



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Russell Lee Jones Charter High School

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 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.

TABLE OF CONTENTS

I. APPLICATION CONTACT INFORMATION 5
Grade Levels Served and Total Student Enrollment: 5

II. MISSION and PURPOSES 7
Mission: 7
Educational need and Targeted Student Population of the Proposed Charter School: 7
Purposes of the Proposed Charter School: 10
Goals for the Proposed Charter School: 11

III. EDUCATION PLAN 14
Instructional Program: 14
C
C
C
9-12 Curriculum and Instructional Design: 15
Special Programs and "At-Risk" Students 18
Exceptional Children 20
Student Performance Standards 21
Student Conduct: 22

IV. GOVERNANCE, OPERATIONS and CAPACITY 24
Governance: 24
Governance and Organizational Structure of Private Non-Profit Organization: 24
Proposed Management Organization (Educational Management Organization or Charter Management Organization) 29
Private School Conversions: complete 29
C
Projected Staff: 29
Staffing Plans, Hiring, and Management 29
Staff Evaluation and Professional Development 32
Enrollment and Marketing: 34
Marketing Plan 34
Parent and Community Involvement 35
Admissions Policy 36
PROJECTED ENROLLMENT 2015-16 through 2019-2020 38
Transportation Plan: 39
School Lunch Plan: 40
Civil Liability and Insurance 40
Health and Safety Requirements: 40
Facility:
Facility Contingency Plan: 41

V. FINANCIAL PLAN
Budget: Revenue Projections from each LEA 2015-16 42
Total Budget: Revenue Projections 2015-16 through 2019-2020 43
Personnel Budget: Expenditure Projections 2015-16 through 2019-2020 44
Operations Budget: Expenditure Projections 2015-16 through 2019-2020 47
Overall Budget: 49
Budget Narrative: 49
Financial Audits: 52

VI. AGREEMENT PAGE
LEA Impact Statement: 53

Applicant Signature: _____ 53

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Russell Lee Jones Charter High School

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

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

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

Name of contact person: *Ronald Shepherd*

Title/Relationship to nonprofit: *Chief Operations Officer*

Mailing address: 4224 Carmel Forest Drive
Charlotte NC 28226

Primary telephone: 704-506-1146 Alternative telephone: 704-541-1966

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

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

County: MECKLENBURG

LEA: 600-Charlotte-Mecklenburg Schools

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

No:

Yes:

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

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? *Russell Lee Jones Vocational Training Inc*

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

10

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	09,10	300
Second Year	09,10,11	450
Third Year	09,10,11,12	600
Fourth Year	09,10,11,12	750
Fifth Year	09,10,11,12	750
Sixth Year	09,10,11,12	750
Seventh Year	09,10,11,12	750
Eight Year	09,10,11,12	750
Ninth Year	09,10,11,12	750
Tenth Year	09,10,11,12	750

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.

russellleejonesinc

Signature

russellleejonesinc

Printed Name

Chief Operations Officer

Title

12/06/2013

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 Russell Lee Jones Vocational Training Incorporated is threefold: To provide traditional High School instruction in preparation for those seeking post-secondary education upon graduation, to provide Trade-Specific Training through a nationally accredited Youth Apprenticeship Training Program developed through the National Center for Construction Education and Research (NCCER) for those seeking to enter the workforce upon graduation, and to provide a "hybrid" implementation for those seeking a combination of both outcomes.

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.*

In the fall of 2002, the LEA in our community (Charlotte-Mecklenburg Schools) opened Phillip O. Berry Academy of Technology High School. The original blueprints for this school bore the names of the CMS School Board Members. Prior to the selection of the official school name by these elected officials it was referred to on the blueprints simply as "the Vocational/Technical High School". Signs on the classroom walls throughout the 800 and 1100 wings of the building included the following: Automotive, Carpentry, Electrical, Flexography, Heavy Equipment, HVAC, Masonry, and Plumbing.

Courses of this nature are authorized by the state of North Carolina Department of Public Instruction as "electives" which earn a credit hour towards obtaining a North Carolina High School Diploma.

It is the observation of the Board of Directors of Russell Lee Jones Vocational Training Incorporated that the LEA in our community (Charlotte-Mecklenburg Schools), over an extended period of many years beginning in 2002, has systematically and deliberately eliminated nearly any trace of what we define as Trade-Specific CTE-Vocational course offerings.

We have also observed that there do not appear to be any of these courses being offered to students in the South/Southeastern portion of the community, and we are proposing that Russell Lee Jones Vocational Training Incorporated has the desire and the wherewithal to provide such instruction to High School students operating as Russell Lee Jones Charter High School.

We cite excerpts from the following article published in the National Center for Construction Education and Research (NCCER) as further proof of the need for the for the proposed charter school.

Cornerstone Magazine November 2013
The Shift in American Education
Written by Ryan Wilder

Whether you see it every day in your job, have a child enrolled in public school, or just follow the hot-button topics in the news, youve no doubt heard the term "Skills Gap." Its used to describe the disparity between the skills employers are looking for and the skills available workers have to offer, and its having a big impact on hiring. A December 2012 report from the McKinsey Center for Government found that nearly 40% of employers cite a lack of skills as the main reason for their entry-level vacancies.

As millions of Americans remain unemployed in the aftermath of the economic recession, many wonder why so many employers cant find what theyre looking for. The lawmakers, educators and employers who have sought the answer to this question have focused largely on education legislation to promote college and career readiness and partnerships between school systems and industry.

In 2011, the Harvard Graduate School of Education released a landmark report entitled Pathways to Prosperity. Among the reports many findings was that 27% percent of people with post-secondary licenses or certificates - credentials short of an associates degree earn more than the average bachelors degree recipient. Not surprisingly, many other recent reports and studies have found that public educations focus on 4-year college degrees has led to diminished emphasis on Career and Technical Education (CTE, historically termed "vocational education") and career-readiness. Career and college readiness has become an important topic as policymakers, educators, and business professionals look for new ways to ensure students are prepared to succeed after high school, whether their next step is college, training or certification programs, or the workforce. CTE has been championed by lawmakers and educators alike as the key to improving college and career-readiness by providing core academic skills, "employability" skills and technical, job-specific skills.

The Russell Lee Jones Vocational Training Incorporated Board of Directors stands by ready, willing, and able to oversee the implementation of the proposed Charter High School to address the needs cited in this application.

- 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).*

We are using attendance report numbers provided by 2013-2014 LEA 20-day student enrollment of (144,400) students, with approximately 1/3 of the overall total enrolled in grades 9-12 (48,133). The LEA claims that student enrollment grows by approximately 4000 students each year.

In Year 1 (2015-2016), our projected enrollment is 300. The LEA total

enrollment estimate is $144,400+4,000=148,000$ so $1/3*148,000=49,333$ High School students. $300/49,333=0.006\%$

In Year 2 (2016-2017), our projected enrollment is 450. The LEA total enrollment estimate is $148,000+4000=152,000$ so $1/3*152,000=50,666$ High School students. $450/50,666=0.009\%$

In Year 3 (2016-2017), our projected enrollment is 600. The LEA total enrollment estimate is $152,000+4000=156,000$ so $1/3*156,000=52,000$ High School students. $600/52,000=0.012\%$

In Year 4 (2017-2018), our projected enrollment is 750. The LEA total enrollment estimate is $156,000+4,000=160,000$ so $1/3*160,000=53,333$ High School students. $750/53,333=0.014\%$

In year 5 (2018-2019), our projected enrollment remains 750. The LEA total enrollment estimate is $160,000+4,000=164,000$ so $1/3*164,000=54,666$ High School students. $750/54,666=0.0137\%$

In Years 6-10, our projected enrollment remains 750 while the LEA total estimated enrollment continues to increase by 4,000 students each year.

In year 10 (2023-2024), our projected enrollment remains 750. The LEA total enrollment estimate has grown to 184,000 so $1/3*184,000=61,333$ High School students. $750/61,333=0.012\%$

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

The LEA of our community offers a VERY LIMITED offering from the list of CTE Trade-Specific Training courses that are approved by the NC-DPI. We intend to offer a much wider selection of these courses, presented as electives, as well as explore additional Trade-Specific training that may not yet be approved by the NC-DPI.

The LEA operates on a 185 day school year with an "A-Day"/"B-Day" format. We intend to offer a 185 day school year broken into two each 92-1/2 day semesters.

The vast majority of the High Schools in the LEA have a start-up time at 7:15AM. We intend to offer a start-up time at 8:15AM.

The NC-DPI requires 20 credits to earn a High School diploma. The LEA requires 24 credits to earn a High School Diploma. We will require 24 credits to earn a High School Diploma.

The NC-DPI and the LEA require the exact same list of required courses in the mix of obtaining the number of credits to earn a High School diploma. We intend to use the same list of required courses, AND add two more (Personal Finance and Business Law I) in the mix of obtaining the number of credits to earn a High School diploma from Russell Lee Jones Charter High School.

All instructors in the LEA are required to have a NC Teachers License, or if categorized as "Lateral Entry" employees earn one within 36 months of their hire date. We intend to match these requirements, with the caveat that we

have a minimum of 75% of our Year I instructors serving with a NC Teachers License at the time of their hire date.

