team Review; Formal Referral for a Comprehensive Evaluation; IEP Team Evaluation; Inclusion vs. Mainstreaming; Implementing the Plan; and Program and Assessment:
- Annual review one year after initial IEP
  - Goals visited every 45 days
  - Re-evaluation every 3 years

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

#### Special Education (G.S.115C-106)

RJBLA will accept special needs children under the federal legislation Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.). RJBLA will abide by the charter school legislation, G.S. 115C-238.29F(g)(5), as stated below:

A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

RJBLA will be in compliance with all federal and state regulations for identifying and serving Students with Special Needs. Students will span the special education spectrum from at-risk students, students with disabilities, gifted/talented students to English language students. It is our aim to meet the needs of all of students to ensure they succeed academically, socially and emotionally. Disability may refer to: Autism; Vision Impairment; Deafness; Developmental Delays (applicable only to children ages three through seven); Hearing Impairment; Intellectual Disability; Multiple Disabilities; Orthopedic Impairment; Other Health Impairment; Serious Emotional Disability; Specific Learning Disability;



Speech or Language Impairment; Traumatic Brain Injury; and/or Visually Impaired.

Students attending Robert J. Brown Leadership Academy for the first time will be mainstreamed until a current cumulative record is obtained. If previous special education history is noted, a meeting will be called with parents/guardians to review current paperwork and the Individual Education Plan (IEP). The IEP, 300.344 process will be followed: (<http://www.specialed.us/discoveridea/searchregs/300subpartC/Csec300.344.htm>):

### 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.*

(a) General. The public agency shall ensure that the IEP team for each child with a disability includes-

- (1) The parents/guardians of the child;
- (2) At least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
- (3) At least one special education teacher of the child, or if appropriate, at least one special education provider of the child;
- (4) A representative of the public agency who -
  - (i) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;

(ii) Is knowledgeable about the general curriculum; and

(iii) Is knowledgeable about the availability of resources of the public agency;

(5) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in paragraphs (a)(2) through (6) of this section;

(6) At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and

(7) If appropriate, the child.

(b) Transition services participants.

(1) Under paragraph (a)(7) of this section, the public agency shall invite a student with a disability of any age to attend his or her IEP meeting if a purpose of the meeting will be the consideration of-

(i) The student's transition services needs under 300.347(b)(1); or

(ii) The needed transition services for the student under 300.347(b)(2); or

(iii) Both.

(2) If the student does not attend the IEP meeting, the public agency shall take other steps to ensure that the student's preferences and interests are considered.

(3)

(i) In implementing the requirements of 300.347(b)(2), the public agency

also shall invite a representative of any other agency that is likely to be responsible for providing or paying for transition services.

(ii) If an agency invited to send a representative to a meeting does not do so, the public agency shall take other steps to obtain participation of the other agency in the planning of any transition services.

(c) Determination of knowledge and special expertise. The determination of the knowledge or special expertise of any individual described in paragraph (a)(6) of this section shall be made by the party (parents/guardians or public agency) who invited the individual to be a member of the IEP.

(d) Designating a public agency representative. A public agency may designate another public agency member of the IEP team to also serve as the agency representative, if the criteria in paragraph (a)(4) of this section are satisfied.

RJBLA is cognizant that not all of the students requiring an Individual Education Plan (IEP) will have an IEP. For these students that have not been assessed or identified, an Intervention Team of regular teachers, the special education teacher, and the Counselor will recommend strategies to be implemented to assess the student. After a designated time, the Intervention Team will reconvene to submit a report on the success or failure of recommended interventions. If the interventions are successful, no further referral is necessary and the teacher will continue successful interventions and provide periodic updates of the student's progress.

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

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

RJBLA will comply with all federal and state regulations for identifying and serving Students with Special Needs including at-risk students, students with disabilities, gifted/talented students to English language students. Students attending Robert J. Brown Leadership Academy for the first time will be placed in the regular classroom until current cumulative records are obtained. If previous special education history is noted, a meeting will be called with parents to review current paperwork and Individual Education Plan (IEP).

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

curricular units and use of community and partner resources.

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

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

### **Student Performance Standards**

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

The educational plan for the Robert J. Brown Leadership Academy includes activities and instructional methodologies that emphasize a culture of preparation for the 21st Century and excellence in all endeavors in all classrooms and every grade level. Our students will be prepared to enter their next levels of education (middle, high school, college, and beyond) because of the strong foundation they received at RJBLA. All faculty and staff will share this philosophy and reminders of the mission will be posted throughout the school and in each classroom. At the end of each school year, greater than 80% of the students will be performing at or above proficiency in reading and math. As we include additional years through the seventh grade (at the fifth year of operation), we will continue to work with students during the instructional period and in the after-school and Summer Academies to ensure that students meet (and exceed) proficiency levels.

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

At the beginning and towards the end of every 9 weeks, teachers of the same grade level will meet to see what worked best and what did not for their students. They will strategize for the next 9 weeks to make sure they are still on target to make sure every child succeeds. They will meet with grade level teachers for grades below them and in front of them. This will ensure that students getting ready for the next grade are ready to make that transition and are on target for what they should know for the overall success of each child's educational future. This maintains a higher level of accountability among the staff all year long and puts the interest and the development of the child first. Promotion criteria will be communicated at each grading period and information will be included in the Report Card so that parents/guardians and students are aware of the criteria.

RJBLA will follow Common Core and Essential Standards. We will utilize supplemental instructional methods along with innovative teaching practices and strategies in order to grow and nurture our children. We recognize that every child has the ability to learn, but also that all children learn differently. Because of our smaller classroom size, staff will be well equipped to adapt to that particular child's way of learning. The ultimate goal is to keep all children at grade level and age appropriate grade. The following factors will be carefully studied when individual retention or promotion is being considered:

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

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

#### Grade Level Readiness

At the beginning and towards the end of every 9 weeks, teachers of the same grade level will meet to see what worked best and what did not for their students. They will strategize for the next 9 weeks to make sure that they are still on target to make sure that every child succeeds. They will also meet with the grade level teachers for grades below them and in front of them. This will ensure that those students getting ready to the next grade are ready to make that transition and are on target for what they should know. This maintains a higher level of accountability amongst the staff all year long and puts the interest and the development of the child first. Students will also begin changing classes in the 4th grade in order to help prepare them for middle school. These are indicated as being Rotations on the 4th and 5th grade schedules.

Retention at the same grade may be beneficial to the student when he/she is not demonstrating minimum competency in basic skill subjects in relation to

ability and grade level. In evaluating student achievement, each teacher shall make use of all available information, including results of unit exams, teacher made tests and other measures of skill and content mastery, standardized-test results and teacher observation of student performance. The procedure to be used is as follows:

The classroom teacher informs the principal that a particular student is not progressing satisfactorily. The principal and teacher will determine if a conference with the parents is necessary at that time. If necessary, parents are contacted and a conference will be set to discuss additional interventions that can be tried in the classroom and at home. Steps are taken to provide additional help for the student if not done so already. The possibility of retention must be discussed and the consequences of such action.

If deemed necessary, a conference could be held at mid-term of each grading period and at the end of each grading period after the difficulty is identified. The conference will involve the teachers, principal, parents/guardians, and student, if necessary. During the conference, expectations and responsibilities of all parties will be explained and understood. Parents/guardians will be advised on how they might assist the student during the balance of the school year.

At the end of the school year, the parent/guardian, principal and teacher (and student, if necessary) will again meet to review the latest progress and determine if promotion or retention would best serve the needs of the student. The ultimate goal is to keep all children at grade level and age appropriate grade. The following factors will be carefully studied when individual retention or promotion is being considered:

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

Similarly, acceleration will be used only after consultation with all staff members involved with the child and with the parents/guardians. The principal shall make the final decision. Every effort will be made to identify special needs and talents of children early in their school careers so appropriate placements can be made. The final decision whether or not to retain or promote a student shall be made by the principal after consultation with the parents/guardians and teachers.

The exit standards for all students include satisfaction of course requirements and passage of exit exams at the last grade served at or above proficiency on tests.

Students with disabilities who do not meet standard exit requirements, but who have IEP's must complete IEP goals and objectives to meet the requirements for satisfactorily exiting RJBLA.

