

Application Preliminary Evaluation Packet

For each section, please rate the response then explain your rating by specifying strengths and weaknesses in the space provided. Where applicable, you should elaborate on concerns by specifying additional information you would request or follow-up questions that you have.

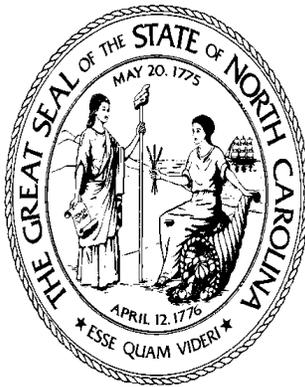
- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets minimum components as evidenced by the check boxes of the rubric.
- § Fail: The response either fails to entirely address the selection criteria or addresses some of the criteria. The responses lack adequate detail and/or raise substantial concerns about the applicant's preparation for and ability to start or operate a charter school successfully. The application fails to address all of the minimum components as evidenced by the check boxes of the rubric.

Subcommittee Members:

Joe Maimone
Tammi Sutton
Jay Whalen
Heather Soja
Steven Walker
Danielle Allen
Cheryl Turner
Bruce Friend
Alan Hawkes
Alex Quigley
Jonathan Bryant
Lindalyn Kakadelis
Tracy Kelley
Kristen Parker
Lynn Kroeger
Nicole Charles
Phyllis Gibbs
Robert McOuat

Sherry Reeves
Stephenie Clark
Jessica Kelly

Date of Review:



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Robert J. Brown Leadership Academy (HP)

Public charter schools opening the fall of 2020

Due by 5:00 pm, October 1, 2018

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
2018 Application Process
To open a charter school in the 2020-2021 school year

APPLICATION DUE DATE/TIME

October 1, 2018 A complete *online* application package, in the Office of Charter Schools **by 5:00 pm EST.**

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

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

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline October 1, 2018 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

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

TABLE OF CONTENTS

I.	<u>APPLICATION CONTACT INFORMATION</u>	<u>6</u>
	<u>Grade Levels Served and Total Student Enrollment:</u>	<u>10</u>
	<u>Concerns and Additional Questions</u>	<u>11</u>
II.	<u>MISSION and PURPOSES</u>	<u>13</u>
	<u>Mission:</u>	<u>13</u>
	<u>Educational need and Targeted Student Population of the Proposed Charter School:</u>	<u>13</u>
	<u>Purposes of the Proposed Charter School:</u>	<u>15</u>
	<u>Goals for the Proposed Charter School:</u>	<u>16</u>
	<u>Concerns and Additional Questions</u>	<u>18</u>
III.	<u>EDUCATION PLAN</u>	<u>20</u>
	<u>Instructional Program:</u>	<u>20</u>
	<u>Curriculum and Instructional Design:</u>	<u>21</u>
	<u>Special Programs and "At-Risk" Students</u>	<u>24</u>
	<u>Exceptional Children</u>	<u>26</u>
	<u>Student Performance Standards</u>	<u>29</u>
	<u>Student Conduct:</u>	<u>30</u>
	<u>Concerns and Additional Questions</u>	<u>32</u>
IV.	<u>GOVERNANCE and CAPACITY</u>	<u>36</u>
	<u>Governance:</u>	<u>36</u>
	<u>Governance and Organizational Structure of Private Non-Profit Organization:</u>	<u>36</u>
	<u>Proposed Management Organization (Educational Management Organization or Charter Management Organization)</u>	<u>41</u>
	<u>Private School Conversions:</u>	<u>44</u>
	<u>Projected Staff:</u>	<u>44</u>
	<u>Staffing Plans, Hiring, and Management</u>	<u>44</u>
	<u>Staff Evaluation and Professional Development</u>	<u>46</u>
	<u>Enrollment and Marketing:</u>	<u>48</u>
	<u>Marketing Plan</u>	<u>48</u>
	<u>Parent and Community Involvement</u>	<u>48</u>
	<u>Admissions Policy</u>	<u>49</u>
	<u>Weighted Lottery</u>	<u>50</u>
	<u>PROJECTED ENROLLMENT</u>	<u>52</u>
	<u>Concerns and Additional Questions</u>	<u>53</u>
V.	<u>OPERATIONS</u>	<u>58</u>
	<u>Transportation Plan:</u>	<u>58</u>
	<u>School Lunch Plan:</u>	<u>58</u>
	<u>Civil Liability and Insurance</u>	<u>58</u>
	<u>Health and Safety Requirements:</u>	<u>59</u>
	<u>Facility:</u>	<u>59</u>
	<u>Facility Contingency Plan:</u>	<u>60</u>
	<u>Concerns and Additional Questions</u>	<u>61</u>
VI.	<u>FINANCIAL PLAN</u>	
	<u>Budget: Revenue Projections from each LEA 2018-19</u>	<u>63</u>
	<u>Total Budget: Revenue Projections 2018-19 through 2022-2023</u>	<u>64</u>
	<u>Personnel Budget: Expenditure Projections 2018-19 through 2022-2023</u>	<u>65</u>
	<u>Operations Budget: Expenditure Projections</u>	<u>67</u>
	<u>Overall Budget:</u>	<u>68</u>

<u>Budget Narrative:</u>	<u>68</u>
<u>Financial Compliance:</u>	<u>71</u>
<u>Concerns and Additional Questions</u>	<u>72</u>

VII. _____
AGREEMENT PAGE _____

<u>Application Fee:</u>	<u>75</u>
<u>Applicant Signature:</u>	<u>75</u>
<u>Total External Evaluator Votes</u>	<u>77</u>
<u>Total Subcommittee Votes</u>	<u>77</u>
<u>CSAB Votes</u>	<u>77</u>
<u>Initial Screening</u>	<u>77</u>
<u>External Evaluator</u>	<u>78</u>
<u>Charter School Advisory Board Subcommittee</u>	<u>98</u>
<u>Overall Summary</u>	<u>99</u>

I. APPLICATION CONTACT INFORMATION

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

X

Name of Municipality under which charter will be organized or operated:

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: *The Children's Legacy*

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: *James E. McNeil*

Title/Relationship to to nonprofitMunicipality: *Board President*

Mailing address: 808 Greensboro Road
High Point NC 27265

Primary telephone: 336-884-0744 Alternative telephone: 336-884-0744

E-Mail address: *buddy@7docf.org*

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

County: *GUILFORD*

LEA: *410-Guilford County Schools*

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

No:

Yes:

If so, provide the name of the third party person or group. *Dr. Howard Buddy Coleman*

List the fee provided to the third party person or group. *\$0.00*

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

Data collection and posting of application data.

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:

Acceleration

Yes:

No:

The State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high quality charter schools. In considering whether to accelerate the planning year, the applicant must meet the following requirements:

**Demonstrate a clear and compelling need for the accelerated planning year*

The Achievement Scores and the Report Card Letter Grades for the students in the future RJBLA attendance area warrant a clear and compelling need for the accelerated planning year. For 2014/2015 and 2015/2016, 50% to 70% of the elementary students in this attendance zone scored on Levels 1 and 2 for Reading and Math Levels 1 and 2 are operationally defined as, "Not Performing at Grade Level and failing to meet NC Standards for College- and Career-Readiness." In addition, the 2015/2016 Report Card Letter Grades for these elementary schools are "Ds" and "Fs".

The scores and letter grades reveal a critical need to create a fair and level playing field for these students. We believe it is time to implement solutions that will have an immediate and sustainable impact for these children's future. As President Obama stated in the beginning of his first term, "The relative decline of American education is untenable for our economy, unsustainable for our democracy, and unacceptable for our children, and we cannot afford to let it continue (March 9, 2009)." Reading proficiently by the end of 3rd grade is a make or break benchmark in a child's education. The Reading Level scores in the attendance area are unacceptable. Up until the end of third grade, most children are learning to read. Beginning in fourth grade, they are reading to learn, using their skills to gain more information in subjects such as math and science, to solve problems, to think critically about what they are learning, and to act upon and share that knowledge in the world around them (Casey Foundation, 2010).

Many children enter fourth grade without meeting reading proficiency standards. The shortfall in reading proficiency is very pronounced among low-income children. Eighty-three percent of children from low-income families and 85% of low-income students who attend high-poverty school fail to reach proficient reading levels (National Assessment of Educational Progress, 2014).

Our Mission Statement is to cultivate great leaders with courage, integrity and accountability to build a bright future in their communities and the world at large. Leadership and effective decision making skills are

dependent upon students' reading abilities. Low-income fourth graders that cannot meet high level, proficient reading standards today are all too likely to become our nations lowest-income, least skilled, and least-productive citizens. Without a dramatic reversal of this status quo, we are programming these students for educational failure and poverty into the next generation.

The accelerated planning year will require board members who are effective leaders and experienced planners. The Board of Directors are composed of individuals who are well versed in public and private sector governance, operations and management. This includes CEO's, federal education officials, and a Chairman of a University Board of Trustees. This Founding Board will be coupled with a Charter Management Organization with a 20 year track record to execute charter school start-ups and operations. This makes us uniquely qualified for the accelerated planning year.

Demonstrate an exceptional need for the charter school in the proposed location

The students in the Brentwood Community have been left behind for years. Their only hope is to obtain a high quality primary education to prepare them for higher education, viable careers, and a lifetime opportunities. This is an exceptional need that has been ignored for years. We believe the Robert J. Brown Academy can change course for these students and for their community.

The exceptional need for a public school of choice in the attendance area is to provide high quality education and support services for an underserved student population who are being left behind, year after year. Children must be ready to succeed when they get to school before they are able to learn there. There is a critical need to have high-quality learning opportunities in school and during out-of-school time, including summers, to maintain students' learning gains

Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.

Yes: X

No:

Is a facility identified by the applicant that is feasible for opening on an accelerated schedule.

Yes: X

No:

Demonstrate that the facility identified by the applicant is feasible for opening on an accelerated schedule.

The old Brentwood School, located at 1400 Brentwood in High Point between Business 85 and Martin Luther King drive was boarded up by Guilford Country Schools over thirty years ago. The neighborhood has been in decline for decades with the City very excited that it will be brought back to life.

<http://taxweb.co.guilford.nc.us/CamaPublicAccess/PropertySummary.aspx?REID=0186432&pageIndex=0>

- 1) The property is under contract
- 2) The funding has been secured
- 3) The architect and general contractor have confirmed that the initial phase will be ready w/in 120 days

4) The main building will not require any renovations for two to three years.

Attach Appendix A1 to demonstrate you have a facility secured for opening on an accelerated schedule.

Once evidence for the requirements has been verified, the State Board will also consider the presence or absence of the following factors in making its determination:

- 1. Unique mission and educational program.*
- 2. Local, state, and national nonprofit partnerships committed to assisting the school.*
- 3. Potential for economic and educational development of the region.*
- 4. Mentoring by a successful organization that has experience in creating public schools.*
- 5. Obstacles to educational reform efforts that leave chartering as an available option.*
- 6. Commitment to work with a successful charter school board as a guiding mentor.*
- 7. The length of time the board of directors has existed.*
- 8. Whether the proposed board has previously or currently operates a successful public charter school.*

The above list is not exclusive or controlling and is intended to guide the exercise of the State Board's discretion. An applicant requesting acceleration must submit the request to the State Board of Education prior to the application due date for consideration.

In order to qualify for designation as an "alternative school" for purposes of accountability under this policy, the charter school must demonstrate that it serves a student population as follows:

- 1. The school must include grades 9-12.*
- 2. At least 75% of the school's population in grades 9-12 must be at-risk of academic failure as defined in GCS-Q-001, I.B, and must also meet one or more of the following indicators:*
 - a. The student must either be recently released from a juvenile justice facility, or otherwise be subject to and participating in the juvenile justice court process;*
 - b. The student must be currently served by a treatment facility licensed pursuant to Chapter 122C of the General Statutes, or have recently been discharged from such a facility;*
 - c. The student must be currently under long-term suspension from a public or private school ; or*
 - d. The student must be a high-school dropout as defined in GCS-Q-001; or be imminently at risk of dropping out as demonstrated by adequate documentation in the charter school's application for designation under this policy.*

Yes:

No:

A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an "alternative school" must submit an application to the Office of Charter Schools describing in detail the school's mission as it relates to the request for designation; the criteria the school plans to use that will meet the eligibility requirements set forth above, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk students as described in the application. A plan that is not well-defined will not be approved.

The School must, in its application, designate which of the alternative accountability options it is requesting under GCS-C-038. The option selected, if approved, cannot be changed except at the time of renewal.

What is the name of the nonprofit organization that governs this charter school? The Children's Legacy

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2019 Month August

Will this school operate on a year round schedule?