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.*

Russell Lee Jones Charter High School expects to achieve all of the six legislated purposes. The Education Plan that follows will provide further justification for this statement. Summary comments on each purpose will highlight the Russell Lee Jones Charter High School thought process:

1. Russell Lee Jones Charter High School teaching opportunities should be a "breath of fresh air" for experienced teachers and challenging for new ones. Emphasis will be placed on preparation for post-secondary training, preparation on career readiness, and a hybrid combination of both, not "teaching to the test".

2. Russell Lee Jones Charter High School will challenge everyone (students, teachers, non-instructional staff and administrators) to be accountable to our community (employers, parents, post-secondary educators, and citizens with a vested interest).

3. The Board Members of Russell Lee Jones Vocational Training Incorporated and the Members of the Russell Lee Jones Vocational Training Incorporated Academic Advisory Board believe, if we inspire young people to "buy-in" to their individual futures, then more will be willing to do the work required to succeed. We believe that successful people are the ones that are willing to do the things that unsuccessful people refuse to do.

4. Russell Lee Jones Charter High School expects to provide further evidence that young people focused on learning skills with tangible career outcomes will be more motivated and determined to develop them. The shared experience of our Board members reinforces this.

5. Russell Lee Jones Charter High School will be mindful that at-risk students need assistance to be successful, and that gifted young people can also develop a feeling of being "disenfranchised" if the pace and challenge of learning is not rewarding to them.

6. Russell Lee Jones Charter High School will be known for its willingness to adapt methods proven elsewhere (in other states and in post-secondary environments of vocational training) including the use of "non-traditional-educational" presentations such as guest lecturers who are professionals in their field of expertise.

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.*

Reports will be prepared by the Administrative Management Team and submitted to the Oversight Advisory Committee at the mid-point of the first semester, at the end of the first semester, at the mid-point of the second semester, and at the end of the second semester each year.

End of Year 1 for 9th and 10th Graders:

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

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

Trade-Specific Programs established for at least five Trade-Specific Courses of study.

Enrollment of 300 trainees with a retention rate of 75%+ enrolled.

End of Year 2 for 9th, 10th, and 11th Graders:

Enrollment of 450 trainees with a retention rate of 77.5%+ enrolled.

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

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

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

End of Year 3 for 9th, 10th, 11th, and 12th Graders:

Retention of 80%+ enrolled.

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

DPI.
At least 65% of the 10th grade trainees achieve (a composite score) on applicable EOC exams.
Internships available for trainees qualified to graduate "on-time" (as defined by the NC-DPI).
At least 85% rate of trainees graduating "on-time" (as defined by the NC-DPI).

End of Year 4 for 9th, 10th, 11th, and 12th Graders:
Retention of 82.5%+ enrolled.
At least 67.5% of the trainees finish at "grade level" as defined by the NC-DPI.
At least 67.5% of the 10th grade train

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

The mission statement of Russell Lee Jones Charter High School is threefold: To provide traditional High School instruction in preparation for those seeking post-secondary education upon graduation, to provide Trade-Specific training through a nationally accredited Youth Apprenticeship Training Program developed through the National Center for Construction Education and Research (NCCER) for those seeking to enter the workforce upon graduation, and to provide a "hybrid" implementation for those seeking a combination of both outcomes. Russell Lee Jones Charter High School will implement, quantify, and publish credible performance documentation instruments (consistent with its Mission Statement) in phases over a five year period. The metrics of these performance reports will be consistent and comparable to ABC Report Card measures regarding student performance trends.

Evaluation of Trade-Specific preparedness will rely on validated tests and certifications, recorded in individual portfolios maintained in the National Center for Construction Education and Research (NCCER) National Registry. Records containing Performance Appraisals documented for those who secure a local Internship will also be used to determine the "success" of the mission statement.

Evaluation of Post-Secondary readiness will rely on documentation of the Russell Lee Jones Charter High School graduation and performance on either the ACT or SAT college-readiness benchmarks in much the same manner used by the LEA in our community. Tracking and periodic reporting will be modeled after the pattern used by the LEA in our community and/or as required by the NC-DPI.

Russell Lee Jones Charter High School will comply with the requirement that the grade report card issued by the NC State Board of Education receives wide distribution to the local press or is otherwise provided to the public and will ensure that the overall school performance score and its grade earned for the current and previous four school years is prominently accessible on the Russell Lee Jones Vocational Training Incorporated web site.

Reports will be prepared by the Administrative Management Team and submitted to the Oversight Advisory Committee at the mid-point of the first semester, at the end of the first semester, at the mid-point of the second semester,

and at the end of the second semester each year.

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.

The Instructional Program for Russell Lee Jones Charter High School is NOT original. We are operating on the assumption that the elements and methodology of implementation for our school have already been developed, tested, and validated elsewhere by people smarter than us. What we feel will make us unique is that the Russell Lee Jones Charter High School schedule will imitate a "Post-Secondary" environment by utilizing a "Semester System". We are also willing and qualified to do to implement the conceptual presentation methodology of the National Center for Construction Education and Research in a High School setting without inhibitions that are present in the LEA in our community. Our goal is to create a successful model of treatment that can be replicated.

The framework of Russell Lee Jones Charter High School instructional programs will be as rigorous and well-designed as any in the state of North Carolina because they will be built around standards established by the NC-DPI with a goal of having every one of our general education teachers having met State licensing requirements and the remainder of "Trade-Specific" course instructors who will meet the requirements within 36 months of their hire date. The state of North Carolina has an established list of specific courses required on a transcript to earn a High School diploma with a minimum of 22 overall credits. For the Class of 2014, CMS has a requirement for 24 credits. Russell Lee Jones Charter High School will require completion of 24 credits with two courses (Personal Finance and Business Law I) added to the list of courses required by the NC-DPI.

School-based methods used to deliver standard CTE courses (other than NCCER Trade-Specific courses) will follow the North Carolina Career and Technical Education Essential Standards (CTES). These Standards involve prepared explanations of Career Clusters and Programs of Study, course curriculums and aligned assessments, guidelines for program offerings, student achievement and accountability measures, local course options, and work-based learning experiences. NCCER Trade-Specific instruction will follow the NCCER guidelines for implementation if these differ from the NC-CTE guidelines.

The Russell Lee Jones Vocational Training Incorporated Board has been involved in partnership-building efforts within the community since 2010, reaching out to potential employers for the purpose of building relationships for arranging

apprenticeships, internships, cooperative education spots, and part-time job opportunities in the immediate area. We will be preparing for prospective students who may be drawn to us if earning college credits in program area classes is also possible. Russell Lee Jones Charter High School will follow the NC-High School to Community College Articulation Agreement (NCStCCAA) processes in joining together High School and post-secondary programs of study. Once we check to make sure our instructional program is in place, we will market our Mission and Trade-Specific learning opportunities to the targeted student population and begin recruitment of students who are qualified (to be considered rising 9th graders by the standards of the NC-DPI) , motivated, and willing to submit to the Russell Lee Jones Charter High School Code of Conduct.

9-12 Curriculum and Instructional Design:

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

The basic learning environment of Russell Lee Jones Charter High School will involve what might be expected of a traditional high school with an emphasis on a selection of traditional elective CTE courses, and Trade-Specific instruction. The training facility will include both classrooms and hands-on "labs/simulated worksites". Russell Lee Jones Charter High School will also avail ourselves to the "virtual learning" opportunities when they are requested and become available especially in the initial years of operation while we are building the staff enrollment. Some learning coursework may be available on-line in the form of computer-assisted instruction (ie. foreign language) that are not readily available on-site yet, and for students who are "co-enrolled" with a "Post-Secondary" source (Distance Learning).

The Russell Lee Jones Charter High School Internship Coordinator will work closely with the Guidance Department to aggressively pursue internship opportunities with local employers who can sponsor internships and/or offer access to real-life work experiences (at their facilities/job sites) that significantly enhance exposure to real-time work environments. As a practical matter, Russell Lee Jones Charter High School will attempt to equip our facility with ALL the equipment and technology that could be put to good use, but this will have to be acquired over time. In the meantime, it may be necessary to rely on sponsoring entities to provide some of the advanced training during internships hosted by the sponsor.

As for classroom size, structure, and technology planned for our training environment, Russell Lee Jones Charter High School is planning for 24-25 trainees in general education subject classrooms. With regard or Trade-Specific instruction outside of the classroom setting, smaller classes (8-10) will be organized to maximize instruction quality and safety. It is our intention to provide an electronic device to each trainee with textbooks downloaded for their use. These electronic devices MAY also be capable of accessing the internet. Further discussion of the specific parameters of these devices is pending. It is also our intention to set up a wireless network throughout the facility so that faculty and staff will have the capability to communicate through either tablets or laptops provided for

their use. Further discussion of the specific parameters of these devices is also pending.

Provide a synopsis of the planned curriculum, including:

1. *One sample course scope and sequence for one core subject (specific to the school's purpose) (Appendix B2).*
2. *As Appendix B3, provide a visual disseminating what courses (core content and electives) will be offered in year one through year five of the charter high school. Please ensure the projected staff and budget aligns with the course offerings.*
3. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

The selected course for Appendix B-2 is Core Curriculum. The course was developed by the National Center for Construction Education and Research. It is the Pre-requisite for all NCCER Trade-Specific curriculum that we intend to present at Russell Lee Jones Charter High School.

One portion of the Russell Lee Jones Mission Statement is to provide Trade-Specific training through a nationally accredited Youth Apprenticeship Training Program developed by the National Center for Construction Education and Research (NCCER) for those seeking to enter the workforce upon graduation.