## **Student Conduct:**

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

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

*Be sure to include:*

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

Student Conduct and NC Public School Law 115C-39-Please See the Student-Parent/Guardian Handbook, Appendix D):

All matters involving discipline shall be administered using the following tier and shall stay within the Administration and governing board of Robert J. Brown Leadership Academy:

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

Suspension and expulsion, shall be recommended by the principal and approved by the board of directors. Both the principal and parent/guardian will submit documentation to the board in order to present their cases. Depending on the infraction, both in-school and out-of-school suspension may be considered. Expulsion indicates that the student is no longer a part of Robert J. Leadership Academy for that year and must reapply. Reacceptance into RJBLA program will be at the discretion of the Principal and the board of directors.

### Discipline for Exceptional Children

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

### Appeals

The student, parent/guardian will be given the opportunity to appeal any disciplinary decision that is passed down. The appeal must be made in writing and submitted within 7 business days to the board of directors. The information that is required for the appeal will be provided in writing to

all parties at the time the decision is handed down, regardless of whether or not the individuals involved have indicated that they want to appeal. Upon receipt of the appeal request, the chairman of the board will hold a special meeting to discuss all appeals that have been brought before the board. Further inquiry shall be made and a final hearing shall be held for all parties to submit new evidence. Once the final decision is handed down, there will be no further action taken.

#### Classroom Behavior Plan

All students are expected to follow the Code of Conduct (see Handbook in Appendix D) at all times. If a choice is made to breach the Code of Conduct, the following plan will be implemented. This Behavior Plan is the general procedure a teacher uses to manage the classroom. At times, a student's behavior warrants immediate action under the Discipline Plan or other measures to be taken. Thus, the Behavior Plan should be viewed only as the common classroom procedures for minor infractions.

#### Discipline Policy

RJBLA places a strong emphasis on establishing a safe and orderly learning environment. Through the collective work of teachers, parents/guardians and administrators, children learn that problems are solved through open discussion, acceptance of the opinions of others, and through personal responsibility.

#### Disciplinary Actions

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

Level II Infractions are those disciplinary infractions that are to be addressed by the principal or principal-designee, and which suspension or further disciplinary action by the principal is required.

**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, Inc.

*Mailing Address:* P.O. Box 1395

*City/State/Zip:* High Point NC 27261-1395

*Street Address:* 3400 Triangle Lake Road

*Phone:* 336-883-7330

*Fax:* 336-883-6243

*Name of registered agent and address:* Robert J. Williams, Founder  
3400 Triangle Lake Road  
Greensboro, NC 27261-1395  
pastor@williamsmemorialcme.org

*FEDERAL TAX ID:* 45-4021578

**Tax-Exempt Status 501 (c)(3)**

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

Yes (copy of letter from federal government attached: Appendix E)  
 No

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

**Governance and Organizational Structure of Private Non-Profit Organization:**

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

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

<b>Board Member Name</b>	<b>Board Title</b>	<b>County/State of Residence</b>	<b>Current Occupation</b>



Robert Williams	Treasurer	GUILFORD	Pastor, Williams Memorial CME Church
Shawana Torrence	Chairperson	GUILFORD	Community Agency - CEO
Bernita Sims	Member	GUILFORD	Mayor, City of High Point
Georgia Sheppard	Member	GUILFORD	Retired - Teacher
Lee Pierre	Member	GUILFORD	Middle School Teacher
Nichica Melton	Vice Chairperson	GUILFORD	Office Manager
Pridell McCormick	Member	GUILFORD	Executive Director
Bruce Davis	Member	GUILFORD	Member, Guilford County Board of Commissioners
Michelle Bodie-Anderson	Secretary	GUILFORD	CIS Coordinator
Vicki Alston	Member	GUILFORD	General Manager
Lillie Jones	Member	MECKLENBURG	Retired - School Superintendant; Pastor

**Please provide the following in this location of the APPLICATION:**

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

RJBLA is accountable for governance, fiscal oversight, and strategic planning, among many other responsibilities, including student achievement and hiring staff and teachers and administrators.

The full board will discuss the minimum requirements for the principal's position and answer key questions such as, What qualifications beyond the bachelors degree is required? 2) What personal qualities do we want? 3) Do the minimum qualifications for a principal reflect our needs and expectations? Are changes necessary? Does the board approve?, to name a few questions. The full board will develop a timeline for completing the process and hiring the principal. A search committee will be appointed and that committee will develop the recruitment campaign and collect all applications. They will identify the top five candidates and present these to the full board. The top candidates will be invited to an interview with the board and a rating sheet will be developed and candidates will be asked the same questions (with flexibility). A parent and teacher (if already selected) will be asked to join the search committee. The board will develop a rating system and use that to select the principal who meets the requirements with the highest score. The principal will report to the board.

The board will 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 teachers/staff to the students, the commitment of the administration to the entire school community and the financial health of the school. The principal, teacher representative, student body president (and his/her parent/guardian), and parent representative will be required to attend board meetings and provide reports, if necessary and applicable, during board meetings. Board members will have announced and unannounced visits to the school and the classrooms. 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 a team working together for the success of the students. This means that the teachers and staff, parents, and students will all be aware of the goals and what it takes to attain them. The board will convene a board retreat during the last week of July and a staff-faculty-board retreat during the first week of August for academic planning purposes.

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

Recommendations from previous employment will also be considered. The sub-committee will conduct the interviewing process for RJBLA.





Final approval rests with the board of directors.

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

The RJBLA board is currently composed of eleven Guilford County residents

with skills including, but not limited to, the following:

- \* Experienced business professional offering proficiency demonstrating over 30 years progressive accountability in government, business, nonprofit and military organizations;

- \* Highly focused, results-oriented leader with more than 25 years of outstanding performance in management, marketing and sales. Excellent interpersonal and communication skills used to develop and maintain customer relationships. Highly respected and valued by peers and employees for positive and practical management style, integrity, hard work, and business expertise;

- \* Middle school teacher;

- \* Business Manager, Human Resources/Organizational Development, Public Relations, Community Outreach, and Profit/ Non-Profit Management; and

- \* Motivated, personable business professional; Possess the ability to provide exemplary customer service particularly in high pressure situations; Familiar with Microsoft Office Suite; Diplomatic and tactful with professionals and non-professionals at all levels; Accustomed to handling sensitive, confidential information and documents; Proven history of meeting timely, complete, and stringent deadlines.

a). The purpose of the ROBERT J. BROWN LEADERSHIP ACADEMY (RJBLA) is to provide a quality, effective, non-traditional education that recognizes and utilizes each student's unique learning style to realize his/her full intellectual potential and enjoy learning, particularly those with high needs and English language learn. To achieve these purposes, RJBLA will work to implement programs and services through three interrelated endeavors: (1) executing quality instruction delivered by highly-qualified, engaging, passionate teachers; (2) expanding student opportunities for learning by increasing the number of classroom hours with summer, and before- and after-school activities for teachers and students; and (3) implementing innovative instructional methods (evidence-based, "best practices") to enhance critical and analytical thinking skills among students to be an educational and operational success.

b). We desire a Charter School conducive to excellence in scholarly pursuits, preparation for future leadership roles, and establishment of a desire for life-long learning for success in the 21st century. Excellence will be valued as the chief cornerstone for the achievement of our mission and will be the primary emphasis in all teaching and learning endeavors. In agreement with the Six Legislative Purposes of North Carolina Public Charter Schools ( 115C-238.29A), we propose to provide opportunities for teachers, parents/guardians, students, and community members connected to establish and maintain RJBLA, as a method to accomplish all six of the Legislative Purposes.

c). RJBLA will offer expanded educational opportunities to students; however, it will be imperative for parents/guardians to work with us to ensure the success of their child(ren). To that end, parents/guardians of each child enrolled in Robert J. Brown Leadership Academy will be asked to

sign an agreement with the school indicating that they are willing to volunteer. In addition to involvement in a minimum of one related activity, parents/guardians will be encouraged to take advantage of one or more monthly workshop activities. Parents/guardians and teachers will be combined in a workshop to understand learning styles so that they may discuss the particular styles of students during the Orientation. This will allow each to identify the strengths in the students so that parents and teachers can work together to enhance those strengths during the school year. It also will be used to help each understand the unique differences among students and how those are not deficits to be tolerated, but strengths to be celebrated.