No: X

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K,01,02	300
Year 2	K,01,02,03	389
Year 3	K,01,02,03,04	478
Year 4	K,01,02,03,04,05	568
Year 5	K,01,02,03,04,05,06	658

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, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization. Additionally, the board is aware that if this application is approved by the State Board of Education, the approval is contingent upon successful completion of such planning year.

hcoleman
Secretary
Signature

Ms. Brenda Williams, RJBLA Board
Title

hcoleman
Printed Name

09/28/2018
Date

Section I: Application Contact Information Concerns and Additional Questions	Reviewer	Page Reference
<u>Who is The Children's Legacy and how are they tied to Robert J. Brown Leadership Academy or to Dr. Howard Coleman?</u>	<u>Nicole Charles</u>	<u>Cover Page</u>
<u>Applicant needs to clarify: What is the full response with how the third party provided assistance with the application?</u>	<u>Kristen Parker</u>	<u>Cover Page</u>
<u>Without seeing the building, it seems that a facility that has been boarded up for 30 years will require significant renovations/updates (maybe this is phase 1?) and then no renovations for 2-3 years? Seems unrealistic - but this is only from the information in this application, obviously.</u>	<u>Jonathan Bryant</u>	<u>Acceleration</u>
<u>Proficiency scores of area schools demonstrate need for educational options. However, I am concerned that a former school that has been boarded up for 30 years would be a feasible facility for acceleration.</u>	<u>Sherry Reeves</u>	<u>Acceleration</u>
<u>The applicant states the facility was closed by Guilford Co schools over 30 years ago, yet states it will not need any renovations. Does it meet all federal and state code requirements? What work is included in the "initial phase" listed in the application?</u> <u>While the surrounding schools may not be performing well, there was not a compelling reason articulated for acceleration.</u>	<u>Jay Whalen</u>	<u>Acceleration</u>
<u>Applicant needs to clarify if the targeted population and area demonstrate a need for this school.</u>	<u>Jessica Kelly</u>	<u>Acceleration</u>
<u>Why does the attached letter state the building needs reno but the narrative states the 30 year old abandoned building doesn't need anything for 2-3 years? Have environmental been completed on the building? Asbestos abatement? Lead removal?</u> <u>If the school plans to start with K-2, are there plans and budgetary allotment for the retro-fitting of bathrooms etc?</u> <u>Why is this applicant asking for an acceleration?</u>	<u>Nicole Charles</u>	<u>Acceleration</u>
<u>Applicant needs to clarify: What other school options are there for students in the targeted location? Is this the only option?</u> <u>Applicant needs to clarify: A building has been secured, but it states that it has been boarded up for 30 years- is it feasible to be up and running on the accelerated timeline?</u>	<u>Kristen Parker</u>	<u>Acceleration</u>
<u>What evidence is being used to support the projected student enrollment?</u>	<u>Jessica Kelly</u>	<u>Grade Levels</u>
<u>Is there enough demand documented for the projected enrollment given the options available in the LEA?</u>	<u>Nicole Charles</u>	<u>Grade Levels</u>
<u>300 students in grades K-2 seems a bit aggressive for year 1. Will there be 100 students per grade level? Have interest surveys been conducted to demonstrate this is feasible? What are the typical enrollment numbers for kindergarten students each year in the targeted area?</u>	<u>Sherry Reeves</u>	<u>Grade Levels</u>
<u>Applicant needs to clarify: 300 students for 3 grades levels in year 1 seems like a lot- is there enough evidence of interest to support these numbers?</u>	<u>Kristen Parker</u>	<u>Grade Levels</u>
<u>What evidence does the applicant have to support the enrollment figures provided?</u>	<u>Jay Whalen</u>	<u>Grade Levels</u>
<u>Not sure if these numbers are realistic, what are the numbers for each grade?</u>	<u>Jonathan Bryant</u>	<u>Grade Levels</u>
<u>The application lacks sufficient evidence to support acceleration. Will the facility be ready? Will they recruit 300 students - 100 of whom are in kindergarten?</u>	<u>Tammi Sutton</u>	<u>Certify Appl</u>

Reviewer	Score
<u>Joe Maimone</u>	

<u>Tammi Sutton</u>	<u>Fail</u>
<u>Jay Whalen</u>	<u>Fail</u>
<u>Heather Soja</u>	
<u>Steven Walker</u>	
<u>Danielle Allen</u>	
<u>Cheryl Turner</u>	
<u>Bruce Friend</u>	
<u>Alan Hawkes</u>	
<u>Alex Quigley</u>	
<u>Jonathan Bryant</u>	<u>Pass</u>
<u>Lindalyn Kakadelis</u>	
<u>Tracy Kelley</u>	
<u>Kristen Parker</u>	<u>Fail</u>
<u>Lynn Kroeger</u>	
<u>Nicole Charles</u>	<u>Fail</u>
<u>Phyllis Gibbs</u>	
<u>Robert McQuat</u>	
<u>Sherry Reeves</u>	<u>Fail</u>
<u>Stephenie Clark</u>	
<u>Jessica Kelly</u>	<u>Pass</u>

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

To be a catalyst for children and families who are at risk academically, socially, and economically by nurturing them to become college-ready and career-ready leaders.

Clearly describe the mission of the proposed charter school:

The Robert J. Brown Leadership Academy will challenge students to develop critical thinking and leadership skills, and confidence in their ability to make effective decisions. The school and the community will be engaged in encouraging and supporting students to embrace the highest levels of personal & academic achievement. The school will also be committed to preparing each student to be college-ready and career-ready.

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.*

The target student population resides in the area next to Brentwood School, which is the facility that will be renovated for the Robert J. Brown Leadership Academy (RJBLA). The population in this area is primarily low-income residents with poverty rates ranging from 36.23% to 56.53%. Although this area was once a thriving community, it has changed over the years into a violent, crime ridden zone that offers little hope and no possibility of escape for the next generation of students.

Once a working-class community of single-family homes, the targeted geographic area has deteriorated. Many of the residents are impoverished, renting homes and have low educational attainment levels. The need for a charter school is evident from a community survey that was distributed to determine what parents/guardians wanted for their children and what they would support. Over 90% of the parents/guardians responses (50 surveys) indicated that they would send their children to RJBLA and that they would also be willing to volunteer with sports, club activities, tutoring, and cultural programs (RJBLA, 2016).

- 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).

From year 1 to year 5, the total projected enrollment at RJBLA Academy will increase from 300 kindergarten through 2nd grade students to approximately 800 ADM from kindergarten through 8th grade.

This ADM reflects approximately 1% of the Public School students students in Guilford County Schools.

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

RJBLA's overall instructional program will be aligned with the NC Standards and designed to meet the needs of the targeted student population. The major instructional methodology will be projected-based teaching and learning that promotes a "whole student" approach to education. This approach will balance a focus on reading, math, science and technology with leadership development and effective decision-making skills. Faculty members and school leaders will work together to educate the "whole student" by implementing consistent cross-curricular educational goals and fostering a challenging yet supportive learning environment. Students will also learn how to make responsible decisions and life choices, how to be accountable for their own lives, and how to be civic minded community leaders. RJBLA will provide continual assessment, diagnosis, differentiated instruction, one-on-one tutoring, and individual education plans as necessary to support the students and to make sure that they are successful.

Student achievement will be measured using NC Standards outcome data and teacher made formative assessments. In addition, all students in grades K-8 will participate in the Measure of Academic Progress (MAP) Test. MAP is an adaptive, computerized test which helps teachers, parents, and school leaders improve learning for all students by making informed decisions to promote a child's academic growth. Students will take the MAP Test three times a year and this data will be used to both set growth goals and measure achievement in Math and Reading. RJBLA will also use the Response to Intervention Framework (Allison, 2009). The is a personalized support and intervention framework that will be different from that of the LEAs.

This intervention framework will be a system that is designed to be accountable for the learning of all students whether high performing or low performing. The framework sets expectations, provides opportunities for core, supplemental and intensive instruction and uses multiple levels of assessment data to guide instructional decisions, ensuring that all students are learning. This system utilizes the following important questions to monitor all students progress and achievement levels:

- * What are the expected levels of performance in the essential concepts and skills?
- * How are all students doing in relationship to those expected levels of performance?
- * Are there important patterns in the results regarding for whom the core is or is not working?
working?

- * Is any diagnostic assessment information needed to make instructional decisions?
- * What will we do to supplement or enhance within the core for those students who do not meet or who exceed the expectations of core instruction?
- * Did the changes to instruction have the intended impact on student performance?
- * How will we formatively assess students at the core, supplemental and intensive instruction levels?

These questions will help teachers and school leaders use diagnostic assessment data to match individual students' needs with appropriate instruction. Formative assessment is used during instruction to determine the effectiveness of the instruction and to guide teachers to make changes to instruction when needed (Fuchs and Fuchs, 2001). Intervention Frameworks are most commonly adopted to address reading or mathematics difficulty, but can also be applied to promote social behavior (Horner, Sugai, & Todd, 2001). Gersten (2008) reported strong evidence supporting 20 to 40 minutes of supplemental, intensive, systematic instruction, three-to-five times per week. In addition, there is strong evidence that explicit vocabulary instruction, explicit comprehension instruction, and intensive (individualized) interventions for struggling readers, positively affects performance (Kamil, Borman, Dole, Kral, Salinger, & Torgesen, 2008).

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

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

1. RJBLA will emphasize research-based teaching strategies to meet NC Standards and leadership development activities to support students to becoming effective future leaders with courage, integrity and accountability in an effort to build bright futures in their community and the world at

large. Teachers and students will be engaged in ongoing assessment cycles to develop and implement effective teaching and learning programs that will promote higher levels of student achievement.

2. The effectiveness of the teaching, instructional support services and leadership development at RJBLA will be judged on the basis of students' success in meeting accountability standards and on completing decision making training, professional development in citizenship, and learning respect for all persons. All teachers will participate in an ongoing process of identifying the current level of student achievement, establishing goals to improve each student's performance and working together to achieve those goals. Outcome data will be monitored to shape instructional practices that will focus on 5 School Level practices: a) a guaranteed and viable curriculum; b) challenging goals and effective feedback; c) parent involvement; d) a safe and orderly environment; and e) collegiality and professionalism (Marzano, 2003). Students will be invested in their achievement results by actively participating in setting academic goals, regularly reflecting on progress with and continuously resetting their goals for growth. Teacher performance will be evaluated in the context of student achievement and overall achievement of the goals.

4. Teachers will work together to analyze student achievement and to identify effective intervention strategies to improve academic results. Teachers will embrace data as useful indicators of student progress. As part of the personalized approach to education, both students and parents will be actively engaged in setting goals and taking supportive steps as needed to achieve these goals.

5. RJBLA's mission is to provide students in grades K-5 with an array of academic and leadership learning activities that will include highly quality instruction and engaging events. This will be an ideal environment for nurturing the academic and leadership skills of each student. All students, including at-risk and gifted students will have and use planners in each grade, each year that will include weekly short-term objectives and long-term goals, with specific instructional modules.

6. Teachers will identify valid and reliable instructional practices and implement the following processes to evaluate academic outcomes:

- a) students needing instructional support will be quickly identified;
- b) an instructional plan will be based on intervention rather than remediation;
- c) teachers will provide additional assistance to struggling students until they have achieved the NC standards; and
- d) the implementation of an individualized education plan will be provided for each student.

Teaching and learning strategies will be grounded in research on effective educational environments. Targeted positive outcomes will be: a) higher academic achievement; particularly among "at-risk" students; increased equity in curriculum and access to student opportunities; b) provisions for positive role models; c) greater staff sensitivity to and awareness of students learning and maturation levels; d) better peer interactions; e) effective leadership development and increased opportunities for students to pursue academic, extracurricular, and career-oriented activities.

Goals for the Proposed Charter School:

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

By utilizing an experienced management and leadership team with proven track records going back two decades in the charter schools movement, the team members will be accountable for ensuring a flawless annual audit, cash reserves, open and transparent communication. A detailed report will be provided on all aspects of the operation at the regular scheduled Board meetings which will always have board counsel and CMO counsel present, and be open to the public.

Per the terms of the CMO agreement:

3.10 STUDENT PERFORMANCE, STANDARDS AND EVALUATION.

RJB shall be responsible and accountable to CLT for the academic performance of the students who attend the Charter School. RJB will utilize assessment strategies required by the Charter and applicable law. CLT and RJB will cooperate in good faith to identify measures of and goals for Charter School students, including but not limited to, academic achievement and parent satisfaction. RJB shall perform its duties and responsibilities as set forth in this Agreement to the reasonable satisfaction of CLT.

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

Every aspect of the curriculum, management style, uniform code, discipline code, staffing, facility management, and virtually every aspect of the school will be driven by the vision of Dr. Brown's Mission Statement.

The school will be continuously engaged in encouraging and supporting students to embrace the highest personal and academic expectations, and to take responsibility for their own lives. In order to ensure that the school is working in alignment with the school's mission, the Board of Directors will receive quarterly reports from the Executive Director/Principal that will communicate the achievement of the school's goals based on formative and summative data collection.

In addition, information on leadership development, student attendance, student academic progress, school events and intervention programs with those meaningful benchmarks to provide an important and exciting journey, particularly for the "pioneer" students, faculty members, and administrators who will begin the school in 2018/2019. RJBLA stakeholders will define their school community as, "We will create a sense of pride and belonging to a community of scholars and future leaders. Our School will feel like a second home to students and a place where there is joy in learning and in forging bonds with friends and teachers."