This course is represented in the NC-DPI "library" as CTE-Core7700 and completion of this course earns 1 credit towards earning a High School Diploma.

4. *Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population.*

Lesson Plans must be linked to objectives set by the NC-DPI, but we intend to be "flexible" in the methodology employed to present the curriculum. For example: An objective might say that students will become familiar with the process of finding "missing" lengths of a right triangle by the use of the Pythagorean Theorem.

The instructor might choose to incorporate this goal by replicating a baseball field in the parking lot and using the Pythagorean Theorem to reference the locations of First Base, Second Base, and Third Base from a point established by Home Plate. This would require the trainees to know that the linear distances between consecutive points is equal (90ft) and determine the the distance between non-consecutive points is calculated to be the square root of the sum of the squared lengths of the short legs. (The square root of $(90 \times 90 + 90 \times 90)$ re-written is: the square root of $8100 + 8100 = 127.29\text{ft}$). Now that the trainees have this information they should be able to correctly apply their knowledge in a practical, tangible task of locating the four points in the parking lot.

An effective instructor must possess the knowledge of the theory behind a concept, but theory inside the walls of a classroom MUST be linked to a "useful" application, or it remains an abstract concept. This ability to APPLY knowledge came in handy in 2000 when I had to relocate a softball field to fulfill a contract with the Mecklenburg County Parks and Recreation Department. I earned 4 times minimum wage because I could apply the math to a "live-fire" scenario.

We find it amazing when trainees make the connection of how to apply the

concepts of what they are being taught to earning income.

This is one instructional strategy that we expect instructors to master and the explanation of why it will result in increased academic achievement for the targeted population speaks for itself.

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

We have not attempted to "reinvent the wheel" with regard to Public Education. We will present a standard course of study with all courses defined as "required" by the NC-DPI and add two of our own volition (Personal Finance and Business Law I).

For those trainees who seek further training in a Post-Secondary environment upon graduation, we will insure that their electives include those that are required by the North Carolina College System (ie. 2 years of foreign language).

For those seeking to enter the workforce upon graduation, we will direct them to complete the NCCER Pre-requisite Core Curriculum and Level I and Level II of a Trade-Specific Occupation. We are confident that trainees with this training background will possess "marketable skills" which would lead to employment OR continued training at a Post-Secondary environment such as Central Piedmont Community College. For the record, the NCCER curriculum is also presented at Community Colleges across the United States and articulation between Russell Lee Jones Charter High School and these institutions is "seamless".

The Russell Lee Jones Charter High School Internship Coordinator will work closely with the Guidance Department to aggressively pursue internship opportunities with local employers who can sponsor internships and/or offer access to real-life work experiences (at their facilities/job sites) that significantly enhance exposure to real-time work environments. As a practical matter, Russell Lee Jones Charter High School will attempt to equip our facility with ALL the equipment and technology that could be put to good use, but this will have to be acquired over time. In the meantime, it may be necessary to rely on sponsoring entities to provide some of the advanced training during internships hosted by the sponsor.

6. *If implemented, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts?*

Each course presented at Russell Lee Jones Charter High School is either already approved and documented by the NC-DPI or has a provision for submission to the NC-DPI for approval. All general education courses taken will earn 1 credit towards earning a High School Diploma.

Calculation of the individual GPA will mirror the method used by any Post-Secondary institution: Earning an "A" earns a multiplier of 4, a "B" earns a multiplier of 3, a "C" earns a multiplier of 2, and a "D" earns a multiplier of 1. We will be utilizing a 4.0 scale, and in the future when AP classes become available, the methodology for calculating the GPA will also mirror

the methodology utilized by the LEA.

Trainee transcripts will provide a history of credits and grades earned each semester with a GPA calculated each semester and an overall cumulative GPA adjusted at the end of each semester.

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

Our calendar divides the 185 day school year into two (each) semesters with 92-1/2 days in each semester. It is designed to "mimic" the calendar of a Post-Secondary environment such as Central Piedmont Community College or one of the Universities in the North Carolina System.

We feel that this prepares trainees with what can be expected in the future if they decide to pursue further training upon graduation from High School.

Having a "break" between semesters without having the pressure of "having to work on assignments that are due after returning from the break" teaches the trainees that you must earn a vacation AFTER you have worked for a while first, AND teaches that a vacation is meant to be a time AWAY from the job where you rest and prepare for the next round of work.

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.*

The definition of "at-risk" is an inch deep and a mile wide.

We contend that issues such as excessive absenteeism, low grades, tardiness, and circumstances beyond the control of a trainee would all contribute to someone being "at-risk".

Unlike the LEA (CMS), we do NOT have the resources available to fund such programs as "Communities in Schools" and will not have Social Workers on staff internally.

We will rely on the expertise of our Guidance Staff to identify trainees who exhibit these behaviors, and to provide referrals to appropriate governmental agencies to line up support for these individuals and their families on an as-needed basis.

We will utilize peer mediation and computer based behavioral intervention strategies to address behavior such as violations of the Trainee Code of Conduct which would address issues that would be indicative of a trainee who is "at-risk".

We will utilize the Trainee Code of Conduct to reinforce behaviors that are conducive to success and compliance with rules and regulations designed to

promote success.

Cases that are identified by the Guidance Department would be monitored by the Guidance Staff, the Principal, Assistant Principal(s) and the Dean of Students.

Early intervention would be the preferred methodology and this would involve conference with the parents.

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.*

In our community we have children from every corner of the globe. It is therefore inconceivable to have staff who are fluent in each language that would be the "primary" language of a child.

Being that we are geographically located in Charlotte, North Carolina with limited resources, we have to aim to provide assistance to the greatest percentage of language subgroups and then as additional resources become available, expand to the next highest percentage represented.

We will ASK potential Russell Lee Jones Charter High School candidates to TELL us on the Admissions Application if they have a primary language other than English. If we receive feedback to this question then we would ASK if they would consider that they WANT/NEED to communicate in their primary language. If we determine this to be the case, we will attempt to locate someone in our community that is Bilingual in English/Pick your Language and beginning with the Application, have it translated and recorded electronically to be kept on file on our computer system. It may be necessary to "befriend" instructors in our community at the Smith Language Immersion Academy or Central Piedmont Community College to seek their cooperation in order to adequately transition these children to become proficient with English... especially if they intend to remain in the United States.

It might also be the case that we can encourage the parents to take advantage of classes to help THEM transition to a better understanding of English for the same reason.

Our research indicates that Spanish is the first "non-English" primary language in our community. Based on this assumption, we will have a bi-lingual (Spanish/English) instructor on staff in the first year of operation. The NCCER is also aware of these assumptions and has begun the process of providing exams in Spanish for several Trade-Specific courses.

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.*

Our Chief Operations Officer raised a "gifted" child and lived to tell about it. He knew at a VERY early age that his daughter was academically and intellectually beyond anyone in the immediate family including her mom and dad.

One thing learned from this experience is that these children must not be "rewarded" by piling on extra work beyond what their classmates are assigned. "Quantity" does not equate to "Quality".

This child thrived when given opportunities to tutor peers with tangible rewards attached to the task.

This child thrived when given the opportunity to "student teach" in the classroom.

This child rose to the challenge of representing her school at "Open Houses" by serving as a "Tour Guide".

This child grew when she was "adopted" by an Attorney (Cindy L.) who graduated from Duke University and took time to drop by to eat lunch on occasion.

Mentoring is HUGE with the Russell Lee Jones Vocational Training Incorporated Board of Directors. We have an Electrical Engineer "chomping at the bit" ready to come in as a guest speaker in the Math and Science classes.

We will make use of the Distance Learning opportunities through the NC-DPI and Central Piedmont Community College. Co-enrollment with CPCC is already on our radar.

Individualized High School Diploma "pathways" can be designed in cooperation with the Guidance Department to select "out of the box" options to substitute that will satisfy "required" courses is another option.

We want these children to "spread their wings" and experience the joy of learning. It will require extra work on our part, but it's part of the job.

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)*

We have been in contact and are continuing conversations with representatives of Signature Learning Resources Incorporated. They specialize in providing licensed staff to oversee ALL aspects of providing services to children with either an IEP or 504. They also offer Administrative oversight in the form of obtaining records from previous schools, training employees (Registrar, Guidance) in methodology of keeping records confidential, and in compliance with lawful entities.

It is highly likely that we will establish a contractual arrangement with them or someone like them.

Exceptional Children's Education Programming

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

We have been in contact and are continuing conversations with representatives of Signature Learning Resources Incorporated. They specialize in providing licensed staff to oversee ALL aspects of providing services to children with either an IEP or 504. They also offer Administrative oversight in the form of obtaining records from previous schools, training employees (Registrar, Guidance) in methodology of keeping records confidential, and in compliance with lawful entities.

It is highly likely that we will establish a contractual arrangement with them or someone like them.

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.*

Russell Lee Jones Charter High School standards for student performance will be aligned with our Mission Statement and Purposes to meet performance standards.

1. Russell Lee Jones Charter High School will require student adherence to performance standards for career readiness and work skills development, as well as post-secondary qualifications.

2. Russell Lee Jones Charter High School will use any and all evaluation tools or assessments already found to have validity for use in a secondary or post-secondary school context. The ACT suite of assessment tests (especially WorkKeys) is well suited for our environment. The ACCUPLACER placement testing system used by CPEC would be a diagnostic tool that Russell Lee Jones Charter High School would use with students considering "co-enrollment" options. The MYERS-BRIGGS test has been widely used to assist individuals in matching personality styles with career paths.