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

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

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

#### Terms of Office

a. Directors shall serve a three (3) year term. In accordance with the structure as previously established, the Board of Directors 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.

b. The Charter Members of the Robert J. Brown Leadership Academy, Inc. will serve for an initial period of three (3) years. On the fourth (4th) year a rotation of Board Members will be implemented as set forth in Section 2 (c).

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

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

#### Removal

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

#### Vacancies

Any vacancy occurring in the board of directors and any directorship to be filled by reason of an increase in the number of directors shall be filled by the board of directors. A director appointed to fill a vacancy occurring in the board of directors shall serve for the unexpired term of his or her predecessors in office. Directors appointed to fill vacancies occurring in the board of directors 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. Outline below the strategic board calendar detailing how often the board will meet according to the bylaws established.*

Board meetings will be held monthly; calendars will be mailed one week prior.

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

Board members will attend a two-day retreat at the beginning of each academic year (at the end of July) to review the mission, evaluate the anticipated (or previous years) performance goal, and strategize to meet the objectives of the educational plan proposed herein. The first week in August, the board will attend a two-day retreat with the principal, teachers, and staff to better understand how board policies impact staff and for staff to better understand how their plans and instructional strategies impact the board.

The topics for board training are outlined in Appendix J. The board policies will be identified in more detail during retreats and we may engage a board development consultant to assist with developing policies. At a minimum, topics will include fundraising, goal attainment, and, most importantly, implementing the mission.

Board members will be encouraged to participate in the High Point United Way's Project Board Development program. Project Board Development is a leadership development program sponsored by the United Way of Greater High Points African-American Initiative. It is designed to identify, recruit and train multi-cultural candidates to serve on committees and governing boards of local health and human service organizations.

The first seven sessions include a structured curriculum, taught by practicing professionals in the field, covering topics such as strategic



planning, media relations, nonprofit finances and grant writing, among others. The eighth session is a graduation ceremony for participants and program supporters. The \$35.00 cost will be paid by the Board member to reflect his/her commitment to professional development and RJBLAs mission.

Each Board member will also complete six hours each year of professional development activities with the RJBLA teachers/staff during the Friday afternoon sessions. A calendar will be available early in the academic year, so that each board member can select topics related to the Committees where he/she serves or where he/she has a particular interest. The by-products of this six hour activity is that staff and board members can interact and get to know one another as each learns about how to advance the mission of RJBLA.

#### Board Retreat

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

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

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

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

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

#### Purpose

The purpose of this conflict of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This policy is intended to supplement, but not replace Section 508, North Carolina IRS Code governing conflicts of interest applicable to directors of nonprofit corporations.

#### Definitions

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

b. Financial Interest. A person has a financial interest if the person has directly or indirectly, through business, investment, or family: a. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

#### Procedures

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

b. Violations of the Conflicts of Interest Policy

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

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

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

RJBLA has, as its mission, to be a catalyst for student success as we prepare students to be 21st - century problem-solvers and decision-makers. We will involve the RJBLA staff, students, parents/guardians, community, and businesses as partners because we believe that "Their Futures Are in Our Hands". With this mission in mind, RJBLA will develop school policies based upon evidence-based best practices and input from experts and members with expertise in the targeted area. We do not intend to be "one size fits all" governing body. Each month we will work from a formal agenda that includes status reports from each of the board committees - Building, Curriculum & Instruction, Transportation, Food Services, Executive (composed of a parent and teacher), and Finance and Personnel Committees. These committees will facilitate board and organizational productivity. The agenda will include action items (e.g., decisions to be made, information to be gathered, or advice to obtain). Roberts' Rules of Order will be followed. The board agenda (and meeting minutes) will be posted on the website ([www.rjbla.org](http://www.rjbla.org)) one week prior to the meeting so that attendees and board members will be aware of topics and can approve the previous month's minutes. RJBLA will abide by North Carolina's Open Meeting laws, namely, public bodies that administer the legislative, policymaking, quasi-judicial, administrative, and advisory functions of North Carolina and its political subdivisions exist solely to conduct the people's business; it is the public policy of North Carolina that the hearings, deliberations, and actions of these bodies be conducted openly.

The board will conduct formative and summative evaluations. The formative evaluations will include confidential quantitative and qualitative descriptions of the students, program components, and teacher outcomes at RJBLA. Process evaluation will include documentation of the relationships among resources and program activities to the program objectives so that adjustments/refinements can be made to optimize outcomes. The following components of process evaluation will be examined: (1) target population (including demographic characteristics, academic performance by grade, reducing achievement gap strategies and outcomes; academic achievement gap closures; end-of-grade testing, outcomes of nine-week assessments); (2) mission goals and objectives of the program (the processes by which mission, goals and objectives to be evaluated were selected); (3) staffing patterns (staff characteristics and qualifications including those of the principal and staff, teachers); (4) innovative instructional methods implemented (frequency, duration, type of contact, training materials, manuals, staff training, teacher professional development outcomes, parent/guardian, and student perceptions of the methods and objectives of RJBLA); (5) cost data including cost per service and cost per student; (6) evaluation procedures including monitoring instruments; feedback mechanisms to the board of directors, principal, teachers and staff; and (7) generalizability of findings and RJBLA evaluation dissemination.

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

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

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

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

Students have a right to due process before their rights are restricted.

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

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

Grievances can have up to four steps: (1) grievance statement; (2) qualification for hearing; (3) hearing; and(4) review of the hearing decision. Not all grievances are qualified for hearing.

Parents have a right to due process. Parents should first speak with the teacher or principal to resolve their concerns. If this is not successful, parents can contact the board (via letter or email)and report concerns.

Expectations to prevent grievances:

Student Responsibilities

Students are expected to:

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

Parent/Guardian Responsibilities

\* Parents/Guardians are expected to participate in their child's education in the following ways:

- \* Communicate routinely and as necessary with their child's teacher.
- \* Keep informed about school policies and their child's academic

expectations, including homework.

\* Ensure that their child attends regularly, arrives on time, and is prepared for school.

\* Alert the school to specific problems or difficulties that may impede the child's learning or well-being.

#### Teacher and Staff Responsibilities

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

\* Promote mutual respect between adults and students.

\* Meet professional responsibilities associated with their respective positions.

\* Develop and use cooperative discipline strategies and positive incentives for reinforcing the expected behaviors.

\* Promote a sense of pride and community by contributing to an open and friendly environment, by supporting celebrations, clubs and activities, by maintaining spirit building routines and traditions, and by service in the school community.

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

#### Include in the Appendices:

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

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

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

**X Not Applicable**

**Private School Conversions: complete ONLY if the proposed charter is a private school conversion.**

*Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.*

**X Not Applicable**

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

### **Staffing Plans, Hiring, and Management**

Include the following information for the proposed charter school:

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

Our strategy is to recruit teachers through local networks, first, then state and national networks, if necessary. We will identify contacts at local colleges and universities and talk with students during their annual career fairs; we will leave business cards, RJBLA information with contact information and the website address. We realize that the fairs are held before the Charter School selections are made; this information is for illustration purposes:

09/11/2013 - Career Awareness Fair, Corbett Sports Center, 9 a.m. - 3 p.m.  
11/13/2013 - Graduate & Professional School Day, MSU - Stallings Ballroom, Noon - 3 p.m.  
02/20/2014 - Spring Career Fair, Corbett Sports Center, 9 a.m. - 2 p.m.  
03/11/2014 - Education/Arts & Sciences Career Fair - Stallings Ballroom, Noon - 3 p.m.

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

- 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.*

Board of Directors: shall oversee the overall functioning of the school

including staff and teachers.

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

**Assistant Principal:** Robert J. Brown Leadership Academy will employ an assistant principal to assist with disciplinary and student conduct concerns. The Vice Principal will assist the principal in the daily operations and will be hired by the board of directors. This person will meet all licensing and certification standards required by North Carolina and the board of directors.

**Teachers - Electives/Specialty and Exceptional Children's Teachers:** These shall be licensed individuals as required by North Carolina and the board of directors for the subject matter that they will teach. 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 assistant principal (if one is in place) and approved by the Board of Directors.

**Staff:** These shall consist of finance manager, janitors, clerical persons, security personnel (if needed), Guidance Counselors, Case Manager, school nutrition staff, librarians, and any non teaching persons employed by Robert J. Brown Leadership Academy.