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
The mission statement listed in this section is not the same as the mission statement listed in the previous section (pg 5). What is the reason for the difference? What does it look like when the school is achieving its mission?	Jay Whalen	Mission Stat
Mission statement does not clearly describe the mission.	Jessica Kelly	Mission Stat
Reading is a key element in the rationale piece, maybe it makes sense to incorporate this in the overall mission since it seems to be a significant motivator for the school?	Jonathan Bryant	Mission Stat
Applicant needs to clarify: How does the school expect to engage families regularly? It is stated in the mission statement to be a catalyst for children and families.	Kristen Parker	Mission Stat
Should the mission statement specify a particular population? Will this label the student body? Will students who are not "at-risk" be accepted/welcomed here?	Sherry Reeves	Mission Stat
With only 50 survey's being collected is that enough evidence to determine this area can support a school?	Jessica Kelly	Educational
Why is Appendix A1 not a summary of completed surveys but a sample? How does the survey support the need for charter? How does the applicant plan to teach students to "learn how to make responsible decisions and life choices, how to be accountable for their own lives, and how to be civic minded community leaders?" What is the racial and ethnic composition proposed? What innovations or instructional differences does the applicant propose? Are 50 survey responses enough to project enrollment of 300 in year one and over 600 in year 5?	Nicole Charles	Educational
Applicant needs to clarify: The survey indicates interest, what evidence is there to indicate the need compared to the current public school system? Applicant needs to clarify: How will the targeted population reflect the make up of the public school system? Applicant needs to clarify: How does the approach differ from the current LEA?	Kristen Parker	Educational
Only 50 surveys were collected. Questions do not ask about school-aged children.	Sherry Reeves	Educational
No evidence of need is included in attachment A, it is just a 3 question survey with no response data. More detail is needed on how this education program differs from the local LEA.	Jay Whalen	Educational
Specifically what teaching strategies will be utilized? How does this meet purpose #1-creating new professional opportunities for teachers? What will RJBLA offer that area schools do not? Why does goal 5 state the mission will provide students in grades K-5 will an array of learning activities? Isn't the ultimate goal to be a K-8 school?	Sherry Reeves	Purposes of
Applicant does not clearly describe how they will address each proposed priority. They do attempt to address all 6 priorities. How do they plan to cover them all?	Jay Whalen	Purposes of
How do ongoing assessment cycles create new professional opportunities for teachers especially if they are engaging in standardized curricula?	Nicole Charles	Purposes of

Can the applicant provide more details across all the proposed purposes as the responses are vague?		
Applicant needs to clarify goals; not listed as SMART goals.	Jessica Kelly	Goals for th
Not sure that goals are SMART and looks like there can be more alignment between mission/goals.	Jonathan Bryant	Goals for th
SMART goals are not provided.	Jay Whalen	Goals for th
What are the specific and measurable student outcomes expected?		
Who is CLT? Goals are not SMART goals. Goals do not address student performance/proficiency. Year reference is 2018/2019.	Sherry Reeves	Goals for th
Applicant needs to clarify: What are the specific goals for maintaining a high level of operations at the school?	Kristen Parker	Goals for th
Applicant needs to clarify: What are the specific and measurable academic goals for student achievement?		
Applicant needs to clarify: Goals outlined need to be SMART goals- the goals are missing key measurable outcomes.		
In addition, information on leadership development, student attendance, student academic progress, school events and intervention programs with those meaningful benchmarks to provide an important and exciting journey, particularly for the "pioneer" students, faculty members, and administrators who will begin the school in 2018/2019. - typo - think they mean 2019-20	Lindalyn Kakadelis	Goals for th
What SMART goals are included? How will RJBLA hold the CMO accountable? How specifically does the applicant propose to accomplish the goals?	Nicole Charles	Goals for th
Two different missions are stated. There are no SMART goals listed.	Tammi Sutton	Certify Miss

Reviewer	Score
Joe Maimone	
Jessica Kelly	Pass
Jay Whalen	Fail
Heather Soja	
Steven Walker	
Danielle Allen	
Cheryl Turner	
Bruce Friend	
Alan Hawkes	
Alex Quigley	
Jonathan Bryant	Pass
Tammi Sutton	Fail
Stephenie Clark	
Sherry Reeves	Fail
Robert McOuat	
Phyllis Gibbs	
Nicole Charles	Pass
Lynn Kroeger	
Kristen Parker	Fail
Tracy Kelley	
Lindalyn Kakadelis	

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.

Our overall instructional program will be aligned with the NC Standards and designed to meet the needs of the targeted student population. The major instructional methodology will be project-based teaching and learning that promotes a "whole student" approach to education. This approach will balance a focus on reading, math, science and technology with leadership development and effective decision-making skills. Faculty members and school leaders will work together to educate the "whole student" by implementing consistent cross-curricular educational goals and fostering a challenging yet supportive learning environment.

Students will also learn how to make responsible decisions and life choices, how to be accountable for their own lives, and how to be civic minded community leaders. We will provide continual assessment, diagnosis, differentiated instruction, one-on-one tutoring, and individual education plans as necessary to support the students and to make sure that they are successful. Student achievement will be measured using NC Standards outcome data and teacher made formative assessments. In addition, all students in grades K-8 will participate in the Measure of Academic Progress (MAP) Test. MAP is an adaptive, computerized test which helps teachers, parents, and school leaders improve learning for all students by making informed decisions to promote a child's academic growth. Students will take the MAP Test three times a year and this data will be used to both set growth goals and to measure achievement in Math and Reading. RJBLA will also use a Response to Intervention Framework (Allison, et al, 2009).

The Response to Intervention Framework is a system that is designed to be accountable for the learning of all students whether high performing or low performing. The framework sets expectations, provides opportunities for core, supplemental and intensive instruction and uses multiple levels of assessment data to guide instructional decisions, ensuring that all students are learning. This system utilizes the following important questions to monitor all students progress and achievement levels:

- * What are the expected levels of performance in the essential concepts and skills?
- * How are all students doing in relationship to those expected levels of performance?
- * Are there important patterns in the results regarding for whom the core is or is not working?

- * Is any diagnostic assessment information needed to make instructional decisions?
- * What will we do to supplement or enhance within the core for those students who do not meet or who exceed the expectations of core instruction?
- * Did the changes to instruction have the intended impact on student performance?
- * How will we formatively assess students at the core, supplemental and intensive instructional levels?

These questions will help teachers and school leaders use diagnostic assessment data to match individual students' needs with appropriate instruction. Formative assessment is used during instruction to determine the effectiveness of the instruction and to guide teachers to make changes to instruction when needed (Fuchs and Fuchs, 2001). This is a common approach to address reading and mathematics difficulties, and can also be applied to promote appropriate social behavior (Horner, Sugai, & Todd, 2001). Gersten (2008) reported strong evidence supporting 20 to 40 minutes of supplemental, intensive, systematic instruction, three-to-five times per week.

In addition, there is strong evidence that explicit vocabulary instruction, explicit comprehension instruction, and intensive (individualized) interventions for struggling readers positively affects performance (Kamil, Borman, Dole, Kral, Salinger, & Torgesen, 2008).

Curriculum and Instructional Design:

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

RJBLA's basic learning environment will be classroom-based with an average class size of 15 to 18 students in K-2. There will be an average of 22-23 in 3rd-5th grade levels. In grades 6th-8th the average class size will be 30 students. In addition, students will be using software learning programs: 1) iStation for reading & comprehension; 2) Dream Box for mathematics; and 3) Mastery Connect for formative assessment and integration. The basic learning environment will be focused on providing structure and connections for student populations. Structure and connections are two key concepts to consider when examining successful schools (Chadwell, 2010).

After several months of setting study structure and expectations, teachers will then make the transition to requiring exit slips, in which students would explain how they will prepare for the test as they leave class. Again, this provides more structure in which students take ownership and begin to hold themselves accountable. Students of all races and ethnic groups often find school an inhospitable environment and school success elusive. Clossun (2012) summarizes this trend by citing statistics that reveal that student scores in reading and writing have been on the decline for years. There is also evidence that more students are suffering from low self-esteem and lack of confidence as learners. RJBLA will implement leadership development and effective decision making throughout the instructional day in all grade levels. With effort, students can train their brains to think smarter.

Students can learn almost any skill as long as they are willing to put in the effort through practice. Failure does not define students; its just a temporary setback. RJBLA will encourage students to see mistakes as feedback, learn how to analyze that feedback and use the feedback to do better the next time.

Provide a synopsis of the planned curriculum, including:

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

The RJBLA curriculum will focus on the charter school's mission of providing fundamental reading and comprehension instruction to accelerate the targeted students population's deficits. Reading and comprehension skills determine each student's ability to successfully master concepts in all subject areas. This is the highest priority for the school's mission as well as the NC Accountability Model's requirements.

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

Teachers will identify best practices based on valid research to ensure that all students that need help will receive high quality intervention services and support via the following instructional strategies:

- 1) Students needing additional time and instructional support will be quickly identified
- 2) An instructional plan will be based on Response Intervention rather than remediation.
- 3) Teachers will provide additional assistance to struggling students until they have achieved the academic standards (Dufour, 2000).
- 4) The implementation of individualized education plan.

Teachers will employ learning strategies based on specific professional development that is grounded in research on "whole student" learning environments

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

The National Research Council (NRC) examined reading research and addressed the serious national problem of reading failure in their landmark report Preventing Reading Difficulties in Young Children (Snow, Burns, & Griffin, 1998). This report revealed that most reading problems can be prevented by providing effective instruction and intervention in the primary grades. The NRC noted that for students to learn to read well they must a) understand

how sounds are represented by print and be able to apply this understanding to read and spell words, b) practice reading enough to become fluent readers, c) learn new vocabulary words, and d) learn to self-monitor when reading to make sure what they read makes sense and to correct their own errors. The NRC also found that it was important that teachers provide explicit instruction in phonemic awareness and phonics integrated with many opportunities to read and write meaningful, connected text. They purposefully used the word integrated rather than balanced. It isn't enough simply to add on components of a fragmented curriculum to balance one with another. Finally, they noted that effective reading teachers adapt their instruction by making changes designed to meet the needs of different students. The evidence to date shows that there are five overriding research-supported characteristics of effective instruction for students with reading difficulties:

1. Teach essential skills and strategies.

Effective reading teachers teach skills, strategies, and concepts.

2. Provide differentiated instruction based on assessment results and adapt instruction to meet students' needs.

Effective teachers recognize that one size doesn't fit all and are ready to adapt content and methods.

3. Provide explicit and systematic instruction with lots of practice with and without teacher support and

feedback, including cumulative practice over time.

Students should not have to infer what they are supposed to learn.

4. Provide opportunities to apply skills and strategies in reading and writing meaningful text with teacher support.

Students need to be taught what to do when they get to a "hard word."

5. Don't just "cover" critical content; be sure to monitor student progress regularly and reteach as necessary.

Effective teachers adjust their teaching accordingly to try to accelerate student progress.

RJBLA teachers will receive professional development designed to assist them in implementing these 5 research-based characteristics of effective instruction for students with reading difficulties. RJBLA will also focus specifically on ensuring that all students will meet and exceed the NC Anchor Standards for reading proficiency.

6. *If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?*

7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*

8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

RJBLA's calendar will provide ongoing transitions dates to monitor formative

assessments and intervention programs results. This process will support The Robert J. Brown Leadership Academy's Mission of challenging students to develop critical thinking and leadership skills, and confidence in their ability to make effective decisions. The school and the community will be engaged in encouraging and supporting students to embrace the highest levels of personal & academic achievement. The school will also be committed to preparing each student to be grade-level, college-ready and career-ready. The school calendar will reflect initial, intermediate and summative reporting dates to monitor student achievement.

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.*

RJBLA will provide clear performance standards for what students should know and for what students should be able to do at each grade level. NC Accountability Standards for each grade level will be based on measurable objectives. Teachers will use knowledge about students skills to determine when whole class instruction, small group work, and one-on-one tutoring is appropriate. Instruction will be targeted to meet each student's needs by collecting and reviewing formative and summative individual performance results.

In addition, teachers will give students and parents ongoing feedback about the student's academic performance throughout the academic year. While many of the students at RJBLA could be considered traditional "At Risk" students, early identification of students identified as higher "At Risk" will allow for these students to be provided with additional tutoring and support services. Students will be prepared to score high enough on all assessments to be well-prepared for the next grade level. RJBLA will follow the NC Standards Grade Specific Standards for K - 8th Grade (NC Standard Course of Study, 2018). Promotion criteria will be communicated to parents and students at an initial entrance conference and during each benchmark grading report.

The RJBEDU team brought PBIS to North Carolina and will fully implement it in concert with the 7 Degrees of Change Character Education Systems through "The Phoenix": 1) Empathy, 2) Responsibility, 3) Fairness, 4) Trustworthiness, 5) caring, 6) respect, and 7) citizenship.

This will be implemented in concert with the 7 Mindsets. 1) Everything is Possible, 2. Passion First, 3. We Are Connected, 4. 100% Accountable, 5. Attitude of Gratitude, 6. Live to Give, and 7) The Time is Now.

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.*

Studies show that screening English language learners for abilities in

phonological processing, letter knowledge, and word and text reading will help identify those who are progressing well and/or who require additional instructional support (Gersten, et. al, 2007). Twenty-one studies demonstrated that three types of measures - phonological processing, letter and alphabetic knowledge, and reading of word lists or connected text - are valid means of determining which English learners are likely to benefit from typical classroom reading instruction and which children will require extra support.

The primary purpose of these measures is to determine whether interventions are necessary to increase the rate of reading achievement. These measures meet the standards of the American Psychological Association for valid screening instruments. For students in kindergarten and first grade, the early screening measures for kindergarten and the first grade fit into three categories: 1) measures of phonological awareness - such as segmenting the phonemes in a word, sound blending, and rhyming-are useful in both kindergarten and first grade; 2) measures of familiarity with the alphabet and the alphabetic principle, especially measures of speed and accuracy in letter naming and phonological re-coding, are useful in both kindergarten and first grade; 3) measures of reading single words and knowledge of basic phonics rules are useful in first grade; 4) toward the middle and end of the first grade, and in the next few grades, measures of reading connected text accurately and fluently are useful. For students in grades 2 to 5, three studies have demonstrated that oral reading fluency measures are valid screening measures for English learners and are positively associated with performance on comprehensive standardized reading tests. Oral reading fluency is emerging as a valid indicator of reading progress over time for English learners. These criterion-related validity studies are particularly important because another set of studies has investigated whether English learners can attain rates of reading growth comparable with those of their monolingual peers. These studies have demonstrated that English learners can learn to read in English at the same rate as their peers in the primary K-2 grades Much of this evidence comes from research in schools providing intensive and systematic instruction for all children, supplementary instruction for those falling behind, and instruction in settings where growth in oral proficiency is supported by both peer and teacher-student interactions. RJBLA will establish research-based procedures and provide training for teachers to screen English learners for reading problems. The same measures and assessment approaches can be used with English learners and native English speakers. speakers.