3. Russell Lee Jones Charter High School will use policies and standards for student promotion that are consistent with NCDPI guidelines and CMS High School Planning Guide examples. Two exceptions are that Russell Lee Jones Charter High School will NOT arbitrarily assign a minimum grade of 60 % for any student performance measures such as exams. Altering or falsifying student records is an offense that is subject to the consequence of termination for any Instructor or any Administrator who would direct an Instructor to perform such an illegal and unethical act. For the sake of our graduating students, a diploma from Russell Lee Jones Charter High School will be granted the "old fashioned way" It will be earned by legitimate means. NCCER standards for the certification of Trade-Specific skills will be a competitive advantage for students seeking to enter the workplace after graduation.

4. Russell Lee Jones Charter High School will have exit standards for graduating students that match those established by the LEA (CMS). Graduation policies and promotion standards have been published for 9th graders entering school in 2012-2013 or later. We will not deviate or request exclusion from them. Russell Lee Jones Charter High School does not want prospective students, or their parents, or the community, or prospective employers to view us as a place where lower standards of achievement are accepted.

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.*

First and foremost, we will empower Instructors to oversee the activities within their classrooms. We will hold Instructors accountable for modeling professional behavior in the classroom, setting the standard for behavior expected from the students.

Each instructor will have the same set of rules posted in their classroom that have been "borrowed"/adapted from the Indian Land High School (SC).

As your Instructor, I will NOT tolerate any Trainee in this classroom stopping me from instructing for any reason whatsoever.

As your Instructor I will NOT tolerate any Trainee in this classroom stopping another Trainee from learning for any reason whatsoever.

As your Instructor I will NOT tolerate any Trainee in this classroom doing anything that is not in his or her best interest or the best interest of the class. As your Instructor I am a member of this class.

There are two things you never do to me:

1. No manipulations
2. Never question my management system while I am providing instruction

The Instructor is to be shown the highest level of respect by Administrators as well. ANYONE seeking to enter a classroom while instruction is taking place will knock quietly and ask for permission to interrupt the Instructor unless there is an "emergency" which would override this policy. It is the responsibility of the Leadership to model proper professional behavior in front of the staff and the Trainees.

We will lead by example for anyone of whom we make the demand to follow us.

Anyone who needs assistance in further explanation of the Trainee Code of Conduct will surely benefit by having a meeting arranged with the Dean of Students or an Assistant Principal. It is the responsibility of these Administrators to provide correction, rebuke, and encouragement with great patience and careful instruction so that Trainees and their Instructors are able to maintain a positive working relationship.

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: Russell Lee Jones Vocational Training Inc

Mailing Address: 4224 Carmel Forest Drive

City/State/Zip: Charlotte NC 28226

Street Address:

Phone: 704-506-1146

Fax:

Name of registered agent and address: Ronald Scott Shepherd
Chief Operations Officer
4224 Carmel Forest Drive
Charlotte, NC 28226

FEDERAL TAX ID: 27-2508775

Tax-Exempt Status 501 (c)(3)

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

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

No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation
-------------------	-------------	---------------------------	--------------------

Ed Guy	Founding Member & CFO	CLEVELAND	Retired USMC General Contractor
Ronnie Toney	Member	MECKLENBURG	Electrical Engineer/Consultant
Jerome Ross	Member	MECKLENBURG	Branch Manager C.C.Dickson Company
Ron Shepherd	Founding Member & COO	MECKLENBURG	Owner MM&I Construction Services
Maurice Jones	Founding Member & CEO	MECKLENBURG	Owner Jones Electrical and HVAC
Carson Greif	Member	MECKLENBURG	Johnson Concrete Commercial Consultant
Jim Daugherty	Member	MECKLENBURG	Branch Manager East Coast Metal Distributors

Please provide the following in this location of the APPLICATION:

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

The members of the Russell Lee Jones Vocational Training Incorporated Board of Directors are responsible for setting policies for Russell Lee Jones Charter High School.

They will make the final decision of the selection of the Principal for Russell Lee Jones Charter High School, after consulting with the four members of the Oversight Advisory Committee who will recruit the Principal and will supervise the Principal once the candidate has been hired.

As members of the Russell Lee Jones Vocational Training Incorporated Board of Directors, they will NOT intervene with the day to day oversight of the charter school. This will be the responsibility of the four members of the Oversight Advisory Committee.

The four members of the Oversight Advisory Committee have over a century of experience in Public Education and their resumes are included in Appendix T: Optional Appendices. Their identities are as follows:

- Dr. Delores Lee
- Mr. Ken Simmons
- Mr. Frederick "Tim" Timmerman Jr.
- Mr. Guy Wilson

The Russell Lee Jones Vocational Training Incorporated Board of Directors will ultimately be responsible for the oversight of the Russell Lee Jones Charter School as it relates to interface with the NC-DPI, the IRS and other legal entities that will conduct business with the Russell Lee Jones Charter High School.

For example, any contract established with any outside entity to provide services to Russell Lee Jones Charter High School will be established between that entity and the Russell Lee Jones Vocational Training Incorporated 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.*

There are currently seven (7) active members serving on the Board of Directors. These men and women represent a diverse representation of the community.

Three are former Instructors with the LEA.

Two oversee multi-million dollar budgets on a day to day basis.

Three are either currently Owners of their companies or have been Owners of their company in the past.

All seven hold Post-Secondary degrees including Associate (1), Bachelor's (4) and Masters (2).

Three have served on more than one Charter School Board of Directors in their lifetime.

The Russell Lee Jones Vocational Training Incorporated Board of Directors also recognize their limitations and because of their collective humility have chosen to yield to the four members of the Oversight Advisory Committee.

These four individuals, with over a century of experience in Public Education, have committed to oversee the charter school to help ensure that the school will be an educational and operational success. It is they who will provide recommendation in the form of periodic Performance Appraisals of the Principal. The Principal and other members of the Academic Management Team (Assistant Principal(s), Head of Guidance, and Dean of Students) will establish a working relationship with the elected officers of the Parent Teacher Student Organization to promote an active and effective representation of "stakeholders" including parents. We will utilize our relationship with the Southern Mecklenburg Association of Responsible Taxpayers to reach into the southern geographic region of our community. They already have a network established and are willing to allow us to broadcast through them. Those on the receiving end are likely to share with their neighbors; people they socialize with, and people they worship with.

Russell Lee Jones will encourage the formation of an active PTO and Russell Lee Jones Vocational Training Incorporated Corporate Officers and members of the school Administrative Management Team will attend these meetings. Parents visiting our school as "Guest Speakers" to share how they use (Math, Science, History, etc.) in their jobs would be an asset to student learning. Staging work demonstrations, setting up job shadowing, and maybe even arranging student apprenticeships with local employers would be additional ways for parents to become involved as part of the Russell Lee Jones Charter School mission. Sharing how they are involved in service projects in the

community would be another way to connect with our school.

We will utilize our relationship with the Southern Mecklenburg Association of Responsible Taxpayers to reach into the southern geographic region of our community. They already have a network established and are willing to allow us to broadcast through them. Those on the receiving end are likely to share with their neighbors; people they socialize with, and people they worship with.

Russell Lee Jones Vocational Training Incorporated Corporate Officers and members of the school Administrative Management Team will attend these meetings. Parents visiting our school as "Guest Speakers" to share how they use (Math, Science, History, etc.) in their jobs would be an asset to student learning. Staging work demonstrations, setting up job shadowing, and maybe even arranging student apprenticeships with local employers would be additional ways for parents to become involved as part of the Russell Lee Jones Charter School mission. Sharing how they are involved in service projects in the community would be another way to connect with our school.

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?*

Maurice Jones, Ed Guy, and Ron Shepherd recruited the other founding members of the board. We are in the process of reviewing resumes from additional potential recruits to serve on the board. Board positions were offered to the four members of the Oversight Advisory Committee, but each declined with a request to be "one-step-removed" from that level of responsibility.

It is the position of the board members that we have an "effective roll of 11", with some serving without the "title" of Member of the Board of Directors. Bearing this in mind, we are not planning to "act in haste" but still intend to act expeditiously as we seek additional candidates.

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

We have been meeting monthly as a minimum and more on an as-needed basis.

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).*

Three current Board members have participated in the 2014 series of Webinars and have been reviewing the Wikipages training library.

All current and future Board members will participate fully in the next round of training taught by Dr. Miller.

We have also received Board training from a private consultant in 2012 with whom we paid for the privilege of receiving the training.

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.*

Article 4: Section 4 of the Russell Lee Jones Vocational Training Incorporated By-Laws

Checks and Balances: If at any time, any member of the board feels that a

conflict of interest is present with regard to a vote or action by any other member of the board, the accusing member can request that the accused member be exempted from the vote in question, or be called upon to explain their actions that give the appearance of a conflict of interest. The remaining members of the board will rule on the merit of the matter and by 2/3 majority vote may exclude the accused member from participating in the vote in question, or demand a reversal of the action that was brought before the board for review. This serves as a measure to ensure that any individual member of the organization will be deterred from exerting excessive control over the organizations activities and/or finances.