**Evaluation of Faculty and Staff by the Principal (or his/her designee).** We shall utilize MyLearningPlan.com to handle evaluations, goal setting, and professional development of faculty and staff and periodic reports will be made to the Board employees. This software is an all inclusive online tool designed specifically for educators.

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

Clear expectations shall be created and discussed with all persons employed by RJBLA. A New Hire Orientation will be held in late June 2015 for Summer Academy personnel and in the first two weeks of August for new hires, and throughout the year, as necessary. Any changes or updates to any of our policies, shall be discussed in detail with all persons employed by RJBLA. Accountability and Responsibility are not just for our students, but for the entire community.

School Administration shall be required to have proper licensure as required by the state of NC and hold no less than a M.Ed. All faculty teaching core subjects shall be required to have the proper licensure as required by the state of NC. Persons teaching specials and non core subjects shall not be required to be licensed teachers. However they must have a proven track record of teaching in their field of expertise and hold at least a Bachelor's degree.

All persons, regardless of position, will go through extensive criminal, education, and work background checks. This is to ensure the safety of our

children and our community and prevent fraudulent activity from taking place. We intend to establish a Department Of Justice Account for Live Scan Fingerprinting. LiveScan is digital fingerprinting and transmission of the impression directly to the NC SBI and FBI for processing.

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

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

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

Principal \$60,000 - \$70,000K  
Vice Principal - \$50,000 - \$60,000K  
Finance Manager - \$40,000 - \$50,000K  
Teacher - \$30,000 - \$35,000K  
Teacher's Assistant - (AmeriCorps and MusicianCorps) - \$8,000K  
Guidance Counselor - \$30,000 - \$35,000K  
Nurse - \$30,000 - \$35,000K  
Custodial Services/Maintenance - \$20,000 - 23,000K  
Food Service - \$15,000 - \$18,000K  
Administrative Support - \$25,000 - 27,000K

The budget reflects a 3% increase for administrative staff; however, instructional staff increases are flexible. We do intend to increase teachers/staff a minimum 3% (or more), depending on work performance, goals established and achieved, and merit pay. Those increases will be calculated at the end of each year and will come from the reserve budget.

RJBLA prohibits discrimination against its students, parents/guardians, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal and, where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or if all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or associated with RJBLA.

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

Grievance procedures allow an RJBLA employee to bring workplace concerns to upper levels of management. This is a formal process and requires rules be



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

Below are a few examples under which employment is terminated:

- Resignation voluntary employment termination initiated by an employee.
- Termination involuntary employment termination initiated by RJBLA.
- Layoff/Non-Retention involuntary termination initiated by RJBLA for non-disciplinary reasons.
- Surplus-involuntary employment termination initiated by [Organization Name] for budgetary reasons.

When a non-exempt employee intends to terminate employment, he/she shall give RJBLA at least two weeks written notice. Exempt employees shall give at least four weeks written notice. Since employment with RJBLA is based on mutual consent, both the employee and RJBLA have the right to terminate employment at will, with or without cause.

Employees who terminate employment shall return all files, records, keys, and any materials that are property of RJBLA. No final settlement of an employees pay will be made until all items are returned in appropriate condition. The cost of replacing non-returned items will be deducted from the employee's final check.

Every employee has the right to present his/her grievance in accordance with RJBLA procedures (see Appendix N).

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

There are no positions that will have dual responsibilities.

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

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

Teachers will be evaluated using the McReal evaluation instrument. This evaluation tool is consistent with the RJBLA 21st century mission; it is based on elements of a 21st Century education and a set of rigorous research-based guidelines. The instrument is designed to promote effective leadership, quality teaching, and student learning while enhancing professional practice and leading to improved instruction.

We expect to draw qualified staff from the population of public school staff who are dissatisfied with the public school systems.

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

School Leadership: (the following descriptions are not all inclusive)

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

Board of Directors: shall oversee the overall functioning of the school including approving budgets, staff, and 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 for the state of North Carolina and any established by the Board of Directors. They are hired and fired by the Board of Directors.

Assistant Principal: RJBLA will employ an Assistant 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 Board of Directors. This person shall meet all licensing and certification standards established by the state of North Carolina and the Board of Directors.

Teachers: These shall be licensed individuals as required by the state of North Carolina and the Board of Directors 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 Board of Directors.

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

Evaluation of Teachers and Staff: we shall utilize MyLearningPlan.com to handle evaluations, goal setting, and professional development of faculty and staff. This software is an all inclusive online tool designed specifically for educators.

Teachers: The education of our students is our highest priority; therefore, faculty shall be evaluated on a consistent basis. They will be evaluated on

the following (this is not an all inclusive listing):

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

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

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

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

Guidance Counselors: 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.

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

Administrators shall be required to have proper licensure as required by the state of NC and hold no less than a M.Ed. All faculty teaching core subjects shall be required to have the proper licensure as required by the state of NC. Persons teaching specials and non core subjects shall not be required to be licensed teachers. However they must have a proven track record of teaching in their field of expertise and hold at least a Bachelors degree.

All persons, regardless of position, will go through extensive criminal,

education, and work background checks to ensure the safety of our children and our community and prevent fraudulent activity.

Title/Role	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>Administrative &amp; Support Personnel:</b>					
Principal	1	1	1	1	1
Vice Principal	1	1	1	1	1
Finance Officer	1	1	1	1	1
Admin. Support	1	1	1	1	1
Food Services	2	2	2	2	2
Custodian	1	1	1	1	1
<b>Instructional Personnel:</b>					
<b>Core Content</b>					
Teachers	6	7	9	10	12
<b>Electives/Specialty</b>					
Teachers	8	4	5	6	8
<b>Exceptional</b>					
Children Teachers	2	3	3	3	3
<b>Instructional Support</b>					
Teacher Assistants	4	4	8	8	8
<b>Total Staff</b>	<b>26</b>	<b>34</b>	<b>36</b>	<b>39</b>	<b>42</b>

Teacher Assistants will be recruited from the University of North Carolina-Greensboro's AmeriCorps and MusicianCorps Programs.

**Staff Evaluation and Professional Development**

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

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

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

In accordance with 115C-238.28F(e), at least seven-five (75) percent of the teachers (whether full or part-time) in grades kindergarten through five at least fifty percent (50%) of the teachers in grades six through eight, and at least fifty percent (50%) of the teacher in grades nine through 12 shall hold teacher certificates. Prior to each academic year, as required by the SBE, RJBLA will report the total number of employed teaches and the total

number of employed teachers who hold valid licenses.

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

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

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

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

In order to do this, teachers shall be observed in their classroom. These observations shall be announced and unannounced. Announced observations shall be completed by School Administration. Unannounced shall be completed by the Board, parents, or community leaders. This will ensure that our teachers are showing a natural desire to see our children succeed. All observations shall be compiled into a formal evaluation that happens every 6 months.

Staff: Our staff shall be evaluated based on the department that they serve in. Daily observations will be made and formal evaluations will be given at least once a year.

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

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

Guidance Counselors: 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.

Case Manager/Social Worker: Provide holistic and comprehensive case management services to all clients including: intake assessment, benefit assessment, goal setting, long-term case plan development, weekly case plan development, progress monitoring, and advocacy and referrals.

Janitorial Staff: the health of our students is detrimental to their success. Therefore the janitorial staff shall be required to maintain a high level of cleanliness throughout our building at all times, regardless of the time of day.

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

Professional Development (PD) will be both uniform and individualized. Monthly PD session will be informal and uniform where teachers and staff will participate in regular webinars or with guest speakers on topics of concern to all teachers. Licensure and continuing education selected by teachers and staff will be individualized based upon his/her interests and career goals. North Carolina requires license renewal based upon the earning of 15 continuing education units (CEUs) within each five-year period. Each semester hour of college or university credit is equivalent to 1.5 CEUs. For example, a 3-semester hour university course will yield 4.5 CEUs. For training not offered by a college or university, a CEU is equal to ten (10) clock hours of direct training by an instructor.