RJBLA will assess phonological processing, alphabet knowledge, phonics, and word reading skills. These measures, whether administered at the middle or end of kindergarten (or at the beginning of the first grade) have been shown to accurately predict later reading performance in all areas: word reading, oral reading fluency, and reading comprehension. RJBLA will administer these screenings to provide evidence-based beginning reading interventions to students in the primary grades. RJBLA will implement three, research-based intervention program for ELL students; 1) Enhanced Proactive Reading (What Works Clearing House, 2017a; 2) Read Well (What Works Clearing House, 2017b; and 3) SRA Reading Mastery/SRA Corrective Reading (National Institute for Direct Instruction, 2017). RJBLA will follow the NC Guidelines for Testing Students Who Have Been Identified as ELL (2018). RJBLA will ensure all

students, including those identified as ELLs, will (1) participate in the standard administration of a North Carolina test and, if eligible, (2) receive appropriate accommodations.

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.*

RJBLA will identify and meet the needs of intellectually gifted students by following the NC Academically or Intellectually Gifted Program Standards approved by the State Board of Education (2009). The RJBLA will articulate and disseminate clear, comprehensive, and equitable screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large. The school will also utilize multiple criteria for student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. Both non-traditional and traditional standardized measures will be administered that are based on current theory and research. Screening, referral, and identification procedures will be implemented that respond to traditionally under-represented populations of the gifted. These student populations will include students who are culturally/ ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional students. RJBLA will ensure consistent implementation of screenings, referrals and identification processes.

The school will create written policies to safeguard the rights of AIG students and their parents/families, which will include informed consent regarding identification and placement, reassessment. Documentation of informed consent will also verify communication and explanations of the identification process and service options for individual AIG students, and will be reviewed annually with parents/families. This will include all procedures, transfers from other schools, and guidelines for resolving disagreements. RJBLA will develop a plan that will articulate the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG students. The school will provide appropriate professional development for all personnel involved in AIG programs and services, including classroom teachers, exceptional children personnel and school administrators. AIG students will be placed in classrooms with teachers who have achieved professional development requirements for that position or have earned an AIG add-on license. All AIG programs and services will be focused on the academic, intellectual, social, and emotional needs of gifted learners across all grade levels and settings.

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)*

1. RJBLA is committed to serving students with disabilities by providing a quality educational program in an environment that fits the definition of "least restrictive." The school will identify students currently receiving assistance and/or modification of delivery of education. If the student is currently on an IEP or is under Section 504 of the Rehabilitation Act, then the school will work obtain IEP documents and to obtain all appropriate files from the receiving school and/or the LEA. If that information is not on file by the end of the first month, RJBLA will work with the LEA Director of Exceptional Children services to If needed obtain the appropriate records. This will enable RJBLA to provide the student with the best education possible. In addition, student, teacher, and parent referrals will be used to allow for early identification for the continuation of the needed special services.

2. Students will be identified who may be eligible for services in cooperation with the sending school and the LEA. No student will be discriminated against or refused enrollment due to a disability. Additional identification will be made by monitoring and observing students that may have been progressing through school, but not previously identified. By focusing on student success throughout the program, infused with leadership and college bound strategies, low performing students will be identified and additional assistance sought. Students entering the school with a preexisting IEP and those identified while in attendance will be served and their needs will be met. Exceptional students may be identified by parents, teachers, and other specialists and will be referred to the school-based team for evaluation. Eligibility will be determined and an IEP planned if appropriate. If not, then classroom strategies will be modified to serve these students. RJBLA will also follow the formal processes identified and implemented in the identification and delivery of needs and services. These services will follow all government guidelines and include, but not limited to the following: Adapted Physical Education, Home/Hospital Instruction, Assistive Technology, Cessation of Services, Specially Designed Instruction and all those disabilities defined as formal evaluation outcomes including behavioral and related services outcomes. RJBLA will follow and adhere to the Federal Child Find legal requirement that requires all public schools to find children who have disabilities and need services. Identifying these kids is an important first step toward getting them the help they need to succeed in school. Child Find is part of a federal IDEA law which protects

the rights of students with disabilities. RJBLA will implement a consistent and comprehensive process for identifying and evaluating children who may need special education and related services, such as counseling or speech therapy.

3. RJBLA's Requesting Records plan will include following state and federal policies, procedures, and safeguards to assist both educators and parents in obtaining and maintaining services. Records will be requested according to state and federal laws. Records will be protected by being transported by appropriate personnel within the system or by mail with appropriate protected security measures and an identified person to receive the documents. Confidentiality of records will be observed and maintained at all times according to state and federal laws, including the The Individuals with Disabilities Education Act, Rights and Responsibility of Students Records. All records will be stored in one location that is protected and secured by lock and key. Only identified school personnel will be allowed access. RJBLA will comply with all Federal and State Record regulations regarding access, storage, and maintenance with regular on-site checks for compliance. The Principal will ensure that these records are kept confidential and are secured.

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.*

1. For each identified exceptional student, RJBLA will meet the needs as indicated in the IEP. This could entail additional professional development for the teachers, adjusted delivery of instructions for the student, modified physical surroundings, and time considerations. These additional services beyond inclusion would be provided by existing staff and/or contracted services. If a possible disability is identified, then the student will be referred to the exceptional services team for evaluation. If a student is identified as needing services such as occupational or physical therapy, these services will be contracted with local providers. The school will also work with the local universities' strong exceptional children's programs. Additional expertise will be available to the school as needed from the higher education institutions.

2) This school is designed to provide a specific education program geared towards academic success and leadership as two primary goals. RJBLA will implement educational programs with high expectations. A variety of methods and resources will be employed to ensure success for every student. It is important that exceptional students also receive a Free and Appropriate Public Education and that every student has the right to attend this school and receive high quality instruction and support services.

3) RJBLA believes that all students can be leaders, excel in school, and have the skills necessary to be successful in their careers and in life. Teachers strive to assist students in achieving the goals and objectives of their IEP and will attend additional training as needed. The principal will work with the teachers and parents in supporting the student in this

endeavor. All personnel will be responsible for completing the appropriate paperwork as required by law. RJBLA believes that all students can be leaders, excel in school, and acquire the skills necessary to be successful. The teachers will implement the goals and objectives of the IEP and attend additional training as needed. All instruction, modifications, and day-to-day operations will be performed as indicated by FAPE, FERPA and IDEA including maintaining confidentiality.

4) If a student's IEP requires services beyond those immediately available, then local providers will be used on a contracted basis to provide related services.

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.*

1. RJBLA's curriculum will provide clear performance standards for what students should know and for what students should be able to do at each grade level to be successful in continuing their education and as leaders in their communities. Student achievement accountability standards for each grade level will be based on NC Standards and Federal Measurements. Teachers will use knowledge about students' skills to determine when whole class instruction, small group work, or one-on-one tutoring is appropriate. Instruction will be targeted to meet each student's needs by disaggregating formative and summative individual performance results. In addition, teachers will give students and parents ongoing feedback about the students' academic performance throughout the academic year.

2. Student achievement will be measured using NC State Testing Assessments. In addition, all students in grades K-8 will participate in the Measure of Academic Progress (MAP) Test. MAP is an adaptive, computerized test which helps teachers, parents, and principals improve learning for all students. MAP assists professional educators and parents to make well-informed decisions to promote a student's academic growth. Students will take the MAP Test three times a year; in the Fall, Winter and Spring. This data will be used to set growth goals and to measure achievement in Reading and Math. The NC Standards Tests and MAP assessments will be used to monitor student academic progress, to inform instruction, and to ensure that students are well-prepared for the next grade level.

3. RJBLA will use NC End of Grade promotion standards and leadership assessments to create customized "Life Map" profiles of student growth on Academics, Social, Ethics, Health and Leadership indicators established by Robert J. Brown, the Board of Directors and educators. In addition, students

will meet the standards outlined by teachers for each course as measured by teacher made assessments such as quizzes, unit tests, midterms, final examinations, oral presentations and digital achievement reports from Dream Box, I station and Mastery Connects computer programs.

4. All students will be prepared to score high enough on all assessments to be proficient and well-prepared for the next grade level. While many of the students at RJBLA could be considered traditional "At Risk" students, early identification of students identified as higher "At Risk" students will be provided with additional tutoring, online instruction and guidance services. This will support achievement of NC's "Anchor Standards" for all students.

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.*

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.*

1. RJBLA is committed to maintaining effective discipline to establish positive learning environments, which ensure that every student has the maximum opportunity to receive appropriate education. RJBLA recognizes that establishing and maintaining discipline in the school setting can be achieved only through the cooperative efforts of school personnel, students, and parents/guardians. RJBLA will implement a Positive Behavior Intervention and Supports (PBIS) Plan to promote effective discipline. PBIS is a proactive approach to establishing the behavioral supports and developing an inclusive social culture to support students in achieving social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results defined as personal, health, social, family, work, and recreation, for all students by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional.

2. The RJBLA Board of Directors shall delegate to the principal/managing director the responsibility for establishing and enforcing necessary regulations and procedures not in conflict with state or federal law so as to govern and control the conduct of students. The Board of Directors expects school administrators to provide for and maintain an environment suitable for an orderly learning process. These disciplinary measures are consequences of violating the Student Code of Conduct and may include but are not limited to the following:

* Conference with Parents - Parents will be encouraged to set up an appointment with any teacher or administrator to discuss their child's

progress or problems. School officials may also request such a conference.

* Confiscation - Any student's property which disrupts the learning environment will be removed from that student's possession.

Court Referral - Drug offenses, assaults, or other violations of the North Carolina statutes, may result in a student being taken to court.

* Expulsion - Permanent prohibition/exclusion from the school system requires the recommendation of

the principal/managing director and Board of Directions approval and action.

In-School Suspension - Students may be excluded from attending regular classes but not from attending school and will be required to do assignments developed by his/her regular teachers. Principals shall notify parents when a student is assigned to in-school suspension.

* Out-of-School Suspension - A student may be suspended from attendance at school for disciplinary violations.

* Short-term suspension - 10 days or less.

* Long-term suspension - more than 10 days.

* Expulsion - 365 days.

3. RJBLA will follow NC 1504-2.7 legal guidelines when removing a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days, to the extent those alternatives are applied to children without disabilities, and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

4. All school personnel will promote effective discipline through fair and non-discriminatory treatment of all students and to display an attitude of respect. Teachers and administrators will seek parental/guardian input in planning and implementing discipline plans. It is the responsibility of all school personnel to consistently enforce the policies of the school and classroom while protecting the constitutional due process rights and FAPE rights of all students. Students and parents will have right to be heard and a right to file a grievance and/or an appeal when suspended or expelled.

The old Brentwood School, located at 1400 Brentwood in High Point between Business 85 and Martin Luther King drive was boarded up by Guilford Country Schools over thirty years ago. The neighborhood has been in decline for decades with the City very excited that it will be brought back to life.

<http://taxweb.co.guilford.nc.us/CamaPublicAccess/PropertySummary.aspx?REID=0186432&pageIndex=0>

1) The property is under contract

2) The funding has been secured

3) The architect and general contractor have confirmed that the initial phase will be ready w/in 120 days

4) The main building will not require any renovations for two to three years.

Section III: Education Plan Concerns and Additional Questions		
Reading is mentioned several times, but this does not seem to be the main focus - as mentioned early on in the application.	Jonathan Bryant	Instructiona
Is MAP the only assessment being used to determine mastery of grade level content? Where is the heavy emphasis on reading which was stated earlier in the application? How do these assessments meeting the needs of the targeted population?	Jessica Kelly	Instructiona
What specific STEAM, reading, and leadership development curricula will be used? Who is accountable for the "learning of all students" in the proposed RTI framework? Will this framework be used at all grade levels? How will success be measured at each level? Although the applicant sites several sources, can the applicant provide more detail about how the sited tenets will be embedded at RJBLA?	Nicole Charles	Instructiona
Applicant needs to clarify: MAP is an adaptive assessment, how will it measure progress towards mastery of grade level content? Applicant needs to clarify: Earlier in the application it was stated that there needs to be a heavy emphasis on Reading, especially early literacy- how does the school plan to address this. Applicant needs to clarify: What curriculum will teachers be utilizing to ensure that early literacy (phonics/phonemic awareness) is mastered prior to the full transition to reading?	Kristen Parker	Instructiona
What are the specific instructional strategies and assessments used? No clear evidence that the instructional program will be best for this population.	Jay Whalen	Instructiona
Is there data to support that project-based learning is successful with students who are 2+ years behind? Why did the board choose this methodology?	Sherry Reeves	Instructiona
Class size in grades 6-8 is too large. What is the plan for direct instruction? Will all learning take place in "stations"? Has curriculum been selected for the core subjects?	Sherry Reeves	Curriculum a
Applicant needs to clarify: Class sizes of 15-18 in K-2 and you stated having roughly 100 students per grade level in year one? That equates to roughly 5 classes per grade level- is this feasible? Applicant needs to clarify: The sample curriculum outlines the NC standards for Reading- how will the standards be taught? Applicant needs to clarify: Where does the heavy emphasis on the foundational reading skills play a role in the curriculum? Applicant needs to clarify: In the application it is stated:"It isn't enough simply to add on components of a fragmented curriculum to balance one with another." -What is the plan to not do this at RJBLA?" Research now supports that having a strong curriculum is more valuable than top rated teaching.	Kristen Parker	Curriculum a
30 students per class in grades 6-8 is very large. How much time are students spending on instructional technologies? How is the application "implementing leadership development and effective decision making" as part of the curriculum?	Jay Whalen	Curriculum a