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

Recommendations for development of school policies will most likely be generated by the Oversight Advisory Board and forwarded to the Russell Lee Jones Vocational Training Incorporated Board of Directors for consideration. The Russel Lee Jones Vocational Training Incorporated Board of Directors will consult with the Oversight Advisory Board and then render a decision regarding whether or not to implement a policy.

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 four members of the Oversight Advisory Committee have over a century of experience in Public Education and their resumes are included in Appendix T: Optional Appendices. Their identities are as follows:

Dr. Delores Lee
Mr. Ken Simmons
Mr. Frederick "Tim" Timmerman Jr.
Mr. Guy Wilson

These four individuals, with over a century of experience in Public Education, have committed to oversee the charter school to help ensure that the school will be an educational and operational success. It is they who will provide recommendation in the form of periodic Performance Appraisals of the Principal.

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

Parents who feel the need to express a concern regarding the actions of an Instructor will be expected to meet with the Instructor to seek a resolution. If this does not bring about a resolution, then the parties involved will meet with an Assistant Principal. If no resolution is achieved, the Assistant Principal will meet with the Principal to discuss the matter. We will NOT allow parents to circumvent this procedure at will. Staff members who feel the need to express a concern are required to speak with their supervisor in the Organizational flowchart. If and only if the matter remains unresolved at that point are they allowed to take the discussion to the next level of management.

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 strategy will be to identify, recruit, retain, motivate and develop high-performing teachers and staff to serve at Russell Lee Jones Charter High School. The key to achieving this goal will be to develop an aggressive marketing plan to spread the word into the community that we are seeking qualified instructors who are seeking to be treated like professional adults by the "management". We feel that a review of the Trainee Code of Conduct and the Russell Lee Jones Charter School Employee Handbook will attract dedicated instructors who will spread the word through what we have identified as a "disenfranchised labor pool". The benefit of hosting "Open Houses" are not limited to parents and Trainees, they can serve the purpose of allowing instructors an opportunity to get a feel for the climate we are seeking to deliver. At this point in time we have already received several inquiries and we havent even completed the Charter Application yet. Three of our Board Members served in the trenches of the LEA, and our history of

credibility as activists for students and instructors speaks for itself. We continue to remain in contact with those with whom we serve and our vision is being broadcast quietly "under the radar" of the LEA to those seeking to be a part of something that is not governed by the "educratocracy" issuing "fatwas" from their offices far removed from the kids of our community. The current level of discontent among the "soldiers" is not unlike the sentiment expressed during the months that preceded the Bolshevik Revolution. We stand ready to receive the masses that have become weary of carrying the blame for the results of abysmal performance written about in the Charlotte Observer in recent months.

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.*

Two members of the Board hold Bachelors Degrees in Business Management and Business Administration while another has a degree in Sociology. Others have a background in supervision and management of personnel. Each of us realizes there are stages of organizational development for an organization such as a charter school. At each stage of development, relationships between "employees" and the "Board" may change. But the startup of any enterprise, be it a small business or a small school, requires a tremendous commitment of time, energy, and available resources by its founding members. To open Russell Lee Jones Charter High School, the Board will need to act as a team. Three members of the Board have committed to work as "instructors" in the early years of operation, and two have committed for the "long haul".

The Russell Lee Jones Vocational Training Incorporated By-Laws and Employment Policies allow qualified Board members to serve as employees in a full or part-time capacity. This is how we roll, because we believe in "Leadership by Example". Our start-up is designed to demonstrate our intent to "Walk what we Talk". We as Board members will submit to the authority of the Principal and will work "at-will" like every other employee. Our performance appraisals will determine if we remain employed from one year to the next. We will NOT be allowed to "pull rank", but instead we will be compelled to set an example of serving others and taking on tasks that some might consider "beneath them". How can we entrusted with the responsibility of "Leadership" consider any other behavior in front of those we lead? Other "employees" will be hired to fill both instructional and non-instructional positions. Over time, the Board may evolve into more of a traditional and formal structure - with clearer separation of duties and Board oversight roles.

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

The Russell Lee Jones Vocational Training Incorporated Board of Directors has developed a formal process to detail personnel policies and procedures in our employee handbook. We looked to the resources from employers of several of our Board Members to collaborate together into a cohesive set of guidelines specific to Russell Lee Jones Charter High School.

In general we will commit to hiring practices that are fair, equitable, and in accordance with Equal Employment Opportunity policies. The Russell Lee Jones Vocational Training Incorporated Board of Directors will follow established and consistently administered personnel practices in the

recruitment, selection, and assignment of Russell Lee Jones Charter High School faculty and staff. We will imitate practices common to those utilized by employers of our Board Members. Position descriptions and minimum qualifications have already been quantified in our Employee Handbook established for full-time and part-time jobs to be staffed. Russell Lee Jones Charter High School will be recruiting from within the CMS district and others nearby such as Lancaster and York counties across the border in South Carolina, its practices will be comparable to those used in those school systems (public and private). Russell Lee Jones Charter High School will conduct criminal record historical background checks as authorized by statute and in accordance with NC 115C-238.29K and will verify credentials for employment and references as needed.

It is our intent to retain instructors and non-instructional personnel by mentoring and "Leadership by Example". Dismissal of school personnel will be administered in the event that "correction, rebuke, and encouragement" procedures with reasonable expectations for the resolution of performance and/or conduct problems has failed to bring about a resolution to an issue that has the potential to lead to non-renewal of contract for employment.

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

With over 18,000 employees, the CMS system is one of the largest employers in the Charlotte Region. It requires a comprehensive and sophisticated Salary and Benefits program.

In stark contrast Russell Lee Jones Charter High School will start up with 24 employees and will still have less than 60 employees when it reaches its 750 student enrollment goal in Year 4. Our compensation plan will resemble a small business and we intend to keep things simplified by comparison.

The salaries of current CMS employees are available to anyone with an internet connection and an on-line subscription for the Charlotte Observer. Whether you believe that is fair or not, it is a fact that we intend to use.

We have mined the data and have set our budget for employee salaries using a formula internally understood by the CFO and COO of the Russell Lee Jones Vocational Training Incorporated Board of Directors. We feel that this will allow Russell Lee Jones to offer salaries that are competitive with those within the LEA, and both Lancaster and York counties across the border in South Carolina.

Russell Lee Jones Charter High School will become a participating employer in the Retirement System, per 135-5.3. Current North Carolina staff members who are participating in the North Carolina State Retirement System will be allowed to continue without interruption of their retirement plan.

Based on these decisions, the total expense of Direct Labor has been multiplied by 20% to calculate the Line Item in the budget for Employee Benefits.

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

Practices commonly used in a business workplace will be our guide when dealing with a complaint of the nature of an employee grievance and/or termination. The Russell Lee Jones Vocational Training Incorporated Board of Directors has NO INTENTION of involving itself in such disputes directly. As

a matter of policy, employees who seek assistance in resolving a conflict or grievance will be afforded the opportunity to have their point of view expressed and will receive fair and timely consideration. Employees will be expected to exhaust internal grievance procedures by consulting with the Principal or the Administrative Management Team before taking their grievances to outside third parties. If a resolution is not acceptable to the person seeking to air a grievance after consulting with the Administrative Management Team, the Oversight Advisory Committee will be asked to review the actions of the Administrative Management Team. In cases where termination of an employee is deemed necessary by the Principal after consultation with the Administrative Management Team, the matter will also be forwarded to the members of the Oversight Advisory Committee. If settlement of a grievance requires a personnel transaction to be documented in accordance with applicable state or federal laws, then oversight may involve legal counsel in the preparation of correspondence and execution of any settlement agreements.

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

We will make use of a semester scheduling system and a "staggered" employment dates. Some employees will not begin employment until the second semester. Some may be brought in to provide instruction only for a semester in the same manner that instructors are contracted by Central Piedmont Community College.

In the event an "outside sponsor" approaches the Russell Lee Jones Vocational Training Incorporated Board of Directors with a suitcase full of money and a request to provide instruction in something near and dear to their heart, then it might become necessary to provide an answer to this question. In the meantime, those who serve on staff will be paid from the General Operations Budget as detailed in the financial projections within the application.

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 anticipate that about 12% of the Year 1 student population (36 of 300) in our Charter School will have special needs of some kind. We are exploring a relationship with Signature Learning Resources Incorporated, a corporation licensed to provide contract labor and Administrative oversight to insure special population needs are met as required by law. A second entity, who is already serving on a contract basis was mentioned very recently in a Russell Lee Jones Vocational Training Incorporated Board of Directors Meeting, but specific details are not yet available at the time that this paragraph was written.

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).

Any employee that is required to possess a North Carolina Teachers Certificate will either have one when they are hired or will be required to obtain one within 36 months of the initial hire date.

It is our goal that 75% of the first year Instructors will come on board with a current license and that the remaining 25% would be best described as "Lateral Entry" specialized Trade-Specific Professionals.

Staff Evaluation and Professional Development

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

The Principal will be responsible for maintaining teacher licensure requirements and professional development.

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.*

Our schedule is based on two semester blocks of 92-1/2 days in each block. We have included some half days for teachers to create grade reports. Each day consists of four blocks of instruction. One-fourth of our instructors will be available every day during their "Planning Period" for "Professional Development". This is the "empty palate" ready and waiting for the "artists" of the Oversight Advisory Committee to fill with their inspired creation. We will wait until they have done an assessment of the level of need after an evaluation of the initial staff.