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

The State Board of Education policy requires that all K-12 teachers must complete three renewal credits in their academic subject areas, including strategies to teach those subjects, as well as K-8 teachers complete 3.0 CEUs in reading credit each renewal cycle. The reading requirement applies to all teaching areas in grade K-8 teachers (all regular education teachers including art, music, and physical education), but excludes student services and administrative areas, (counselors, media specialists, etc.).

School Administrators must complete a minimum of five (5) CEUs during each renewal cycle focused on the Principals role in teacher effectiveness, teacher evaluations, teacher support programs, teacher leadership, teacher empowerment and teacher retention.

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

Teachers will begin RJBLA on Monday, August 3, 2015 and will spend the two weeks in PD activities and preparing their classrooms for the August 17, 2015 opening day. During this period, we will also hold teacher workdays assigned for professional development. Teachers/staff who were employed with

the Summer Academy will transition into this two week period and will select their subjects while in the Summer Academy; their classrooms should be prepared for opening. New teachers will be sent a list of PD subjects and will select those that they want to attend during this period.

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

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

#### Professional Development Orientation:

All teachers and staff will be required to complete professional development activities (and CEUs) to maintain active licensure. Professional development enhances their job satisfaction improves their ability to deliver quality instruction and enhance student outcomes. Consequently, each Friday at 1:30 pm, RJBLA will dismiss students so that teachers and staff can spend Friday afternoons, without disruptions to engage in professional development activities.

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

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

Through participation in personal professional growth programs, teachers and staff will maximize their skills and serve as valued team members for their colleagues. We will maintain shared password-protected computer folders on the RJBLA website as a repository for professional development resources to help teachers. Teachers and staff will be encouraged to develop school-based learning groups made up of colleagues, or to take online courses that can be taken at their convenience. Each teacher will be provided an I-Pad and a choice of employment incentives to reinforce the importance of total responsibility for the learning program of the school. In addition, we will utilize [www.Coursera.com](http://www.Coursera.com) which has over 59 free education courses taught by professionals/academics at institutions such as Harvard, Columbia, Rice, Stanford, Duke, University of Virginia, Johns Hopkins University and others (as of September 25, 2013). We will ask several teachers/staff to take the same courses, if they are interested, so that they can provide a support group for one another. This way, teachers are able to discuss the materials, and encourage and support each other. Each will sign an integrity statement that he/she will individually complete the assignments; Coursera requires students to sign honor statements, also. The courses are free to complete; however, a nominal fee (usually under \$50.00) is charged for a certificate of completion (Signature Track). Signature Track

Certificates include: personal course records, including grades, a syllabus and workload. RJBLA will pay the Signature Track certificate fees. A few Coursera topics include (but are not limited to):

- \* Teaching Character and Creating Positive Classrooms
- \* The Brain-Targeted Teaching Model for 21st Century Schools
- \* Student Thinking at the Core
- \* Effective Classroom Interactions: Supporting Young Childrens Development
- \* First Year Teaching (Elementary Grades) - Success from the Start

We will also utilize free self-directed, professional development opportunities (real-time and archived) at [www.OK2Ask.com](http://www.OK2Ask.com). For example, "Common Core Literacy Ideas K-8" was scheduled for Monday October 28, 2013 from 7:00 pm 8:15 EST. Teachers might watch different webinars and prepare reports for colleagues and staff at regular "pot-luck" dinners, "brown-bag" lunches, or other informal events. Teachers and staff may also utilize <https://meetings.io/as> a free virtual meeting room to tele-conference. The Board of Directors might also use the <https://meetings.io/> virtual meeting rooms and invite the public to attend Board Meetings when they cannot attend the Meetings.

In addition, teachers will be able to attend Professional Development activities sponsored by the local LEA, Guilford County Schools. Teachers will be expected to complete a minimum of twenty hours per semester on these Professional Development activities and will have two hours each week in free time to collaborate with colleagues, take webinars together, work on PD assignments, and complete and submit assignments. We may also utilize [www.MyLearningPlan.com](http://www.MyLearningPlan.com), if necessary, for teacher evaluations and professional development. During these time periods, para-educators will facilitate the release time and/or students will be engaged in after-school or music/art/story telling activities.

### **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 reflects the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).*

RJBLA will be a tuition free public school. Any child who is qualified under the laws of North Carolina for admission to a public school is qualified for admission to a charter school. To qualify to attend a NC public school, a student must be a resident of North Carolina. County boundaries or school attendance areas do not affect charter school enrollment. RJBLA will market among residents of Guilford County, and this



community, with press releases to local media, monthly e-mails to social service agencies, Radio/TV, Public Access TV announcements, Brochures, newspaper articles and Interviews, Section 8 housing clients, laundromats, local bulletin boards, at street fairs, food Stamp Office, Head Start centers, , general stores, parades and festivals, day care centers, DSS, WIC, family resource centers, and one-stop career centers.

During the enrollment period, RJBLA will accept applications for new students. Once enrolled, students are not required to enroll in subsequent enrollment periods. In order to properly plan, parents/guardians will be contacted in early spring through summer, letters of intent to ascertain if students will return to Robert J. Brown Leadership Academy the following year. Applications for new students are available in the School office and on the School website. If needed, the application will be mailed or emailed to the parent of a prospective student.

The application period will begin July 2014 and end on July 30, 2015. During the application period, RJBLA will enroll students who submit an application within this period, unless the number of applications exceeds the number of available spaces in a grade level. 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.

#### Selecting Students (July 2014 - July 2015)

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

#### Enrolling Students (July 2014 - August 2015)

- \* Begin Enrollment process
- \* Set-up student information system (e.g., PowerSchool SIS)
- \* Review IEP requirements of special needs students; determine placement requirements
- \* Prepare final reports for Count Day (first 20 days of school)
- \* First semester - August 2015 - January 2016
- \* Closeout Year One and plan for Year Two (May 2016 - August 2016)

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 on the RJBLA website, Facebook site, and in local newspapers and on television PSAs, as well as allowing anyone to attend.

#### Lottery:

There are at least two situations where RJBLA will conduct a lottery: A

lottery will be held for each grade level in which student applications submitted in a timely manner exceed the number of seats available; and/or RJBLA 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 schools waiting list in the order in which they were drawn. The Board will ensure that an individual who is not connected with the school draws the lottery in order to avoid the possibility of a conflict of interest.

The lottery will start with Kindergarten, followed by the first grade and work through the various grades.

### **Parent and Community Involvement**

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

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

During the application and enrollment period, parents/guardians will be given an information package appropriate for the child's anticipated August 2015 enrollment level. After the acceptance letters are mailed, parents/guardians will be invited to monthly information sessions to acquaint them with the RJBLA expectations and to provide information to prepare for their child's success. The goal is to get parents/guardians excited about and committed to their child's success and to anticipate the possibilities of achieving those successes at RJBLA. Links to this information will also be posted on the website. We also want parents/guardians enthusiastic about having a charter school within their proximity that offers a wealth of alternatives to their neighborhood school, including structured, early, significant, and continuous parental involvement. Parents will be required to volunteer 10 hours per year.

The National Standards for Parent/Family Involvement Building identified six types of parent involvement. National Standards posters will be prominently displayed through RJBLA and we will implement each Standard:

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

- \* Invite parents/guardians to an Orientation to RJBLA, a social event
- \* Parents/guardians will be invited to volunteer

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

Standard 2: Communicating effectively Families and school staff engage in regular, two-way, meaningful communication about student learning. We will:

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

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

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

## **Admissions Policy**

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

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

RJBLA will be a tuition free public school. To qualify to attend a NC public school, a student must be a resident of North Carolina. County boundaries or school attendance areas do not affect charter school enrollment. Robert J. Brown Leadership Academy will not limit admission to students on the basis of intellectual ability, measures of achievement or

aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry. The School may give enrollment priority to siblings of currently enrolled students who were admitted in a previous year and to the children of faculty and staff.

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

The application period will begin January 1, 2015 and end on July 30, 2015. During the pre-admission, application period, RJBLA will enroll an eligible student who submits an application within this period, unless the number of applications exceeds the number of available spaces of a program, class, grade level, or building. If the number of applications exceeds the number of available spaces, a lottery will be held to fill vacant seats for the next school year. After seats are filled, the drawing will continue to determine the order of a waiting list. Current year waiting lists dissolve when the next application period begins. The following process will be followed for recruiting/enrolling students:

#### Selecting Students

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

#### Enrolling Students

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

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 on the RJBLA website, Facebook site, and in local newspapers and on television PSAs, as well as allowing anyone to attend. There are at least two situations in which RJBLA will conduct a lottery:

A lottery will be held for each grade level in which student applications submitted in a timely manner exceed the number of seats available; and/or 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 schools waiting list in the order in which they were drawn. The Board will ensure that an individual who is not connected with the school draws the lottery in order to avoid the possibility of a conflict of interest.