<p>Being the targeted population is from a low income area and the emphasis on reading what is being planned in the curriculum to build reading foundation skills?</p> <p>Why were Dreambox and Mastery Connect selected? Dreambox math is an online math program - is this the only curriculum you are planning on using? Will online learning be the best learning method for the targeted population?</p>	Jessica Kelly	Curriculum a
<p>Does the budget reflect adequate staffing levels for the proposed teacher/student ration in K-2 in year 1?</p> <p>How the ratio at RJBLA better for student outcome than at the LEA?</p> <p>In addition to educational technology, what other instruction does the applicant propose?</p> <p>Part of the mission includes leadership development and career readiness in addition to other ideals. Where are these built into the curricula?</p>	Nicole Charles	Curriculum a
<p>Wrote about the research of reading - not how will the school ensure student's readiness for the next grade.</p>	Lindalyn Kakadelis	Curriculum a
<p>Curriculum framework appears to show standards, but does not have much particular to RJBLA.</p> <p>Could use more details on calendar alignment.</p>	Jonathan Bryant	Curriculum a
<p>How are at-risk students identified? What specific strategies will be used with these students to help them get on track?</p> <p>Explain how EL students are identified. Specifically, how are AIG students identified? Will RJBLA have an EL or AIG teacher on staff? Is this projected in the budget?</p>	Sherry Reeves	Special Prog
<p>Can you be more detailed about the plan to support struggling learners besides "additional tutoring and support services."</p>	Robert McOuat	Special Prog
<p>How will student be identified at risk?</p>	Jessica Kelly	Special Prog
<p>The applicant is expecting a large at risk population. How, specifically, will students be identified?</p> <p>What does the intervention process look like for students not meeting academic standards?</p> <p>Plan for serving ELs is not sufficient. How will the school utilize the Home Language Survey, WIDA placement test, ACCESS assessment, and WIDA standards to ensure students receive the appropriate services?</p> <p>How are EL students monitored? Who is responsible for implementing the EL services? How will you ensure students receive the required number of service hours? How are general education teachers trained on the WIDA standards to incorporate EL strategies?</p>	Jay Whalen	Special Prog
<p>Are small groups and one-on-one tutoring budgeted and staffed for?</p> <p>What does at-risk mean to the applicant with the target populations? What does early identification entail? Are there data point required and assessed or is this subjective?</p> <p>Is the applicant familiar with home language survey and is there a clear plan for identifying and supporting ELL students?</p> <p>Does the CMO have experience with ELL students that can help the applicant determine a plan?</p>	Nicole Charles	Special Prog
<p>Applicant needs to clarify: How will students be identified at risk? What is the process that will be followed?</p> <p>Applicant needs to clarify: A clear plan for how ELL students will be identified is explained but what is the process for supporting students throughout the year?</p>	Kristen Parker	Special Prog
<p>Not sure what "at risk" means to the applicant (ELL, non-white students, high poverty, etc.) - this would give a better perspective on the applicant's intent/meaning for each</p>	Jonathan Bryant	Special Prog

response.		
Who is responsible for managing the EC programs and IEP development? When do you initiate the IEP development process? How are notifications sent to parents? How is the RTI process utilized to identify students who may require services? Who is present at IEP meetings?	Jay Whalen	Exceptional
How will you know who has accessed confidential records?	Robert McQuat	Exceptional
Not sure if applicant appropriately differentiates appropriately between 504 and EC students.	Jonathan Bryant	Exceptional
Will RJBLA contract psychological services? OT? PT? Speech? What is the process for identifying a student for EC services?	Sherry Reeves	Exceptional
How are EC and 504 students identified specifically as there is no distinction in the applicant's response? Who determines eligibility? Who is on the IEP team? is an ED coordinator or lead identified and budgeted for?	Nicole Charles	Exceptional
The educational programming lacks specificity. Can the applicant demonstrate understanding of FAPE and differences between 504 plans and IEPs? How does the exceptional children's programming align with the schools mission specifically the leadership pieces? What opportunities exist? What contracts will be pursued to support exceptional children and are these budgeted for?	Nicole Charles	Exceptional
Applicant states "a variety of methods and resources will be employed", but does not elaborate. What are those? What universities do you plan to partner with? Applicant will either use existing staff or contract for services? Who are those additional staff? What services would be contracted? What is the model for teaching SWD? Inclusion? Pull-out? How are teachers trained?	Jay Whalen	Exceptional
Applicant does not explain how EC services will be delivered. How many EC staff are projected for year 1?	Sherry Reeves	Exceptional
What are the components of the full continuum of service delivery? How will the school provide the full continuum? How will you monitor progress on IEPs? How will the provision of FAPE align with your school's goals, mission and instructional methods? Can you be more specific about FAPE than "A variety of methods and resources will be employed to ensure success for every student." Will you employ licensed special education teachers? What will be their roles? The personnel budget indicates that the school will hire a EC/Test coordinator. Is this sufficient staff to provide all levels of the service continuum across all grade levels?	Robert McQuat	Exceptional
What other assessments besides EOGs and MAP are utilized? Applicant states "clear performance standards" will be provided. What are those? How is assessment data used to drive instruction? What tracking systems will be in place to monitor and analyze student data. Who does this?	Jay Whalen	Student Perf
Would like more details on how MAP/EOGs will influence teaching. What is the leadership assessment that is mentioned? Are the "Life Map" profiles individual or are they general? More information needed on this section.	Jonathan Bryant	Student Perf
Applicant needs to clarify: How will students overall readiness for each grade level be measured? Applicant needs to clarify: How will the MAP assessment be used to ensure students are ready for the next grade level?	Kristen Parker	Student Perf

Applicant needs to clarify: What is meant by "proficient" How will proficiency be measured?		
How are the goals not included in MAP or EOG be assessed (i.e. leadership development, PBIS etc.)? What are the clear performance standards referenced? How is success measured in each grade level including K-2?	Nicole Charles	Student Perf
Explain this statement: all students will be prepared to score high enough on all assessments to be proficient and well-prepared for the next grade level."	Sherry Reeves	Student Perf
Could use more definition in this section - specifically re: discipline plan.	Jonathan Bryant	Student Cond
How does the suspension and expulsion process align with the PBIS model? Is the applicant familiar with the manifestation determination hearings and plans to employ them? What is the specific discipline plan and how is this communicated to students and families?	Nicole Charles	Student Cond
When is the manifestation determination review required?	Robert McOuat	Student Cond
Applicant needs to clarify: What is the vision for PBIS? What structures will be put in place to support PBIS?	Kristen Parker	Student Cond
Discipline plan is insufficient. What does the discipline plan look like in practice?	Jay Whalen	Student Cond

Reviewer	Score
Alex Quigley	
Tammi Sutton	Fail
Bruce Friend	
Cheryl Turner	
Danielle Allen	
Steven Walker	
Heather Soja	
Jay Whalen	Fail
Jessica Kelly	Fail
Joe Maimone	
Stephenie Clark	
Sherry Reeves	Fail
Robert McOuat	
Phyllis Gibbs	
Nicole Charles	Fail
Lynn Kroeger	
Kristen Parker	Fail
Tracy Kelley	
Lindalyn Kakadelis	
Jonathan Bryant	Fail
Alan Hawkes	

IV. GOVERNANCE and CAPACITY

(No more than ten total pages in this section)

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

Governance:

School Governing Body:

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

The municipality must be officially incorporated by the NC General Assembly upon application submission.

Name of Private NonprofitMunicipality: The Children's Legacy

Mailing Address: 808 Greensboro Road

City/State/Zip: High Point NC 27260

Street Address: 808 Greensboro Road

Phone: 202-744-4011

Fax: 336-217-8583

Name of registered agent and address: R. Andrew Harris
Wyatt Early Harris Wheeler, LLP
1912 Eastchester Drive, Suite 400
High Point, NC 27265

FEDERAL TAX ID: 83-1878697

Tax-Exempt Status 501 (c)(3)

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

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

X No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

Either the governing body of the municipality who serve ex officio as the board of directors of a charter school granted to a municipality or the board of directors appointed to govern a charter school granted to a municipality is the legal entity that has responsibility for all aspects of the proposed charter. Its members should reflect the

ability to operate a charter school from both business and education perspectives.

Please complete the table provided depicting the founding members of the nonprofit organization.
Please complete the table provided depicting the members of the board that will oversee the proposed school.

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?
Dr. Robert J. Brown	Chairman	GUILFORD	Owner B&C	17 Honorary Doctorates. FBI, Classified Security C	
James McNeil	Vice Chairman	GUILFORD	Retired Educator (US Dept. of State)		
Brenda T. Williams	Treasurer	GUILFORD	Business Owner/Administrator		
Karl Robinson	Secretary	GUILFORD	Owner - R&R Transportation		
Cory Henry	Member	Out of State	Chair - STEAM Revolution		
Dionne Reeder	Member	Out of State	Candidate - DC City Council		
Tom Brown	Member	Out of State	Owner - TNB Associates		

Please provide the following in this location of the APPLICATION:

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

RJBLA Board of Directors will govern through its adopted policies and clear evaluative metrics. Its primary duties are to ensure that:

- * The academic programs are successful
- * The school's operational programs comply with all terms of its charter
- * The school is compliant in all statutory and regulatory requirements
- * The school is financially solvent
- * Competent, professional staff are hired to carry out the operational plan

At every meeting, the board should discuss the financial stability, academic standing, and any compliance situations to ensure it is making adequate progress towards renewal(NC General Assembly G.S.115C-218.15.Charter school

operations). The charter school's balance sheet demonstrates the current net worth of the organization; assets; liabilities; and equity. The cash flow statement demonstrates all transactions for a period; what comes in and goes out. Income and expense statements make a miniature budget for the particular time period. The budget versus the actual report demonstrates whether the school is meeting goals, making a profit, etc. School leadership is responsible for leading and developing plans that drive the school's performance and execute the mission of the school. The board of directors are responsible for making sure that the school performs through clear evaluative measures. It also ensures that the mission of the school is achieved. The board of directors should routinely ask targeted questions that focus on the following:

- * its goals in the approved charter application
- * the performance of the school leader
- * the performance of the board

The Board is also responsible for working with School Leadership to develop a Strategic Plan and develop SMART Goals and Objectives that do the following:

- 1) Clarify a purpose for having a strategic plan.
- 2) Determine the crucial tasks the team must interdependently tackle and communicate and recruit key stakeholders to create and implement those tasks.
- 3) Identify the leadership need for the creation of the plan and the leadership needed for the implementation of the plan.
- 4) Include fidelity measures when planning strategies to ensure measurement of the execution process.

These measures should include: specific targets, planned checkpoints, concrete data indicators and milestones to ensure all stakeholders receive feedback needed to determine how well improvement strategies are working. The Board's most important task is to ensure the hiring of the proper Principal/Lead Administrator. By utilizing a 501C3 CMO to execute the plan, they will do the recruiting and hire the lead administrator with its approval.

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

The bylaws call for up to nine board members. The Founding Board Members include Dr. Robert Brown who has been the face of this community for over half a century. As a leader in the civil rights movement, as an adviser to Dr. Martin Luther King and as the man that put Nelson Mandela's children through college he is outstanding choice for the Chairman of the Board. He is surrounded by people that have been pillars of this community for decades with immense experience in domestic and international governance and management at the highest levels. He will be a driving force in board selection. Dr. Brown will also be the face and voice for community outreach and parent engagement.

- a) The composition, powers, and duties of the founding governing board members have an array of leadership, management, policy and legal skills &

expertise to ensure that the school will be an educational and operational success.

b) The Board will utilize the following evaluation model to assess the success of the school and the school leaders:

- Form CEO Evaluation Committee
- Develop a Timeline
- Determine Evaluation Tool/Instrument
- School Leaders Complete Self-Evaluation, Self-Evaluation
- Board and Direct Reports Complete Evaluations of the School and the School Leader
- Parent Surveys evaluating the School and the School Leader
- Discuss results with full board
- Create a summary memo to share with the School Leader
- Hold in person meeting with School Leader to share the results
- Identify SMART Goals and a Strategic Action Plan for the next year

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?*

Dr. Brown has selected experienced, diverse, professional people who will ensure that his vision of transforming public education through RJBLA becomes a reality. He will continue to be the primary force in selecting and vetting high caliber founding board members on an ongoing basis. Consistent with the bylaws, a parent member will be appointed to the Board after it is in operation

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

The Board will have regularly scheduled monthly meetings and will be in compliance with the NC Sunshine Laws.

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.*

Every board member both current and future will have extensive knowledge and experience at a high level of both private and public sector governance and management.

The Board Training will be ongoing and will be specifically designed to meet the needs and interests of the board members.

Board Members will be briefed on

- 1) Governance versus Management;
- 2) Parliamentary Procedures;
- 3) Charter School Laws and Policies;
- 4) Primary Duties and Responsibilities;
- 5) Compliance with Charter School Mission and Purpose; and
- 6) Marketing & Media Relations.

All continuing Board Members will be required to complete 8 hours of Professional Training each year at a state or national conference and/or in workshops provided by the Charter School Leadership Institute.

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

conflicts and to mitigate perceived conflicts.

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement. All Interested Persons must sign the Conflict of Interest Form and Disclosure Statement. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists. To the best of our knowledge there are no existing relationships in among and/or between the Founding Board Members that could pose actual or perceived conflicts of interest. Within the bylaws there is a four page policy explicitly explaining the mandates, which this and future boards fully understand and will adhere to.

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

The Board of Directors will work with its highly respected team of service providers to collect information, create policy drafts and then submit the policy drafts to the Board members. Policies under consideration include employment policies, contracted service policies and an ethics policy. After review and ample time for discussion, a quorum of Board members, defined as a majority of the Board members, shall be present to vote and to approve policies.

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.

Consistent with the bylaws: Nominating Committee, Executive Committee, Finance Committee, Education Committee, Long Range Planning and Development Committee, and the Building and Grounds Committee. Other committees will be established as required and as permitted by the bylaws.

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

RJBLA will provide the following process for hearing grievances from parent and staff members:

1. Before submitting a grievance or complaint to the Board of Directors, parents should first schedule a meeting with their child's teacher to discuss the nature of the issues or concerns.

2. Before submitting a grievance or complaint to the Board of Directors, school staff members should first schedule a meeting with their immediate supervisor to discuss the nature of the issues or concerns.

3. Parents who fail to schedule a meeting with their child's teacher and school staff members who fail to schedule a meeting with their immediate supervisor will be directed by the Board to schedule the meeting.