It is expected that they and the Principal will commit to working together to organize and implement a definitive schedule long before the first day of classes in August 2015. We have 19 months to work on it before that day arrives.

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.*

Our schedule is based on two semester blocks of 92-1/2 days in each block. We have included some half days for teachers to create grade reports. Each day consists of four blocks of instruction. One-fourth of our instructors will be available every day during their "Planning Period" for "Professional Development". This is the "empty palate" ready and waiting for the "artists" of the Oversight Advisory Committee to fill with their inspired creation. We will wait until they have done an assessment of the level of need after an evaluation of the initial staff.

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

We are well aware of the fact that in a perfect world, we would schedule the first year staff at least two weeks of orientation, team building, and other professional development sessions. IF we are able secure funding from a source independent from the State of North Carolina in advance of the opening of school we will initiate such plans.

Our budget for instructional staffing was designed to be competitive to match the earning levels of someone who has been in the LEA system for 5+ years. We feel that our initial staff will include instructors that have already "cut their teeth" and have some experience doing their job. We will be "selective" in our interviewing process with the goal in mind of securing those instructors with a proven track record. We are also networking to locate instructors who have "made their bones" with the LEA and are feeling disenfranchised and are weary of being the scapegoat in the community because of poor performance at their schools which was recently posted in the Charlotte Observer for everyone to read about.

Three Russell Lee Jones Vocational Training Incorporated Board Members

served for two years on another Charter School Board before departing from that Board. The three of us were involved in Webinars and have kept abreast of the Wikipages generated from the 2013-2013 training.

Other members of our Board work with companies that offer employee orientation, team building sessions, and the like which we can bring in to build community. One of our Board Members holds a Bachelors Degree in Sociology which will lend itself to Professional Development of our staff. A multitude of opportunity is offered by the NCDPI and we would take advantage of these opportunities as well.

We have taken opportunities to befriend existing charter schools in our county who have successfully navigated the start-up years, and they stand ready to offer their mentoring at little or no cost.

Please realize and respect the fact that "we didnt fall off the back of a turnip truck last night" and we will not be "minimizing our direct labor costs" by hiring an entire staff of Teach For America candidates or "first-year still wet behind the ears" 22 year olds with a teaching certificate and theoretical college classroom training that have never been on their own with a group of teenagers.

In similar fashion, we expect that the Principal will be someone who had a successful track record in the classroom prior to entering into the "Principal Track Training".

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 schedule is based on two semester blocks of 92-1/2 days in each block. We have included some half days for teachers to create grade reports. Each day consists of four blocks of instruction. One-fourth of our instructors will be available every day during their "Planning Period" for "Professional Development". This is the "empty palate" ready and waiting for the "artists" of the Oversight Advisory Committee to fill with their inspired creation. We will wait until they have done an assessment of the level of need after an evaluation of the initial staff.

It is expected that they and the Principal will commit to working together to organize and implement a definitive schedule long before the first day of classes in August 2015. We have 19 months to work on it before that day arrives.

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)).

The Russell Lee Jones Vocational Training Incorporated Board of Directors has identified the "Southern Region of Mecklenburg County" as the area

targeted to be served by Russell Lee Jones Charter High School. This region of the county contains a veritable smorgasbord of ethnic backgrounds and is as diverse as any region of the county. Carmel Forest Drive, where our Chief Operations Officer lives, is a neighborhood of 72 homes and is represented by families whose origins come from across the entire globe. Other sections of our community served by the LEA are exceptionally NON-DIVERSE by comparison. The churches in this section of the community also reflect an exceptionally diverse population. If we were to draw in a purely random sampling of the population in our marketing outreach and student applications, we expect that the results would mirror the diversity of the southern region of Mecklenburg County.

In spite of the fact that we are 19 months away from a potential August 2015 start-up, we have already begun our marketing outreach by forming a "cooperative friendship" with a community group, the Southern Mecklenburg Alliance for Responsible Taxpayers. They are hosting an "Open House" on Tuesday, January 14th, 2014. We have been invited along with representatives of the North Carolina Public Charter Schools Association to present the facts about Public Charter Schools and the Russell Lee Jones Charter High School concept. We have an established e-mail listing for every Guidance Counsellor in the LEA, broken out by each High School. Guidance Counsellors for every High School in southern Mecklenburg County will receive an invitation to this forum.

Other public forums are being scheduled and hosted by the North Carolina Public Charter School Association, and we have a standing invitation to participate in those future events.

Our website has been up and running since 2010, and our webmistress is standing by to enhance it with additional information designed to create increased awareness of our brand name. For a glimpse, we invite you to look at: www.RLJVocationalTraining.com

We were part of a featured WSOC-TV Eyewitness News presentation just prior to Thanksgiving on the 5:00 and 5:30 evening news broadcast.

We have been "networking" with other community groups behind the scenes since our decision in September to submit a letter of intent.

Since we will be placing an emphasis on Trade-Specific electives similar to those offered at Central Piedmont Community College, we intend to refresh our friendships with CPCC instructors to schedule joint efforts in community service oriented projects.

We're just scratching the surface as we "warm-up", 19 months from the projected start date.

Parent and Community Involvement

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

We will utilize our relationship with the Southern Mecklenburg Association of Responsible Taxpayers to reach into the southern geographic region of our community. They already have a network established and are willing to allow us to broadcast through them. Those on the receiving end are likely to share with their neighbors; people they socialize with, and people they worship with.

Russell Lee Jones will encourage the formation of an active PTSO and Russell Lee Jones Vocational Training Incorporated Corporate Officers and members of the school Administrative Management Team will attend these meetings. Parents visiting our school as "Guest Speakers" to share how they use (Math, Science, History, etc.) in their jobs would be an asset to student learning. Staging work demonstrations, setting up job shadowing, and maybe even arranging student apprenticeships with local employers would be additional ways for parents to become involved as part of the Russell Lee Jones Charter School mission. Sharing how they are involved in service projects in the community would be another way to connect with our school.

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.*

Russell Lee Jones Charter High School will adhere to the Admission Requirements spelled out in GS 115C-238.29F (g)(1-7) regarding qualifications for admission, determinations of admission, prohibitions against discrimination, enrollment eligibility, and rights to refuse admission to students expelled or suspended from other public schools. Except as otherwise provided for by statute or by the legitimate Mission of Russell Lee Jones Charter High School, we will not limit admission to or discriminate against students on the basis of intellectual or athletic abilities, measures of achievement or aptitude, race, creed, gender, national origin, religion, ancestry, or disability.

Prior to the 2015 start date of classes, Russell Lee Jones Charter High School will open its application submission window on or about Monday, December 15, 2014 and will end the acceptance of applications on or about Monday, March 30, 2015 (an enrollment period of approximately 90 days). Notices of the application period will be published and advertised in accordance with written procedures consistent with applicable NC statutes in effect at the time.

We anticipate that there will be multiple "Open Forums" between now and December 15th, 2014 so that the information will have been sent out repeatedly by community meetings, S.M.A.R.T. e-mails, and notices in the South Charlotte Weekly (that is delivered to households across the southern section of Charlotte and hence southern Mecklenburg County).

We will post the Russell Lee Jones Charter High School Trainee Code of Conduct and create a written Application which we will make available on our website and paper copies available at scheduled "Open Houses" Both documents must be submitted on behalf of each applicant. The application document will include information necessary to ascertain a Trainees qualifications for admission, including but not limited to: name; date of birth; address of

residence in NC; parent name(s) and address(es), telephone number(s) and e-mail address(es); current and previous school (or home school) enrollment history; explanations of special needs identified and accommodated in prior education settings; and relationships with other students or employees of Russell Lee Jones Charter High School at the time. This information will be confidentially examined for the purpose of insuring that applicants are qualified as "Rising 9th graders" by the NC-DPI. Communications with trainees and parents will clarify questions of qualification and accommodation (ONLY if Necessary) before the admission process is "consummated".

Once all applications have been accepted and qualified, a comparison will be made between the number of qualified applicants and the number of "seats" available. By the end of March, Russell Lee Jones Charter High School will begin accepting enrollment of all qualified trainees with timely applications on file, unless the number of applications exceeds the number of seats available. In that case, students will be selected by a lottery process with priority offered to 10th grade applicants. It is expected that students accepted will be notified by Friday, April 17th, 2015. Once enrolled, students would not be required to reapply in subsequent years, because they will remain enrolled by default.

Once hired, the Registrar will oversee/implement/maintain all requests for Admission, transfers, withdrawals, and the "Waiting List". Prior to the hiring of the Registrar, the COO will oversee these functions.

Priority for filling a "request for service" will be based on the chronological order based on the date of submission until all available seats are filled. Anyone who withdraws their name loses

A "Waiting List" will be established once all available seats are filled.

Any appeal of the Registrar's decisions will be referred to an Assistant Principal who will consult with the Registrar. Unless there is "compelling evidence of wrongdoing", the decision of the Registrar will stand.

PROJECTED ENROLLMENT 2015-16 through 2019-2020

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Charlotte-Mecklenburg Schools
 LEA #2
 LEA #3

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

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000
Grade 09	125	0	0	150	0	0	150	0	0	275	0	0	150	0	0
Grade 10	175	0	0	125	0	0	150	0	0	200	0	0	275	0	0
Grade 11	0	0	0	175	0	0	125	0	0	150	0	0	200	0	0
Grade 12	0	0	0	0	0	0	175	0	0	125	0	0	125	0	0
	300			450			600			750			750		

Transportation Plan:

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

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

Otherwise, Russell Lee Jones Charter High School will encourage the development of solutions through a cooperative effort between the Principal and the President of the PTSO to make provisions for students who would otherwise be hindered from attending our school for lack of transportation.