To withdraw or transfer a student, the parent /guardian will notify the school by either going to the school, verbally or in writing. Withdrawal/transfer form(s) must be completed.

**PROJECTED ENROLLMENT 2015-16 through 2019-2020**

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.

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	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	0	40	0	0	40	0	0	40	0	0	40	0	0
Grade 01	40	0	0	40	0	0	40	0	0	40	0	0	40	0	0
Grade 02	40	0	0	40	0	0	40	0	0	40	0	0	40	0	0
Grade 03	40	0	0	40	0	0	40	0	0	40	0	0	40	0	0
Grade 04	0	0	0	40	0	0	40	0	0	40	0	0	40	0	0
Grade 05	0	0	0	0	0	0	40	0	0	40	0	0	40	0	0
Grade 06	0	0	0	0	0	0	0	0	0	40	0	0	40	0	0
Grade 07	0	0	0	0	0	0	0	0	0	0	0	0	40	0	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 contracted transportation using First Bus transportation services (or use the passenger vans owned by Williams Memorial CME Church) which will stop at designated areas. We recognize that busses must meet state requirements and the Williams Memorial CME Church busses do not have a safety arm. Therefore, if we utilize those vehicles, we will pick-up and drop students off at a public location that does not require the bus or busses to stop on the street/highway.

We recognize that many students will require transportation to RJBLA and accommodations will be made to ensure that all students will attend, regardless of transportation limitations.

No child will be denied access to RJBLA because he/she lacks transportation.

### Transportation Policy

Students can be suspended from school bus transportation due to inappropriate behavior. Students are expected to follow all safety rules while riding the bus. It is important to remember that any time the driver must remove his/her eyes from the road to address those children who are breaking the rules; the entire bus is placed in jeopardy. Therefore we expect the children to:

1. Remain in their seats, feet and body facing forward,
2. Talk in quiet voices,
3. Obey the bus driver,
4. Speak in respectful voices,
5. Keep feet out of the aisles,
6. Refrain from eating or drinking on the bus, and
7. Keep hands to themselves and inside the bus.

If any student should choose not to follow the rules, he/she risks being referred for disciplinary action by the bus driver. The first write-up will result in a warning. Subsequent referrals for bus infractions will result in the following:

2nd referral 1 day bus suspension

3rd referral 3 day bus suspension

4th referral 5 day bus suspension

5th referral 10 day bus suspension and referral to the principal for removal of bus privileges for the remainder of the year.

### Suspension from School Transportation

As the result of misconduct occurring on a bus or other student transportation, and after notice to the student and his or her parent(s) or guardian(s), a student may be suspended from school transportation. When such action amounts to a suspension from attending school because of the distance between home and school and the unavailability of alternative

public or private transportation, the school will make appropriate arrangements for the students education.

### **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 provide free and reduced price breakfast, lunches and snacks for students living in poverty and will utilize supplemental food needs with the North Carolina Farm to School Program. We will utilize North Carolina's child nutrition program and access federal funds. We agree to follow the program requirements for meals and caloric requirements for meals served. Students will sometimes assist in preparing the snacks, in the classroom, while learning about healthful living and eating.

Cafeteria staff will be recruited from Guilford Technical Community College's (GTCC) Culinary Program and High Point Job Link offices.

#### School Lunch Policy

All lunches must be prepaid. Payments may be made in cash, check, or money order, payable to the name of the school. RJBLA will not be responsible for lost cash. Returned checks will be charged a fee per check. After 2 returned checks, parents/guardians must pay for lunch with a money order.

#### Free or Reduced Lunch

Reduced and free lunch applications will be available. The applications will be distributed at the beginning of the year to all students. They will also be available, at any time, by contacting the school office. All free and reduced lunch information will be kept strictly confidential.

There will be opportunities, throughout the academic year, to serve meals for students and their parents/guardians - for example, a school-wide picnic. On those occasions, meals will be provided for free.

Also, the principal's monthly parent/guardian breakfast will provide meals to attendees for free.

### **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		\$ .00
Property Insurance	\$1,500,000		\$2,250.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$5,498.00
Total Cost			\$13,045.00

\*The applicant must provide a quote from an insurance provider as part of this application (as Appendix O) 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.

pastorroberty 12/03/2013

(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).*

Robert J. Brown Leadership Academy, Inc. will lease the Brentwood School Building, a 38,000 square foot building that was previously used as a school building in High Point, NC, from Williams Memorial C.M.E. Church.

Address: 1400 Brentwood Street  
 City/State/Zip: High Point, NC 27260

Description of the Facility:

Total square feet: 38,000 square feet  
 Number of Classrooms: 21  
 Number of Restrooms: 10

Other Rooms:

Auditorium:           x  
Gymnasium:  
Music Room:         x  
Art Room:  
Laboratory:

Ownership: Lease

a. Term of the Lease: 5 yrs.

b. Type of Lease:

c. Rent: \$ 10,000 per month

Name of Landlord: Williams Memorial C.M.E

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

RJBLA has site control of the school building at 1400 Brentwood Street, High Point, NC 27260 through its affiliation with Williams Memorial C.M.E. Church. The building will be ready before the summer academy, July 2015.

## 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 2015-16**

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

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

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

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

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

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

**REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS**

LEA #1 410 - Guilford County Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,656.79	160	\$745,086.40
Local Funds	\$4,552.23	160	\$728,356.80
Federal EC Funds	\$3,578.93	32	\$114,525.76
<b>Totals</b>			\$1,587,968.96

**Total Budget: Revenue Projections 2015-16 through 2019-2020**

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
-State ADM Funds	\$745,086	\$745,086	\$759,988	\$790,388	\$822,004
-Local Per Pupil Funds	\$728,357	\$728,357	\$728,357	\$750,208	\$780,216
-Exceptional Children Federal Funds	\$114,526	\$178,950	\$214,740	\$250,530	\$286,320
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	<b>\$1,587,969</b>	<b>\$1,652,393</b>	<b>\$1,703,085</b>	<b>\$1,791,126</b>	<b>\$1,888,540</b>