4. If the issue or concern cannot be resolved by the parents, teacher and/or by the school staff members immediate supervisor, the parent and school staff members may schedule a meeting with the RJBLA Principal after submitting, in writing, a compliant or grievance letter that lists the issues or concerns, the actions that have been taken to try and resolve the issues or concerns, and all solutions and/or compromise that were proposed and considered.

5. After receiving the compliant or grievance letter, the Principal will notify the parent or school staff member, in writing, that he or she has received the complaint or grievance letter and that he or she will respond

to the complaint or grievance within 5 days.

6. If the Principal and parent or school staff member cannot reach an agreement to resolve the complaint or grievance, then the parent or school staff member may write a complaint, grievance or appeal letter to Board of Directors requesting a review of the process pursuant to N.C. Gen Stat. Sec.115C-45(c)

7. The Board of Directors will respond to the parent and/or school staff members appeal within 10 days of the receipt of the appeal letter.

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 E)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix F).
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 G).
4. A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix H)

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.

Not Applicable

If the Charter School plans to contract for services with an educational management organization (EMO) or charter management organization (CMO), please specify the contact information below.

Name of the Company: RJB Education Equity Foundation
Address: 7851 Clinard Farms Road
High Point NC 27265
Website: www.rjbedu.org
Phone Number: 336-869-0079
Contact Person: Kimberly K. Norcross
Fax: 336-217-8583
Email: kim@7docf.org

1. *Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school. Please include an executed copy of the management agreement as Appendix L of the specified EMO or CMO.*

Serving this country, its children and those in Africa for over 60 years, my passion has always been to serve the underserved and bring them up. Through my passion for building libraries in Africa and strong commitment to education, I have forged a strong relationship with the founders of the

foundation that have opened over 800 libraries in impoverished areas in South East Asia. Through this relationship they have renamed the foundation after me in my honor.

The RJB Education Equity Foundation manages the Phoenix Academy. The school that brought PBIS to North Carolina, the first school in the Guilford County to implement the CIRK program, the first public school of choice in North Carolina to earn the prestigious status of International Baccalaureate World School (C) offering the Middle Years Programme(C). In addition to being the oldest and largest school in the city, it is in complete alignment with my vision for schools to operate for generations to come in my name.

Being a not-for-profit, mission driven organization focusing on Innovation in Education, Global Literacy and Community Programs, it is the only one of its kind in the country. It is a truly innovative organization and completely aligned with my vision. I am the non-voting, Chairman Emeritus of the foundation with it being named after me.

2. *What other EMO/CMOs were pursued and why did the applicant select this particular one?*

Please include information regarding other management organization's fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.

I am close to the Huizenga family and have a great respect for NHA. We also have a relationship with CSUSA, which is a fine organization run by fine people. RJBLA has a tremendous record in this state run by a highly respectable leader and support team. All of them perform a great service to this state and our children.

RJBLA has managed one of the finest schools in the state for twenty years with the utmost integrity and strong academic performance. Additionally it will be flexible with the fee structure depending upon the needs of the school. This is a mission driven project by mission driven, not-for-profit boards, committed to the community it serves and the long term success of this model.

3. *Provide and discuss student performance, governance performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what is the highest and lowest performing school of the EMO/CMO? Why are these two schools so different in overall achievement?*

A mission based, not-for-profit, North Carolina foundation, the RJB Innovation in Education team, in the midst of growing 400% and adding a middle school, became the first and only charter school to become a International Baccalaureate World School.

The school recently completed a \$31.8 million bond issue purchasing the 105,000 square feet of buildings and 50 acres it currently occupies, with a 25,000 square foot expansion with athletic fields and playgrounds, while maintaining a cash surplus.

With the massive growth, taking in hundreds of new students from other schools, RJB has increased the scores by 35%. I do not know if any other school can match, let alone surpass, this level of achievement.

4. *Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school*

independently of the EMO/CMO.

No affect. The Board of Directors is responsible for creating and enforcing policies which will be carried out by RJBLA and will report back to the Board at its monthly meeting and will be in frequent communication with one another and held to account per the terms and conditions of the management agreement.

5. *Provide a description of the relationship that will exist between the charter school employees and the Management Organization.*

As detailed in the Organizational Chart, although the teaching and support staff members are employees of the Board, they report on a daily basis to the CMO management team. The CMO reports to and serves at the pleasure of the Board, as detailed in the contract.

6. *Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO, and if necessary, terminate the contract without significant obstacles.*

Per CMO Agreement:

1.01 AGREEMENT. To the maximum extent permitted by applicable law, CLT hereby contracts with RJB to perform the management functions set forth in Article III of this Agreement (the "Management Functions"). RJB shall perform the Management Functions in accordance with applicable law and at the direction of CLT. Although the Management Functions include duties and responsibilities regarding student enrollment, performance, discipline, and special education, as well curriculum and personnel, nothing in this Agreement is intended to nor shall limit or delegate the ultimate authority of CLT as set forth in N.C. Gen. Stat. 115C-218 et seq., applicable SBE policies, or the Charter.

3.01 RESPONSIBILITY. RJB shall be responsible and accountable to CLT for the operation and performance of the Charter School as set forth in this Agreement, the Charter, and applicable law. RJBs responsibility is expressly limited by: (i) the approved Annual Budget, as defined in Article V of this Agreement; and (ii) the availability of state funding to pay for the Management Functions. RJB shall not be required to expend funds for the Management Functions or the Charter School in excess of the amount set forth in the approved Annual Budget.

3.10: STUDENT PERFORMANCE, STANDARDS AND EVALUATION.

RJB shall be responsible and accountable to CLT for the academic performance of the students who attend the Charter School. RJB will utilize assessment strategies required by the Charter and applicable law.

7. *Is the facility provided by the EMO/CMO? N*

- *If yes, include as Appendix J a detail of the buyout formula for the board of directors to purchase the facility if a buyout formula or process exists.*

8. *List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.*

9. *Provide as Appendix K the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO, provide confirmation that the EMO is in good financial standing with either financial statements, bank letter, D & B report or credit rating.*

PHOENIX ACADEMY

	Fund Balance	Net Change in Fund Balance
June 30, 2017	\$792,647	\$ 151,678

June 30, 2016	\$640,969	\$(412,492) - massive capital expansion
June 30, 2015	\$1,053,461	\$ 246,715

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:

Below, please outline a list of positions anticipated for the charter school (e.g., principal/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.

Superintendent, Principal, Vice-Principal, EC Director/Testing Coordinator, Two EC Teachers, Front Desk Staff Member, Four Teacher Assistants.

Number of K-5th Grade Teachers = 30

Will contract out with Arcadia for Finance & Power School and Budd Group for Maintenance.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

The Board of Directors will support the Principal, under the CMO leadership, in developing an effective recruitment program to identify and to hire high quality teachers and support staff. The Principal will establish ongoing relationships with universities and schedule recruitment sessions each year. Brochures will be created highlighting the mission, purpose and goals to be distributed on campuses and to be shared with prospective candidates at career fairs and university placement sessions. The recruitment sessions will seek to find the best and brightest teachers who are also committed to ensuring academic success for all students at RJBLA. The Board of Directors and the Principal will create and maintain a healthy, positive and inviting school climate and provide staff development, training and support services for all employees. This will be an effective way to attract and to retain teachers and staff members.

2. *Provide a description of the relationship that will exist between the charter school employees and the nonprofit board.*

The relationship between the charter school employees will follow the policies and decision-making of the Board of Directors. It will be the responsibility of the CMO to recruit, ensure licensure requirements, handle the background checks, and recommend staff for hiring. If approved they will be responsible to handle the on boarding and training process. The relationship between the charter school employees and the Board of Directors will adhere to the tenets of the following statute: 115C 218.90.

a) Employees.

(1) An employee of a charter school is not an employee of the local school administrative unit in which the charter school is located. The charter school's board of directors shall employ and contract with necessary teachers or contract with an education management organization or charter management organization to employ and provide teachers to perform the particular service for which they are employed in the school; at least fifty percent (50%) of these teachers shall hold teacher licenses. All teachers who are teaching in the core subject areas of mathematics, science, social studies, and language arts shall be college graduates.

The board also may employ necessary employees who are not required to hold teacher licenses to perform duties other than teaching and may contract for other services. The board may discharge teachers and nonlicensed employees.

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

All potential employees must receive a "cleared" criminal background check before being hired. If the criminal background check and/or other information shows that the applicant has been convicted, plead guilty, or plead no contest to a felony that is listed in NCGS 115C-332(a) (1), or to a comparable federal law felony or felony from another state, the applicant will not be offered employment, or if a conditional offer has been made, the offer will be withdrawn or the employee's employment will be terminated. All employees of RJBLA will be at-will and may be terminated at any time and for any reason. Upon termination of employment from RJBLA, the employee will immediately return all school keys, equipment, phones, and any other school property.

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

As a guideline, NC State Salary Scale for administrators, support staff and teachers will be used for all employee salaries. The Board of Directors may offer additional compensation based on position need and/or performance. All full-time administrators, teachers and staff members will receive health and social security benefits. RJBLA will provide ongoing training and staff development for all employees

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

If an employee wishes to file a grievance and/or challenge a termination, the employee will schedule a grievance conference with his or her immediate supervisor to present the reasons for the grievance or to challenge a termination. If the employee does not accept the results of the first grievance or termination challenge conference, then the employee may schedule a second conference with the Principal. All grievances and/or challenges to a termination must be submitted in writing and include the nature of the grievance, all steps, actions and solutions taken to try and resolve the issue. After receiving and reviewing the written grievance, the Principal will schedule a meeting within 3 days to resolve the issue.

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

Vice-Principal, EC Director/Testing Coordinator and Teachers will be paid out of state funds. EC teachers will be paid out of Federal Funds.

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

We will recruit and hire highly qualified and experienced teachers for

special needs students, gifted students and ELL students. ELL students will receive additional assistance, support and instruction via contracted services. In addition, RJBLA will recruit teachers for content and elective course areas who have an interest and experience in working with special needs, ELL and Gifted students. Staff development training and courses will be provided to identify best practices for serving special needs, ELL and Gifted students and to promote achievement of academic and leadership goals

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

All administrators and teachers will be required to be licensed and highly qualified for their positions. In addition, all staff members will receive ongoing professional development and training to gain the knowledge and skills to support students in achieving the academic and leadership goals. All staff members will commit to focusing on the development of the "whole" student into intelligent, future leaders who will be successful in their careers and in their communities. All RJBLA staff members will also commit to establishing a school climate that will encourage students to maximize their abilities, talents and skills, and their confidence to be reach their goals and objectives. All administrators hired by RJBLA will be required to have a graduate license in Leadership and Administration. All teachers hired by RJBLA will be required to have a license in their grade/content areas. Teachers with 0-2 years of teaching experience will be required to have a SP1 Professional Educator's License in their grade/content areas. Teachers with 3 or more years of teaching experience will be required to have a SP2 Professional Educator's license their grade/content areas.

Staff Evaluation and Professional Development

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

The Principal, Vice-Principal, EC Director/Testing Coordinator and all teachers will be required to meet & to maintain licensure requirements for certification and to complete professional development and continuing education units as required by NC.

2. *Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission and educational program. Plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state law and the Every Child Succeeds Act. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

The principal and teachers will be focused on creating a school environment that will nurture students' self-confidence and optimism. During the planning and start-up phase of the school, the school year and throughout the summer, administrators and teachers will be trained in the following core areas: NC Standards for Reading, Writing, Math, Science and Leadership Development. We will develop a curriculum and instructional model that is rigorous and inquiry based and aligned with the depth of knowledge concept. Curriculum and assessment will be standards based and bench marked. Teachers will monitor students' progress by measuring observing applied skills. The Principal and teachers will stay abreast of research-based, best practices while collaborating to develop curriculum units, instructional materials and assessments that are all aligned to State Standards and Federal requirements

- 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.*

Internal professional development will focus on 1) developing expectations for classroom culture & structure that will address the educational, social and emotional needs of boys 2) the best educational practices for educating boys, 3) curriculum development, 4) performance accountability, 5) methodology, 6) embracing technology, 7) data driven instruction, 8) personal goal writing, 9) encouraging and reinforcing positive behaviors; 10) standards-based grading; and 11) NC Anchor Standards. The external professional development include administrators and teachers attending Leadership Networks Planning Institute in the summer 2018. In the past, the topics have included data driven instruction, staff culture and student culture in single-gender schools. RJBLA will also offer virtual online training for administrators, teachers and staff members. Professional development will be continuous.

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

Teachers will receive extensive professional development during the workdays prior to school opening. In addition to receiving training on how to serve lower SES students, at-risk students, and students with IEPs and 504 Plans, teachers will receive professional development on how to develop differentiated instruction to meet the needs of individual students and to support fully the academic and emotional growth of young men.

Training in building cultural norms, applying technology, and inquiry-based instruction will be offered throughout the year. RJBLA will emphasize a collaborative model to promote discussions among teachers, between teachers and parents, and between teachers students. These discussions will focus on "outcome-based" solutions requiring modified instructional plans that will be formatively and summatively evaluated.

Teachers will learn how to communicate respectfully and thoughtfully with parent/guardians while remaining sensitive to different families cultures, values and needs. Teachers will learn how to initiate and maintain timely communication with all parents/guardians through daily/weekly folders, notes home, progress reports, meeting notifications, in-person meetings on students progress and how to provide a clear picture of the curriculum and high expectations.

RJBLA teacher induction will also provide training on how to work collaboratively with families and other members of the community to involve them in academic activities, to support the success of a diverse student population and to bring in volunteers and additional resources.