Such approaches may include the organization of parent carpools, the use of public transportation by older students, and leased services providing point-to-point transportation from fixed pickup points.

The Principal of Russell Lee Jones Charter High School will be given the authority to manage the Transportation Plan and make exceptions to its policies, so long as the cost of all such provisions is maintained within established budget limits.

One potential site is within 200 yards of a CATS Bus Stop. We are just now beginning a conversation with a Private Transportation Service to determine the cost/feasibility of transport from an established shuttle stop(s). See letter below:

Ambitious Transportation and Shuttle

406

Bradford Drive
Charlotte, NC 28208
704.999.6781

Maurice Jones. CEO
Russell Lee Jones Vocational High School
WWW.Rljvocalionaltraining.com
704.458.4416

Dear Mr. Jones:

We are looking forward to assisting you in your transportation needs for Russell Lee Jones charter high school. We will provide you with transportation from your designated pickup location to the high school and back to that location at the end of the school day. As your funding and opening of the high school gets closer to the actual opening date we will negotiate a contract to provide transportation to the high school. Good luck and we look forward to serving you in the future.

Thanks,
Sandra Jones

School Lunch Plan:

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

Russell Lee Jones Charter School does not have the intent of establishing a cafeteria on-site and would plan for an opportunity for trainees to purchase their lunches from an outside vendor and have them dropped off at our site.

We have a line item in the budget for those served by a FRL designation and would implement those meals in a similar fashion. One of the potential sites we are considering has several options nearby.

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	\$2,000,000		\$2,000.00
Officers and Directors/Errors and Omissions	\$2,000,000		\$2,500.00
Property Insurance	\$156,000		\$400.00
Motor Vehicle Liability	\$1,000,000		\$400.00
Bonding Minimum/Maximum Amount	\$1,000,000	\$2,000,000	\$2,000.00
Other	\$500,000		\$7,900.00
Total Cost			\$15,200.00

*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.

russellleejonesinc 12/04/2013

(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).

We have begun conversations with three property owners who have told us to return for further discussions in January. They have indicated that they do not have time to meet during the December holiday season.

We have a licensed General Contractor on our board of directors who can take on commercial projects up to \$500,000.00 and we estimate that the up-fit of any of the sites under consideration will come in under that amount.

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.*

We have identified three potential sites. We are confident that one of them will come through.

We have a Commercial Real Estate Specialist on stand-by just in case we are wrong.

Our first year requirement is the use of 21,000 square feet.

Our second year requirement is the use of 31,500 square feet.

Our third year requirement is the use of 42,000 square feet.

Our fourth year requirement is the use of 52,500 square feet.

We are willing to take possession of a "big empty box" and there are more than a few in the community.

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 1st month average daily membership.

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1600 - Charlotte-Mecklenburg Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,582.77	300	\$1,374,831.00
Local Funds	\$2,332.48	300	\$699,744.00
Federal EC Funds	\$3,743.48	36	\$134,765.28
Totals			\$2,209,340.28

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

INCOME: REVENUE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
-State ADM Funds	\$1,374,831	\$1,997,280	\$2,663,040	\$3,328,800	\$3,328,800
-Local Per Pupil Funds	\$699,744	\$1,049,616	\$1,399,488	\$1,749,360	\$1,749,360
-Exceptional Children Federal Funds	\$134,765	\$202,148	\$250,813	\$336,913	\$336,913
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$27,249	\$189,274	\$59,556	\$346,303	\$197,562
Z - TOTAL REVENUE	\$2,236,589	\$3,438,318	\$4,372,897	\$5,761,376	\$5,612,635

***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	\$67,100	\$67,100	1	\$71,500	\$71,500	1	\$77,000	\$77,000	1	\$82,500	\$82,500	1	\$84,975	\$84,975
Assistant Administrator	1	\$62,700	\$62,700	1	\$64,581	\$64,581	3	\$66,518	\$199,554	3	\$71,379	\$214,137	3	\$72,685	\$218,055
Finance Officer	1	\$40,561	\$40,561	1	\$41,826	\$41,826	1	\$44,993	\$44,993	1	\$46,344	\$46,344	1	\$47,735	\$47,735
Clerical	1	\$48,235	\$48,235	1	\$49,740	\$49,740	1	\$55,957	\$55,957	1	\$60,023	\$60,023	1	\$61,823	\$61,823
Food Service Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Custodians	1	\$23,310	\$23,310	1	\$24,009	\$24,009	2	\$24,729	\$49,458	3	\$25,470	\$76,410	3	\$26,235	\$78,705
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
A - Total Admin and Support:	5	\$241,906	\$241,906	5	\$251,656	\$251,656	8	\$269,197	\$426,962	9	\$285,716	\$479,414	9	\$293,453	\$491,293
Instructional Personnel:															
Core Content Teacher(s)	12	\$40,561	\$486,732	22	\$41,826	\$920,172	29	\$43,684	\$1,266,836	35	\$44,993	\$1,574,755	35	\$46,343	\$1,622,005
Electives/Specialty Teacher(s)	5	\$44,353	\$221,765	7	\$45,683	\$319,781	9	\$47,054	\$423,486	10	\$48,466	\$484,660	10	\$49,920	\$499,200
Exceptional Children Teacher(s)	1	\$40,561	\$40,561	1	\$41,826	\$41,826	1	\$43,864	\$43,864	1	\$44,993	\$44,993	1	\$46,343	\$46,343
Instructional Support	1	\$62,700	\$62,700	1	\$64,581	\$64,581	1	\$66,519	\$66,519	1	\$71,379	\$71,379	1	\$73,520	\$73,520
Teacher Assistants	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
B - Total Instructional Personnel:	19	\$188,175	\$811,758	31	\$193,916	\$1,346,360	40	\$201,121	\$1,800,705	47	\$209,831	\$2,175,787	47	\$216,126	\$2,241,068
A+B = C - Total Admin, Support and Instructional	24	\$430,081	\$1,053,664	36	\$445,572	\$1,598,016	48	\$470,318	\$2,227,667	56	\$495,547	\$2,655,201	56	\$509,579	\$2,732,361

Personnel:															
Administrative & Support Benefits															
Health Insurance	5	\$1,000	\$5,000	5	\$1,030	\$5,150	8	\$1,061	\$8,488	9	\$1,093	\$9,837	9	\$1,126	\$10,134
Retirement Plan--NC State	5	\$4,250	\$21,250	5	\$4,378	\$21,890	8	\$4,509	\$36,072	9	\$4,644	\$41,796	9	\$4,783	\$43,047
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	5	\$2,075	\$10,375	5	\$2,137	\$10,685	8	\$2,201	\$17,608	9	\$2,267	\$20,403	9	\$2,335	\$21,015
Disability	5	\$600	\$3,000	5	\$618	\$3,090	8	\$636	\$5,088	9	\$655	\$5,895	9	\$675	\$6,075
Medicare	5	\$600	\$3,000	5	\$618	\$3,090	8	\$636	\$5,088	9	\$655	\$5,895	9	\$675	\$6,075
Social Security	5	\$600	\$3,000	5	\$618	\$3,090	8	\$636	\$5,088	9	\$655	\$5,895	9	\$675	\$6,075
D - Total Admin and Support Benefits:	30	\$9,125	\$45,625	30	\$9,399	\$46,995	48	\$9,679	\$77,432	54	\$9,969	\$89,721	54	\$10,269	\$92,421
Instructional Personnel Benefits:															
Health Insurance	19	\$1,000	\$19,000	31	\$1,030	\$31,930	40	\$1,061	\$42,440	47	\$1,093	\$51,371	47	\$1,126	\$52,922
Retirement Plan--NC State	19	\$4,250	\$80,750	31	\$4,378	\$135,718	40	\$4,509	\$180,360	47	\$4,644	\$218,268	47	\$4,783	\$224,801
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	19	\$2,075	\$39,425	31	\$2,137	\$66,247	40	\$2,201	\$88,040	47	\$2,267	\$106,549	47	\$2,335	\$109,745
Disability	19	\$600	\$11,400	31	\$618	\$19,158	40	\$636	\$25,440	47	\$655	\$30,785	47	\$675	\$31,725
Medicare	19	\$600	\$11,400	31	\$618	\$19,158	40	\$636	\$25,440	47	\$655	\$30,785	47	\$675	\$31,725
Life Insurance	19	\$600	\$11,400	31	\$618	\$19,158	40	\$636	\$25,440	47	\$655	\$30,785	47	\$675	\$31,725
E - Total Instructional Personnel Benefits:	114	\$9,125	\$173,375	186	\$9,399	\$291,369	240	\$9,679	\$387,160	282	\$9,969	\$468,543	282	\$10,269	\$482,643
D+E = F - Total Personnel Benefits	144	\$18,250	\$219,000	216	\$18,798	\$338,364	288	\$19,358	\$464,592	336	\$19,938	\$558,264	336	\$20,538	\$575,064
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	35	\$747,031	\$287,531	35	\$929,055	\$298,651	56	\$1,266,876	\$504,394	63	\$1,338,685	\$569,135	63	\$1,327,557	\$583,714
B+E = H - Total Instructional Personnel (Salary & Benefits)	133	\$327,300	\$985,133	217	\$373,315	\$1,637,729	280	\$424,800	\$2,187,865	329	\$503,800	\$2,644,330	329	\$556,885	\$2,723,711