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

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

**Personnel Budget: Expenditure Projections 2015-16 through 2019-2020**

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Lead Administrator	1	\$70,000	\$70,000	1	\$72,100	\$72,100	1	\$74,263	\$74,263	1	\$76,491	\$76,491	1	\$78,786	\$78,786
Assistant Administrator	1	\$60,000	\$60,000	1	\$61,800	\$61,800	1	\$63,654	\$63,654	1	\$65,563	\$65,563	1	\$67,530	\$67,530
Finance Officer	1	\$50,000	\$50,000	1	\$51,500	\$51,500	1	\$53,045	\$53,045	1	\$54,636	\$54,636	1	\$56,257	\$56,257
Clerical	1	\$27,000	\$27,000	1	\$27,810	\$27,810	1	\$28,644	\$28,644	1	\$29,503	\$29,503	1	\$30,388	\$30,388
Food Service Staff	2	\$18,000	\$36,000	2	\$18,540	\$37,080	2	\$19,096	\$38,192	2	\$19,669	\$39,338	2	\$20,259	\$40,518
Custodians	1	\$23,000	\$23,000	1	\$23,690	\$23,690	1	\$24,401	\$24,401	1	\$25,133	\$25,133	1	\$25,877	\$25,877
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
<b>A - Total Admin and Support:</b>	<b>7</b>	<b>\$248,000</b>	<b>\$266,000</b>	<b>7</b>	<b>\$255,440</b>	<b>\$273,980</b>	<b>7</b>	<b>\$263,103</b>	<b>\$282,199</b>	<b>7</b>	<b>\$270,995</b>	<b>\$290,664</b>	<b>7</b>	<b>\$279,097</b>	<b>\$299,356</b>
Instructional Personnel:															
Core Content Teacher(s)	6	\$35,000	\$210,000	7	\$35,000	\$245,000	9	\$35,000	\$315,000	10	\$35,000	\$350,000	12	\$35,000	\$420,000
Electives/Specialty Teacher(s)	4	\$30,000	\$120,000	5	\$30,000	\$150,000	6	\$30,000	\$180,000	8	\$30,000	\$240,000	8	\$30,000	\$240,000
Exceptional Children Teacher(s)	2	\$33,000	\$66,000	4	\$33,000	\$132,000	3	\$33,000	\$99,000	3	\$33,000	\$99,000	4	\$33,000	\$132,000
Instructional Support	3	\$35,000	\$105,000	3	\$35,000	\$105,000	3	\$35,000	\$105,000	3	\$35,000	\$105,000	3	\$35,000	\$105,000
Teacher Assistants	4	\$8,000	\$32,000	8	\$8,000	\$64,000	8	\$8,000	\$64,000	8	\$8,000	\$64,000	8	\$8,000	\$64,000
<b>B - Total Instructional Personnel:</b>	<b>19</b>	<b>\$141,000</b>	<b>\$533,000</b>	<b>27</b>	<b>\$141,000</b>	<b>\$696,000</b>	<b>29</b>	<b>\$141,000</b>	<b>\$763,000</b>	<b>32</b>	<b>\$141,000</b>	<b>\$858,000</b>	<b>35</b>	<b>\$141,000</b>	<b>\$961,000</b>
<b>A+B = C - Total Admin, Support and Instructional</b>	<b>26</b>	<b>\$389,000</b>	<b>\$799,000</b>	<b>34</b>	<b>\$396,440</b>	<b>\$969,980</b>	<b>36</b>	<b>\$404,103</b>	<b>\$1,045,199</b>	<b>39</b>	<b>\$411,995</b>	<b>\$1,148,664</b>	<b>42</b>	<b>\$420,097</b>	<b>\$1,260,356</b>

Personnel:															
Administrative & Support Benefits															
Benefits As A Percentage Of Total Personnel	.25	\$266,000	\$66,500	.25	\$273,980	\$68,495	.25	\$282,199	\$70,550	.25	\$290,664	\$72,666	.25	\$299,356	\$74,839
D - Total Admin and Support Benefits:	.25	\$266,000	\$66,500	.25	\$273,980	\$68,495	.25	\$282,199	\$70,550	.25	\$290,664	\$72,666	.25	\$299,356	\$74,839
Instructional Personnel Benefits:															
Benefits As A Percentage Of Total Instructional	.25	\$501,000	\$125,250	.25	\$632,000	\$158,000	.25	\$699,000	\$174,750	.25	\$794,000	\$198,500	.25	\$897,000	\$224,250
E - Total Instructional Personnel Benefits:	.25	\$501,000	\$125,250	.25	\$632,000	\$158,000	.25	\$699,000	\$174,750	.25	\$794,000	\$198,500	.25	\$897,000	\$224,250
D+E = F - Total Personnel Benefits	.5	\$767,000	\$191,750	.5	\$905,980	\$226,495	.5	\$981,199	\$245,300	.5	\$1,084,664	\$271,166	.5	\$1,196,356	\$299,089
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	7.25	\$875,157	\$332,500	7.25	\$923,338	\$342,475	7.25	\$890,288	\$352,749	7.25	\$857,755	\$363,330	7.25	\$825,798	\$374,195
B+E = H - Total Instructional Personnel (Salary & Benefits)	19.25	\$878,062	\$658,250	27.25	\$835,000	\$854,000	29.25	\$907,600	\$937,750	32.25	\$1,010,200	\$1,056,500	35.25	\$1,119,750	\$1,185,250
G+H = J - TOTAL PERSONNEL	26.5	\$1,753,219	\$990,750	34.5	\$1,758,338	\$1,196,475	36.5	\$1,797,888	\$1,290,499	39.5	\$1,867,955	\$1,419,830	42.5	\$1,945,548	\$1,559,445

**Operations Budget: Expenditure Projections 2015-16 through 2019-2020**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
	Administrative & Support:					
Office:	Office Supplies	\$10,000	\$12,000	\$5,000	\$5,000	\$3,000
	Paper	\$2,400	\$2,400	\$2,322	\$3,000	\$2,000
	Computers & Software	\$24,000	\$10,000	\$3,000	\$4,000	\$2,000
	Communications & Telephone	\$6,000	\$7,000	\$6,000	\$6,000	\$5,000
	Copier leases	\$14,000	\$250	\$250	\$250	\$250
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$3,000	\$5,000	\$3,000	\$3,000	\$3,000
	Student Accounting	\$0	\$0	\$0	\$0	\$0
	Financial	\$10,000	\$10,000	\$8,000	\$8,000	\$5,000
	Other Professional	\$3,000	\$3,000	\$3,000	\$3,000	\$2,000
Facilities	Facility Lease/Mortgage	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000
	Maintenance	\$6,000	\$7,000	\$5,000	\$10,000	\$6,000
	Custodial Supplies	\$2,500	\$3,000	\$3,500	\$4,000	\$2,500
	Custodial Contract	\$0	\$0	\$0	\$0	\$0
	Insurance (pg19)	\$13,045	\$14,000	\$15,000	\$15,000	\$15,000
	Other	\$60,000	\$5,000	\$3,000	\$2,000	\$1,000
Utilities	Electric	\$15,250	\$24,000	\$24,000	\$24,000	\$18,000
	Gas	\$6,400	\$6,400	\$7,200	\$7,200	\$7,200
	Water/Sewer	\$0	\$0	\$0	\$0	\$0
	Trash	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Transportation	Buses	\$25,000	\$25,000	\$20,000	\$20,000	\$20,000
	Gas	\$0	\$0	\$0	\$0	\$0
	Oil/Tires & Maintenance	\$0	\$0	\$0	\$0	\$0
Other	Marketing	\$2,500	\$2,000	\$1,500	\$1,500	\$1,500
	Child nutrition	\$8,000	\$9,000	\$10,000	\$12,000	\$14,000
	Travel	\$5,000	\$7,000	\$5,000	\$10,000	\$8,000
	Other	\$20,062	\$116,868	\$95,214	\$33,146	\$6,895
	<b>K - TOTAL Administrative &amp; Support Operations</b>	<b>\$361,157</b>	<b>\$393,918</b>	<b>\$344,986</b>	<b>\$296,096</b>	<b>\$247,345</b>
	Instructional:					
Instructional Contract	Staff Development	\$6,000	\$12,500	\$13,000	\$15,000	\$16,000
Classroom Technology	Software	\$12,000	\$4,000	\$4,000	\$5,000	\$6,000
Books and Supplies	Instructional Materials	\$40,000	\$10,000	\$10,000	\$10,000	\$10,000

	Curriculum/Texts	\$16,000	\$20,000	\$24,000	\$28,000	\$32,000
	Copy Paper	\$1,500	\$1,500	\$1,600	\$1,700	\$1,750
	Testing Supplies	\$1,500	\$2,000	\$3,000	\$3,500	\$4,000
	Other	\$159,062	\$12,000	\$12,000	\$12,000	\$12,000
	L - TOTAL Instructional Operations	\$236,062	\$62,000	\$67,600	\$75,200	\$81,750
	K+L = M - TOTAL OPERATIONS	\$597,219	\$455,918	\$412,586	\$371,296	\$329,095



**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
J - TOTAL PERSONNEL	\$990,750	\$1,196,475	\$1,290,499	\$1,419,830	\$1,559,445
M - TOTAL OPERATIONS	\$597,219	\$455,918	\$412,586	\$371,296	\$329,095
J+ M =N TOTAL EXPENDITURES	\$1,587,969	\$1,652,393	\$1,703,085	\$1,791,126	\$1,888,540
Z - TOTAL REVENUE	\$1,587,969	\$1,652,393	\$1,703,085	\$1,791,126	\$1,888,540
Z - N = SURPLUS / (DEFICIT)	\$0	\$0	\$0	\$0	\$0

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

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

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

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

*Provide the break-even point of student enrollment.*

On average, charter schools enroll about 300 students. The student enrollment number was identified by the Board consistent with about 300 students at the end of the fifth year. Each grade will maintain 40 students, divided into three classrooms with about 13-15 students in each classroom. The demand for enrollment at RJBLA will come from the need for a community school to meet the academic needs of parents who want alternatives to the underperforming schools in the ZIP Code, 27260. To recruit and enroll the projected numbers of students, RJBLA will be publicized and marketed throughout the community to a broad cross-section of families, individuals, and prospective students. We have extensive networks within the community and many respondents who completed RJBLA surveys indicated that they would send their children to RJBLA or spread the word about the school. Word-of-mouth, the original public relations tool, can be very effective in recruitment efforts and many respondents included addresses and email addresses for future contact. Some respondents mentioned the desire to enroll their children in schools with smaller class sizes; RJBLA meets this requirement. The yearly break-even point has been calculated at: 160 (Year One), 200 (Year Two), 240 (Year Three), 280 (Year Four) and 320 (Year Five).