- 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.*

Administrators, teachers and staff members will receive 20 hours of professional development during the first 6 workdays of the school year focusing on NC Standards, leadership, and instruction. They will collaboratively work with colleagues in grade level and school-wide meetings

on professional development days, and work continuously to improve their personal interactions with students, their classroom instruction, assessments, and student achievement, and to achieve the overall goals and mission of the school. RJBLA administrators will schedule weekly afternoon reflection sessions for teachers to critically assess their current instructional practices and to identify areas for further professional development.

Enrollment and Marketing:

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

Marketing Plan

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

On January 15, 2019 the life story of Dr. Robert J. Brown: "You can't go wrong doing right" will be released by Penguin Random House. This will receive national publicity with a book tour and coverage by local, statewide and national and international television and print news outlets. The earned media surrounding the "Robert J. Brown" name will be valued in the hundreds of thousands of dollars.

We will capitalize on this earned media and are highly committed to making a good faith effort to achieve a racial/ethnic balance reflecting the demographics of the communities with a specific focus on lower socioeconomic students in historically under served areas. This will be accomplished via a comprehensive marketing plan that will include newspaper advertisements, media broadcasts on radio and television ads, website postings, direct mailings, email distribution lists, visits to churches attended by prospective students and parents, civic organizations in the community, governmental agencies and civic clubs, committed to making a good faith effort to achieve a racial/ethnic balance reflecting the demographics of the communities with a specific focus on lower socioeconomic students in historically under served areas.

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.*

1. We will communicate with and engage parents and community members from the time that the school is approved through opening via the following:

*Create a Parent Council group of six or seven parents of students. These parents will volunteer to serve for a two-year term. Purposes of the Parent Council will be to teach parents about the Vision, Mission and other plans &

to gather their input. The Parent Council will also prepare parents to become ambassadors in the community for RJBLA brand.

*Plan Community Forums to be presented at different sites in the community. Examples of sites: NAACP meeting; High Point Community Center, Hispanic Groups, Festival Latino, and Community Boys Club.

*Plan and Develop Community Displays in Public Libraries, Festivals, Parades, Doctors Offices, & spaces at local malls.

*Develop a Key Points List to be used by Board Members, Staff, & Parents when speaking to the public about RJBLA's instruction and programs.

2. It is our belief that to achieve the RJBLA vision and mission we must be in a continuous, engaging partnerships with parents and the community. We will create an Outreach Committee to identify needs related to outreach and connecting with our families and the community. This committee will plan a program to allow families and community volunteers to become an integral part of the RJBLA program. The Board of Directors recognizes the parent as the child's first and lifelong teacher and that it is essential to involve parents in educational decisions as caring advocates for their children. The Board will foster parental involvement in a variety of ways; including: Actively seeking out resources in the community to support students and help them achieve success. Opportunities for community involvement include:

*Participating on Ad Hoc Committees- Periodically committees will be convened to consider and make recommendations related to the schools operations, educational policies, and/ or procedures.

*Mentoring-The schools mentoring program will match students with highly qualified persons from the community. Mentors will be solicited to provide students with one-on-one support in areas of need. Mentors and outstanding role models will be used as examples to these young women.

*Advocating for the School- The community will have a chance to participate on a committee which will advocate for the school and its students. Ex. Friends of RJBLA

*Tutoring- Providing qualified persons from the community to support students in their academic progress.

*Supporting School Activities and Events - The community will be invited to support school activities that are opened to the public.

*Communicating - Designing effective forms of school and home communications about the schools vision, mission, programs, skills required to pass subjects, and monitoring their children's progress.

*Decision Making and Advocacy - Including families as participants in school decisions and developing parent leaders and representatives.

*Learning at Home- Providing information and ideas to families about how to help students at home with homework and other curriculum related activities, decisions, and planning.

*Parenting - Assisting families with parenting and child rearing skills, understanding adolescent development, setting home conditions that support children as students; and assisting schools in understanding families.

*Volunteering - Encouraging, recruiting, organizing, and recognizing volunteer help and support in the school and outside of the 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 withdrawals and transfers.*

1. We will adopt admissions policies and procedures that will consider all students regardless of disability, race, creed, national origin, religion or academic ability. All students may apply and be equally considered for enrollment. Students must complete an application to be considered for admission. The charter school will begin enrolling students for the 2019/2020 school year beginning in January 2019 and will continue to enroll students through April 2019. If enrollment exceeds the schools available slots at that time, then a lottery will be conducted in April 2019. Once a student has been admitted, it will not be necessary to reapply each year. However, students expelled or suspended under NC General Statute 115C.390.5 through NC General Statute 115C 390.11 may not be admitted until the expulsion or suspension period has ended. Applications will include the students name, place of residence, and parents or guardians names.

2. Children of school employees and siblings of currently enrolled students who were admitted to RJBLA in a previous year will receive admission preferences. If multiple birth siblings apply for admission to a charter school and a lottery is needed under G.S.115C 238.29F(g)(6), the charter school shall enter one surname into the lottery to represent all of the multiple birth siblings. If the surname is selected, then all of the multiple birth siblings shall be admitted. Within one year after the school begins operation, the charter school shall make a good faith effort to admit students representing the racial and ethnic composition of the general population within the local school community.

3. If the submitted applications exceed the number of spaces by grade level, a lottery will be held in an open public meeting in late April 2018. No criteria for admission will be utilized other than a completed application form and residence in North Carolina. A waiting list will be created and maintained in the event that space becomes available.

4. The Principal will designate office staff members to maintain accurate student accountability records to comply with all NC requirements in the Student Record Manual and all state and federal laws within the Family Educational Rights and Privacy Act.

5. The parents of students may withdraw or transfer their children at any time. Parents wishing to re-enroll their students parents after leaving the charter school will be required to complete the school's admission process.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No:

The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).*
- 3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.*

If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:

- 1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.*
- 2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*
- 3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

PROJECTED ENROLLMENT

Year 1 through Year 5

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Guilford County Schools

LEA #2

LEA #3

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

	Year 1			Year 2			Year 3			Year 4			Year 5		
	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000
Kindergarten	112	0	0	90	0	0	90	0	0	90	0	0	90	0	0
Grade 01	108	0	0	111	0	0	90	0	0	90	0	0	90	0	0
Grade 02	80	0	0	108	0	0	110	0	0	90	0	0	90	0	0
Grade 03	0	0	0	80	0	0	108	0	0	110	0	0	90	0	0
Grade 04	0	0	0	0	0	0	80	0	0	108	0	0	110	0	0
Grade 05	0	0	0	0	0	0	0	0	0	80	0	0	108	0	0
Grade 06	0	0	0	0	0	0	0	0	0	0	0	0	80	0	0
	300			389			478			568			658		

X

Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
NA	Jessica Kelly	Tax-Exempt S
n/a	Nicole Charles	Tax-Exempt S
Almost 1/2 the board lives out of state. Who is Children's Legacy and what is the relationship with the Board?	Tammi Sutton	Certify Gove
43% of board will be out of state - may be challenging for them to know/understand the local community/needs.	Jonathan Bryant	Governance a
<p>How can board members be removed?</p> <p>Is having nearly 43% of the board reside out of state mission aligned especially given the target population and reasons cited for the schools existence?</p> <p>What is the role of Robert J. Brown and the CMO? Are there any conflicts of interest?</p> <p>What is the Education Equity Foundation and what is its role?</p> <p>Is the Children's Legacy board and the schools board one and the same?</p> <p>Can the applicant clarify the roles of the various governance entities?</p> <p>What is the accurate number of maximum board members as the bylaws state 7, the narrative states 9?</p> <p>How are board members recruited and selected?</p> <p>Who assesses the "performance of the board" as mentioned?</p>	Nicole Charles	Governance a
<p>3 board members do not live in the state.</p> <p>What is the plan for recruiting additional board members? Does the entire board vote on new members? How will you ensure a wider variety of expertise?</p> <p>What is the evaluation process and criteria for the School Leader?</p> <p>How is Robert Brown associated with the Children's Legacy and the RJB Foundation? Is it a conflict of interest for him to chair the board and have a stake in RJB Foundation as the CMO?</p>	Jay Whalen	Governance a
<p>Organizational chart is confusing. The Children's Legacy is the non-profit organization that is petitioning to form RJBLA. Are the board of directors the same? The RBJ Education Equity Foundation is the CMO with Robert J. Brown as chair. Organizational chart states he is also chair of the BOD. How can this not be a conflict of interest?</p> <p>Why are 3 board members out of state? How will meetings take place?</p> <p>What are the plans to extend board membership to 9? Application states 9 members while by-laws state 7.</p> <p>Who has education expertise on the current board?</p> <p>Is Dr. Brown the only board member who can nominate new members? How does one become a member of the board?</p>	Sherry Reeves	Governance a
<p>Why is RJBLA "name" the property of the RJB Education Equity Foundation and not TCL (The Children's Legacy). Isn't TCL the entity that is DBA RJBLA?</p> <p>990 is blank. Does TCL or RBJ Education Equity Foundation currently operate other charter schools? If so where are their financial statements? (Phoenix Academy)</p> <p>Explain this statement: RJBLA has managed one of the finest schools in the state for twenty years with the utmost integrity and strong academic performance. Additionally it will be flexible with the fee structure depending upon the needs of the school. (wrong organization referenced?)</p>	Sherry Reeves	Proposed Man

What entity is the RJB Innovation in Education team?		
<p>Can the applicant explain the difference between RJB Education Equity Foundation and The Children's Legacy and how they will be tied to RJBLA?</p> <p>What is the accurate fee structure? Is it 16% and who will receive it? Can the applicant justify the fee structure?</p> <p>How will the board address the clear conflict of interest with the Board Chair operating the CMO that will receive a fee?</p> <p>Did the chair simply select his own CMO or was there a thorough data-driven search?</p> <p>If the chair is already operating successful schools within the LEA, why not apply for an expansion?</p> <p>Which org should be used as comparison: RJB Education Equity, CLT or the Phoenix Academy as the provided materials are inconsistent?</p>	Nicole Charles	Proposed Man
<p>Applicant needs to clarify how CMO will be in the best educational and financial interest of the school. What data is there supporting the effectiveness of this organization?</p>	Jessica Kelly	Proposed Man
<p>Applicant needs to clarify: It is unclear how the CMO will function alongside the school. What are the specific details of the how the two will operate?</p> <p>Applicant needs to clarify: What is the CMO that the school will be partnered with? Is it RJB Education Equity Foundation? Others are listed in the application and there is not a clear indication of the name.</p> <p>Applicant needs to clarify: What is the academic success of Phoenix Academy?</p> <p>Applicant needs to clarify: Why will the RJBLA be partnering with the CMO? What's the rationale for this decision?</p>	Kristen Parker	Proposed Man
<p>Seems that information regarding other schools managed is fairly general, not detailed.</p>	Jonathan Bryant	Proposed Man
<p>The applicant states they will have a "flexible" fee structure, but the management contract states the fee is 16% of revenue. So what is the CMO being paid? How will that affect the services provided? 16% is a lot.</p> <p>CMO seems to have most of the responsibilities. What is the school leadership responsible for?</p>	Jay Whalen	Proposed Man
<p>What does the hiring process look like?</p> <p>Applicant outlines working with universities and career fairs for recruitment. What is the plan to recruit veteran teachers?</p> <p>Retention plan is vague. What specifically are you doing to keep teachers?</p> <p>How are decisions about performance bonuses made?</p> <p>How will the applicant ensure all teachers are licensed, as stated on page 36?</p>	Jay Whalen	Staffing Pla
<p>Projected staff lacks details.</p>	Sherry Reeves	Staffing Pla
<p>Applicant needs to clarify: What strategies will be utilized to retain high performing teachers?</p> <p>Applicant needs to clarify: With a heavy need for quality ELA teachers and early literacy teachers- how will the school recruit in this area specifically?</p> <p>Applicant needs to clarify: Explain the need for a Superintendent and Principal?</p> <p>Applicant needs to clarify: With a heavy emphasis on early literacy and ensuring students are reading at grade level by 3rd grade, will 4 teacher assistants be enough?</p>	Kristen Parker	Staffing Pla

<p>Applicant needs to clarify: Why is there no position for ELL students?</p> <p>What is the role of the superintendent? How does it differ from principal as both are listed?</p> <p>Is there a specific recruitment strategy to ensure staff is on board with and qualified for PBIS, heavy literacy, STEAM programming and working on behalf of the target population especially since there's only one week required PD before the school year begins?</p> <p>How will EC supports (occupational therapy etc.) be addressed?</p> <p>How is ELL addressed and who is teaching the ELL students? Any staff required for the school lunch plan or transportation?</p> <p>Who is teaching the gifted students?</p> <p>With the target population, is 50% certified teachers too low of a bar?</p> <p>How is "additional compensation" determined?</p> <p>Why not include actual salaries as used in the budget here?</p>	<p>Nicole Charles</p>	<p>Staffing Pla</p>
<p>Applicant needs to clarify: Who will be directly in charge of maintaining licensure? As it is stated in the application it seems like each individual educator?</p> <p>Applicant needs to clarify: How will teachers be evaluated?</p> <p>Applicant needs to clarify: In the Pd structure it mentions an emphasis of best educational practices for boys- this is the first this is coming up in the application- is the school a boys only school?</p> <p>Applicant needs to clarify: How will the teachers learn the proper way to support students below grade level with the foundational literacy skills?</p>	<p>Kristen Parker</p>	<p>Staff Evalua</p>
<p>What steps will be taken to ensure staff stay abreast of research based, best practices as stated?</p>	<p>Jessica Kelly</p>	<p>Staff Evalua</p>
<p>PD does not appear to be focused on developing culture of school, more emphasis on nuts/bolts. Only 20 hours of PD prior to school opening seems very low - especially for a new school. No mention of how teachers will be evaluated - NCEES or another tool? Very concerning that teacher evaluation is not addressed.</p>	<p>Jonathan Bryant</p>	<p>Staff Evalua</p>
<p>Which staff member at the school is responsible for tracking teacher licensure requirements? It is difficult to describe the PD plan if a curriculum/instructional model has not been determined.</p>	<p>Sherry Reeves</p>	<p>Staff Evalua</p>
<p>Who is developing the curriculum? And when? And how are teachers trained on it?</p> <p>Are the virtual online trainings already available?</p> <p>Applicant states PD will be "continuous", but how often and when does it occur?</p> <p>The PD plan has a large focus on young boys/men development. Why?</p> <p>How are teachers evaluated?</p>	<p>Jay Whalen</p>	<p>Staff Evalua</p>
<p>Who is maintaining licensure requirements?</p> <p>Who evaluates the superintendent, the principal and the teachers?</p> <p>Are teachers trained in PBIS or is the expectation that teachers come with experience in all proposed areas?</p> <p>How and by whom are teachers mentored?</p>	<p>Nicole Charles</p>	<p>Staff Evalua</p>