Russell Lee Jones Charter High School

G+H = J - TOTAL PERSONNEL	168	\$1,074,331	\$1,272,664	252	\$1,302,370	\$1,936,380	336	\$1,691,676	\$2,692,259	392	\$1,842,485	\$3,213,465	392	\$1,884,442	\$3,307,425
------------------------------	-----	-------------	-------------	-----	-------------	-------------	-----	-------------	-------------	-----	-------------	-------------	-----	-------------	-------------

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

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	Administrative & Support:					
Office:	Office Supplies	\$15,000	\$25,000	\$35,000	\$45,000	\$4,635
	Paper	\$10,000	\$15,000	\$20,000	\$25,000	\$25,750
	Computers & Software	\$26,000	\$26,000	\$26,000	\$26,000	\$26,780
	Communications & Telephone	\$10,000	\$15,000	\$20,000	\$25,000	\$25,750
	Copier leases	\$8,000	\$12,000	\$15,000	\$18,000	\$18,540
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$5,000	\$6,000	\$7,000	\$8,000	\$9,000
	Student Accounting	\$0	\$0	\$0	\$0	\$0
	Financial	\$16,000	\$16,000	\$17,000	\$17,000	\$17,510
	Other Professional	\$12,000	\$12,000	\$17,000	\$20,000	\$20,600
Facilities	Facility Lease/Mortgage	\$276,000	\$360,000	\$600,000	\$600,000	\$600,000
	Maintenance	\$10,000	\$15,000	\$20,000	\$25,000	\$25,750
	Custodial Supplies	\$12,000	\$15,000	\$18,000	\$21,000	\$21,630
	Custodial Contract	\$0	\$0	\$0	\$0	\$0
	Insurance (pg19)	\$16,000	\$16,000	\$17,000	\$17,000	\$17,510
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$12,000	\$18,000	\$27,000	\$30,000	\$30,900
	Gas	\$0	\$0	\$0	\$0	\$0
	Water/Sewer	\$6,000	\$7,000	\$8,000	\$9,000	\$9,270
	Trash	\$4,000	\$5,000	\$6,000	\$7,000	\$7,210
Transportation	Buses	\$0	\$0	\$0	\$0	\$0
	Gas	\$0	\$0	\$0	\$0	\$0
	Oil/Tires & Maintenance	\$0	\$0	\$0	\$0	\$0
Other	Marketing	\$10,000	\$30,000	\$50,000	\$50,000	\$60,000
	Child nutrition	\$38,000	\$60,000	\$70,000	\$80,000	\$82,400
	Travel	\$0	\$0	\$0	\$0	\$0
	Other	\$10,000	\$15,000	\$15,000	\$20,000	\$20,600
	K - TOTAL Administrative & Support Operations	\$496,000	\$668,000	\$988,000	\$1,043,000	\$1,023,835
	Instructional:					
Instructional Contract	Staff Development	\$12,000	\$24,000	\$36,000	\$48,000	\$49,440
Classroom Technology	Software	\$26,000	\$26,000	\$30,000	\$30,000	\$30,900
Books and Supplies	Instructional Materials	\$38,000	\$50,000	\$60,000	\$100,000	\$142,000

	Curriculum/Texts	\$32,000	\$40,000	\$50,000	\$60,000	\$61,800
	Copy Paper	\$10,000	\$15,000	\$20,000	\$25,000	\$25,750
	Testing Supplies	\$12,000	\$15,000	\$18,000	\$21,000	\$20,600
	Other	\$0	\$0	\$0	\$0	\$0
	L - TOTAL Instructional Operations	\$130,000	\$170,000	\$214,000	\$284,000	\$330,490
	K+L = M - TOTAL OPERATIONS	\$626,000	\$838,000	\$1,202,000	\$1,327,000	\$1,354,325

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
J - TOTAL PERSONNEL	\$1,272,664	\$1,936,380	\$2,692,259	\$3,213,465	\$3,307,425
M - TOTAL OPERATIONS	\$626,000	\$838,000	\$1,202,000	\$1,327,000	\$1,354,325
J+ M =N TOTAL EXPENDITURES	\$1,898,664	\$2,774,380	\$3,894,259	\$4,540,465	\$4,661,750
Z - TOTAL REVENUE	\$2,236,589	\$3,438,318	\$4,372,897	\$5,761,376	\$5,612,635
Z - N = SURPLUS / (DEFICIT)	\$337,925	\$663,938	\$478,638	\$1,220,911	\$950,885

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.

There are 8 LEA High Schools and 6 Private High Schools in the Southern region of Mecklenburg County representing approximately 35,000 potential candidates for Russell Lee Jones Charter High School, and the overall LEA High School student growth is projected in this section of the community to be approximately 400 each year.

$300/35,000=0.86\%$

$450/35,400=1.27\%$

$600/35,800=1.68\%$

$750/36,200=2.07\%$

If we are unable to successfully market to 1 out of 100 of these students who are attracted to our differentiated product in the first year, we don't deserve to be in existence.

If by the fourth year we have been unable to convince 2 out of 100 that we have multiple advantages to enrolling with us, then we need to be taken to the intersection of Trade and Tryon to be ridden out of town.

Year 1 Break-even = 250

Year 2 Break-even = 375

Year 3 Break-even = 500

Year 4 Break-even = 645

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

We have budgeted using 90% of the projected income with 10% not used to determine Working Capital for each year.

We believe that this is a conservative budget that allows for a significant shortfall. We have two instructors scheduled to come on board in the second semester. If we are wrong, we will scale back on the initial Trade-Specific course offerings until we can recover. A contingency reserve of 10% of estimated income has been included in the Operating Cost Projections in the highly unlikely case of under-enrollment or unexpected additional expenses. At this time, we have nothing further to disclose about other revenue streams or donations to defray expenses than to state that any item that

appears on the horizon would only strengthen our position.

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

Not at this time.

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

20-1

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

Yes to External Audit

Yes to EC Support

We have obtained quotes from 3 sources for External Audit and will probably take the bid from a company in Matthews, NC because the range of bids was minimal.

We have communicated with ONE EC Specialist firm and have determined that it is more cost-effective to contract out to them than it is to hire and provide all associated benefits to a full time staff person.

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

Our business is to instruct. We believe that the best investment of our resources are the Instructors in the classrooms because "brick and mortar" do not instruct. The second greatest investment is instructional processes (curriculum and teacher development) and the tools they require (equipment for the workshops, computers, etc.) to carry out the mission of instruction. Administration is next in line because it is the responsibility of the Administrative Management Team to provide opportunity for Instructors to instruct. The fact remains that facility expenses will probably end up being the greatest Line Item in the budget. All great plans must have a location to host them. Once we determine this site, then we can discuss the possibilities of how students will get there to be instructed. The Transportation plan is the least of our concerns because we see the behavior of a multitude of parents in the southern region of the county who overwhelm the High Schools dropping off their kids on the way to work and returning to pick them up after school. Our city has an extensive CATS system in place as well.

- 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.*

Beginning in Year 1, we set aside 10% of the projected income (\$218,600.93) and did not plan to touch it for use it in our Year 1 working budget (just in case we didn't hit our enrollment target). We repeated this in Years 2, 3, and 4.

IF we meet our enrollment target in Year 1, we anticipate a Working Capital of \$27,249.35 and the projected Working Capital for Years 2, 3, and 4, are all "in the black".

IF we meet our projected enrollment totals each Year, the cumulative total of each 10% set aside comes to an amount that would insure that we are sustainable for approximately 45 days into our Year 5 operations budget. IF we add in the Working Capital surplus numbers for Years 1 through 4, we should be able to sustain operations for approximately 60 days into the operation of Year 5.

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

We are ESTIMATING the cost of leasing based on advice from those with whom we have consulted but have not at this time entered into any negotiations with any entities to structure a lease arrangement. We are ESTIMATING the cost of leasing some office equipment (ie. copiers) but have not at this time entered into any negotiations with any entities to structure a lease arrangement.

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*

No. The school does not have any assets from other sources at this time.

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

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

We will always have two sets of eyes on any internal money transactions. Our Financial Secretary will be "shadowed" by the CFO. The Russell Lee Jones Vocational Training Incorporated By-Laws state that any established checking account will be set up to require two signatures, and that no signer may be the recipient of a check.

The Russell Lee Jones Vocational Training Incorporated Board of Directors will receive an internal audit report each month from the CFO.

An external firm will be contracted to provide an external audit.

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

Not Applicable. We do not know of any confirmed related party transactions at this time.

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.

The following Audit Firm has been identified as the probable provider for our charter school:

LB&A, 212 W. Matthews Street Suite 102 Matthews, NC 28105 Tel: 704-841-1120, Fax: 704-841-4901

We have identified two others, but we have been introduced to these people directly and we like them.

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).

russellleejonesinc

Date: 12/06/2013

Applicant Signature:

The foregoing application is submitted on behalf of Russell Lee Jones Charter High School (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: russellleejonesinc

Board Position: Chief Operations Officer

Signature: _____

Date: 12/06/2013

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

Notary Public

Official Seal

My commission expires: _____, 20____.