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

The school's contingency plan includes higher student to teacher ratios (with additional teacher assistants) if anticipated revenues are not received.

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

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

*However, at this point, we do not have additional funds.*

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

13:1 to 15:1 (student to teacher ratio)

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

RJBLA intends to contract with the Williams Memorial CMS Church or with First Student to provide transportation services so that all children can attend RJBLA, regardless of income or transportation situations.

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

The mission of The Robert J. Brown Leadership Academy (RJBLA) is to be a catalyst for children and families who are at risk academically, socially, and economically by nurturing them to be 21st Century Leaders with strong problem-solving and decision-making skills; that mission is reflected in the budget.

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

RJBLA envisions a charter school whose students will be prepared to compete with any students in this County. We dismiss the notion that poor, disabled, and minority children "would be forced to attend ..." and have developed a school that offers alternatives to the systems Steadman describes. Our mission is aligned with the curricular offerings, transportation plans, facility, but most importantly, instructional offerings, staff, and needs.

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

The general budget is based on the assumption of no additional state or local LEA funds in 2015-2016 and 2% increases in state ADM funds in 2016-2017, a 4% state ADM increase and 3% local LEA increase in 2018-2019, 4% growth in 2019-2020 and a 4% state ADM increase in 2019-2020. The large first year expenditures will not occur in subsequent years; consequently, we have projected that we can operate within austerity constraints. We have not projected decreases in salaries from 3% a year, but if necessary, we may

reduce salaries.

We maintained the Exceptional Children Federal Funds at \$3,579 per pupil each year, but increased the numbers of Exceptional, or to 50, 60, 70, and 80, respectively to total student population each year.

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

*Describe how the school will develop the fund balance.*

We would ideally maintain a general fund balance of \$25,000 - \$50,000 in the first year and grow that by 10% -20% each year. Some of these funds will come from community fundraising, overhead from grants, and donations from stakeholders.

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

Williams Memorial CME Church has agreed to provide the Brentwood School building at a monthly lease of \$10,000; this will come from the budget.

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

To date, we have not secured assets from other sources. By August, 2015, we do expect to have assets, especially to operate the Summer Academy in July, 2015 to prepare students for entering RJBLA in August 2015 and to cover expenses related to that Academy.

Budget Details:

Salaries for the principal, assistant principal, budget manager, administrative support specialist, food services personnel, and custodian are consistent with our needs for qualifications and past experiences. We believe that these salaries will attract forward-thinking individuals whose backgrounds match our mission and will be capable and enthusiastic about educating students for the 21st century.

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

We identified a fringe rate of 25% of salaries for benefits to include FICA (Social Security and Medicare), One benefit we plan to offer is using AmeriCorps and MusicianCorps members through the University of North Carolina at Greensboro's AmeriCorps program as teaching assistants. This helps to reduce our overall budget while we get professionals who are providing services to the community.

And, as enrollments increase yearly with 40 students and an additional grade, the instructional staff - especially Exceptional Teachers and Teaching Assistants will also increase.

SUTA, FUTA, Worker's Compensation Insurance, Health Insurance, Life, Insurance and Retirement. The general fringe rate, rather than individual components recognizes that employees will have some flexibility in choosing plans (e.g., health insurance), rather than our imposing a plan that might not suit their needs. Also, the 25% recognizes that "one size does not fit all". As a contingency plan if we do not receive the expected revenues, employees may be asked to carry a larger portion of their health insurance (for example) so that instructional programs do not suffer from reduced revenues.

The operations budget includes the \$120,00 rental fee for the Brentwood School building at 1400 Brentwood Street in High Point which is owned by Williams Memorial CME Church.

High Point utilities are combined, so the proposed expenditure for electricity includes water/sewer, and electricity.

Marketing includes maintaining/updating the website ([www.rjbla.org](http://www.rjbla.org)) and Facebook page, recruitment materials, newsletter mailings, postage for mailings, developing PSAs, when necessary, and other marketing and public relations activities.

"Other" includes the library set-up including library books, audiovisual materials, smaller printers, tables, desks, chairs, book carts, and eventually science equipment such as telescopes, microscopes (for general use outside the classroom).

Supplies include: note pads, soap, envelopes, erasers, glue, index cards, paper towels, cd disks and labels, coffee, highlighters, dry erase markers, toner, pens, pencils toilet paper, paint, rubber bands, postage stamps, staples, tape, paper plates, beverages, coffee machine filters, binder and binding combs, permanent markers, videotapes, file folders, cabinets (locked to maintain student files), Smart computer systems with projectors and whiteboards, and so on.

Contracted services might include: trash pick-up with Waste Management, landscaping, space planners, caterers, pest control, and equipment rental/lease.

The budget also includes the following:

Textbooks, software, Tablets

Public Address System

Interactive Whiteboards

Mobile Tablet Charging Stations

The Complete Common Core State Standards Kit (for each teacher by grade level)

Idea Proficiency Test (IPT)

My Learning Plan

Comprehensive Test of Basic Skills

McReal Evaluation

Measures of Academic Performance Testing Materials

ISIS Software  
Aimsweb Software  
Classscape Software  
Whiteboards and Whiteboard software  
Market Research (Focus Groups, Surveys)  
Curriculum Development  
Parent/Guardian Applications  
Consultant (Curriculum)  
NC Public Charter Schools Association  
Consultant (Facilities)  
Teacher/Staff Recruitment/Hiring/Advertising  
Teacher Candidate Costs (travel, meals)  
DOJ Account for Live Scan Fingerprinting  
Drug Testing  
Background/Reference Checks  
Child Abuse Registry Checks  
Advertisements/College Fair Fees/Attendance  
Board Recruitment and Screening  
Smart Board Classrooms  
Monthly Board Meetings  
Website Development  
Website Hosting/Maintenance  
Student/Family Recruitment Newsletter (\$10/month)  
Stationary/Paper Supplies/Business Cards  
Banking Fees  
PowerSchool SIS (Licensing Fee \$28/student)  
Admissions Materials/Application/Processing  
Webmaster  
GOORU - Software  
Zoo Burst (pop-up books) license

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

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

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

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

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

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

There are no known or possible related party transactions.

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

Thomas & Gibbs  
6114 Fayetteville St.  
Durham, NC

Tel # 919-544-0555

Fax # 919-544-0556

Kenneth D. Gibbs C,PA, ESQ

**VI. AGREEMENT PAGE**

**Application Fee:**

*Pursuant to § 115C-238.29B(e) the charter school applicant must submit a \$500 application fee to the Office of Charter Schools. The applicant must submit their application fee by the December 6, 2013 5:00 pm EST deadline. Payments will be accepted in the form of a check only. Cash or credit cards are not accepted.*

*\*Application Note: The applicant must mail the check along with a copy of the proposed charter LOI to be received before or on the due date of December 6, 2013 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

*Payments should be made payable to North Carolina Department of Public Instruction*

*North Carolina Department of Public Instruction  
Office Of Charter Schools  
6303 Mail Service Center  
Raleigh, NC 27699-6303*

*I understand the requirements pursuant to G.S. 115C-238.29B(e).*

pastorrobertyj

Date: 11/15/2013

**Applicant Signature:**

The foregoing application is submitted on behalf of Robert J Brown Leadership Academy, Inc. (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: pastorrobertyj

Board Position: Robert J. Brown Leadership Academy, Inc.

Signature: \_\_\_\_\_

Date: 12/05/2013

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

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
Official Seal

My commission expires: \_\_\_\_\_, 20\_\_\_\_.