Why is the focus on the emotional needs of and best educational practices for boys rather than all students?		
Are there other local external PDs that could be utilized?		
Is the PD too assertive given the few days available before the start of the school year?		
how will teachers be trained for cultural sensitivity exactly? Is there an REI training or something else that is reflected in the budget?		
How will a book tour yield local interest in a school?	Nicole Charles	Marketing PI
Although the listed strategies are comprehensive, is there enough money in the budget to yield 300 enrolled students?		
Is there enough money budgeted to run newspaper, tv, and radio ads?	Jay Whalen	Marketing PI
Do you have the email distribution lists? What civic organizations are you partnering with?		
What is the oversight of these councils/groups?	Jonathan Bryant	Parent and C
Who selects the parent council? Who trains them on the school mission and vision?	Nicole Charles	Parent and C
Who oversees the mentoring program to ensure student safety?		
Why are boys and girl highlighted separately? Will only girls be mentored?		
How will working parents be engaged at the school?		
How will then ensure parent involvement and volunteerism to support the parent Council Group?	Jay Whalen	Parent and C
How will you plan to communicate with parents who are not English speakers?		
Who will be overseeing the parent council group from the school?	Jessica Kelly	Parent and C
Gender is not listed as a non-discriminatory class for admissions.	Jay Whalen	Admissions P
How will applications be distributed - hard copies, online, etc.? How will the school "make a good faith effort to admit students representing the racial and ethnic composition of the general population within the local school community?"	Jonathan Bryant	Admissions P
What information exists to support the enrollment numbers for year 1? How many kindergarten students typically enroll each year in area schools?	Sherry Reeves	Projected St
Why the discrepancy in enrollment between the grades?		
Applicant needs to clarify: There is no evidence that in the targeted location there is 112 kindergarten students- how did the applicant decide to start with such a large number, here?	Kristen Parker	Projected St
Enrollment projections seem to be assuming no student attrition. Or is the school back-filling lost seats?	Jay Whalen	Projected St
Why does the enrollment per grade level vary so much?		
Does the data support the large number of K-1 enrollment? And if so then why not in 2nd grade as well? Why after Year 1 does the enrollment projections decrease for K?	Jessica Kelly	Projected St
Unclear why 112 is the starting number for K and 108 for 1st, when this number appears to be 90 for subsequent years? With the number of surveys mentioned earlier in the application - not sure that these numbers are realistic.	Jonathan Bryant	Projected St
Is the applicant expecting to lose students in K over the year? Why?	Nicole Charles	Projected St
n/a	Nicole Charles	Weighted Lot
Will targeted population be reached without a weighted lottery?	Sherry Reeves	Weighted Lot

Reviewer	Score
Alex Quigley	
Alan Hawkes	
Bruce Friend	
Cheryl Turner	

Danielle Allen	
Steven Walker	
Heather Soja	
Jay Whalen	Fail
Jessica Kelly	Pass
Joe Maimone	
Jonathan Bryant	Fail
Lindalyn Kakadelis	
Tracy Kelley	
Kristen Parker	Pass
Lynn Kroeger	
Nicole Charles	Pass
Phyllis Gibbs	
Robert McOuat	
Sherry Reeves	Pass
Stephenie Clark	
Tammi Sutton	Fail

V. OPERATIONS

Transportation Plan:

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

A third party transportation service will provide two buses to ensure that we are providing transporting for any student in the school's targeted population who needs transportation. To maintain alignment with our Mission and the need for a charter school in this attendance zone.

The cost per day, per school bus will be \$160.00 with these provisos:

- Thirty mile trip from port to port
- (2) hours drivers time (minimum)
- Fuel costs (current)

Cost per bus per day:	\$	245
Number of buses:		2
Number of school days:		185

Budgeted cost:		\$90,650

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.

The majority of the students will qualify for free and reduced lunch. The U.S. Department of Agriculture offers meals free or at reduced prices to families who qualify for this benefit.

We will contract with vendors to supply meals for students at free or reduced prices for all families that qualify.

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

The NonprofitBoard shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

- a. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
- b. General Liability: one million dollars (\$1,000,000) per occurrence;
- c. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
- d. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
- e. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
- f. Workers' compensation: as specified by Chapter 97 of the General Statutes, Workers' Compensation Law.

Area of proposed coverage	Proposed amount of coverage	Cost (Quote)
---------------------------	-----------------------------	--------------

Comprehensive General Liability		\$1,000,000	\$2,500.00
Officers and Directors/Errors and Omissions		\$1,000,000	\$2,500.00
Property Insurance		\$250,000	\$1,000.00
Motor Vehicle Liability		\$2,000,000	\$1,250.00
Bonding Minimum/Maximum Amount	\$250,000	\$1,000,000	\$1,250.00
Other		\$5,000,000	\$2,500.00
Total Cost			\$11,000.00

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

Health and Safety Requirements:

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

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

hcoleman 09/24/2018

(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.

We have executed a purchase agreement for 1400 Brentwood St. in High Point. <http://taxweb.co.guilford.nc.us/CamaPublicAccess/PropertySummary.aspx?REID=0186432&pageIndex=0>

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

Phase I : purchase 7 acres on 45,000/sqf. Renovate 15K SQF. = \$3M or \$66 sqf.

Phase II: renovate 30K sqf add 10K Sqf = \$3.75M or all on at \$122/sqf

Market pricing for High Point is approximately \$145-\$150/sqf.

15%-20% below market

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.*

The property under contact has 7 acres of property, 5 of which are acceptable to place and utilize modulars for the fall semester of entire SY if required.

Robert J. Brown Leadership Academy (HP) - To be a catalyst for children and families who are at risk academically, socially, and economically by nurturing them to become college-ready and career-ready leaders.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
Two buses are insufficient for the number of students and the target population. What is the budget for the school lunch program? Who will pay for the renovations?	Tammi Sutton	Certify Oper
Are 2 buses enough to transport such a high ED population? Is two hours of drive time sufficient? What plans are in place to provide EC transportation if needed?	Jay Whalen	Transportati
Transportation plan is very minimal - more detail needed. Will buses make road stops, etc.? Two hours per day does not allocate sufficient time for staging buses, drive time, and other necessary components - unless route is extremely minimal. Not sure that this will allow for projected growth.	Jonathan Bryant	Transportati
Although budget seems fair for transportation, it is not clear that this plan will sufficiently serve 300 students. Will high poverty parents have the ability to transport their children to school?	Sherry Reeves	Transportati
How will the school meet the needs of a students with disabilities that have transportation as a related service on their IEPs?	Robert McOuat	Transportati
Applicant needs to clarify: How will 2 buses meet the needs of the 300 students for year 1? What is the plan for busing after year 1 when the school continues to expand and grow?	Kristen Parker	Transportati
Are two buses truly going to serve 300 children given the target population? What's the plan for year 2 and beyond? Are the budget numbers based on market research? Have routes been tested for timing etc? What about students with IEPs?	Nicole Charles	Transportati
Applicant needs to clarify: What will the school do to ensure all students are able to receive a meal? What will meal service look like for students who do not qualify for free or reduced meal prices?	Kristen Parker	School Lunch
Any costs for managing this program?	Jonathan Bryant	School Lunch
What is the budget for child nutrition? School lunch plan lacks details.	Sherry Reeves	School Lunch
What is the process for collecting free and reduced price lunch forms? Who handles the student meal accounting? Who will the school contract with for meal service?	Jay Whalen	School Lunch
Does this align with the schools budget?	Jessica Kelly	School Lunch
What are the details of the lunch program? Will there be breakfast given the target population? How many families are anticipated to qualify for free and reduced lunch based on the LEA? What is the cost allocation?	Nicole Charles	School Lunch
Who is H Coleman?	Nicole Charles	Healthy and
Does not appear to be signed by the Board Chair mentioned in the Governance section.	Jonathan Bryant	Healthy and
Has a contractor examined the property? What will be the costs for renovations? What will be the costs of modulars if the contingency plan must be used? Will renovations occur at the same time? Can the budget support both?	Sherry Reeves	Facility and
Is the CMO covering all facility purchase and renovations costs? That is \$6.75 million total. Can the CMO afford that? Earlier the application stated no renovations were necessary in phase 1. So what renovations are happening in phase 2?	Jay Whalen	Facility and
What is the contract falls through or massive renovations are needed on the building since it stood empty for three decades? What is the contingency? Is FF&E (fixtures, furniture, and equipment) built into the budget?	Nicole Charles	Facility and

Robert J. Brown Leadership Academy (HP) - To be a catalyst for children and families who are at risk academically, socially, and economically by nurturing them to become college-ready and career-ready leaders.

Is the facility suitable for school aged children?		
Who is paying for the building and what dollars will be used?		

Reviewer	Score
Joe Maimone	
Tammi Sutton	Fail
Jay Whalen	Fail
Heather Soja	
Steven Walker	
Danielle Allen	
Cheryl Turner	
Bruce Friend	
Alan Hawkes	
Alex Quigley	
Jonathan Bryant	Pass
Lindalyn Kakadelis	
Tracy Kelley	
Kristen Parker	Pass
Lynn Kroeger	
Nicole Charles	Fail
Phyllis Gibbs	
Robert McOuat	
Sherry Reeves	Pass
Stephenie Clark	
Jessica Kelly	Pass

VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each Year 1

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1410 - Guilford County Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$5,394.76	300	\$1,618,428.00
Local Funds	\$2,419.37	300	\$725,811.00
Federal EC Funds	\$4,417.09	18	\$79,507.62
Totals			\$2,423,746.62

Robert J. Brown Leadership Academy (HP) - To be a catalyst for children and families who are at risk academically, socially, and economically by nurturing them to become college-ready and career-ready leaders.

Total Budget: Revenue Projections Year 1 through Year 5

INCOME: REVENUE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year 5
-State ADM Funds	\$1,618,428	\$2,098,561	\$2,578,695	\$3,064,223	\$3,549,752
-Local Per Pupil Funds	\$725,811	\$941,134	\$1,156,458	\$1,374,202	\$1,591,945
-Exceptional Children Federal Funds	\$79,508	\$132,512	\$167,849	\$207,603	\$242,939
-Other Funds*	\$235,000	\$280,000	\$365,000	\$405,000	\$405,000
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$2,658,747	\$3,452,207	\$4,268,002	\$5,051,028	\$5,789,636

***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 J.

Robert J. Brown Leadership Academy (HP) - To be a catalyst for children and families who are at risk academically, socially, and economically by nurturing them to become college-ready and career-ready leaders.

Personnel Budget: Expenditure Projections Year 1 through Year 5

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

BUDGET EXPENDITURE PROJECTIONS Personnel	Year 1			Year 2			Year 3			Year 4			Year 5		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary									
Administrative & Support Personnel:															
Instructional Personnel:															
Core Content Teacher(s)	17	\$42,000	\$714,000	21	\$42,000	\$882,000	25	\$42,000	\$1,050,000	30	\$42,000	\$1,260,000	34	\$42,000	\$1,428,000
Teacher Assistants	4	\$24,000	\$96,000	5	\$24,000	\$120,000	5	\$24,000	\$120,000	6	\$24,000	\$144,000	12	\$24,000	\$288,000
Substitute	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$30,000	\$30,000
Ec / Test Coordinator	1	\$45,000	\$45,000	2	\$45,000	\$90,000	2	\$45,000	\$90,000	3	\$45,000	\$135,000	3	\$45,000	\$135,000
Ec Assistant	1	\$24,000	\$24,000	1	\$24,000	\$24,000	1	\$24,000	\$24,000	2	\$24,000	\$48,000	2	\$24,000	\$48,000
Administration	1	\$14,000	\$14,000	1	\$16,000	\$16,000	1	\$18,500	\$18,500	1	\$20,000	\$20,000	1	\$20,000	\$20,000
Technology	1	\$15,000	\$15,000	1	\$25,000	\$25,000	1	\$30,000	\$30,000	1	\$30,000	\$30,000	1	\$30,000	\$30,000
B - Total Instructional Personnel:	26		\$928,000	32		\$1,177,000	36		\$1,352,500	44		\$1,657,000	54		\$1,979,000
A+B = C - Total Admin, Support and Instructional Personnel:	26		\$928,000	32		\$1,177,000	36		\$1,352,500	44		\$1,657,000	54		\$1,979,000
Administrative & Support Benefits															
Instructional Personnel Benefits:															
Social Security	1	\$70,993	\$70,993	1	\$90,042	\$90,042	1	\$100,011	\$100,011	1	\$126,633	\$126,633	1	\$161,976	\$161,976

Robert J. Brown Leadership Academy (HP) - To be a catalyst for children and families who are at risk academically, socially, and economically by nurturing them to become college-ready and career-ready leaders.

Hospitalization Cost	1	\$168,639	\$168,639	1	\$238,906	\$238,906	1	\$245,933	\$245,933	1	\$302,145	\$302,145	1	\$393,491	\$393,491
Unemployment	1	\$15,000	\$15,000	1	\$15,000	\$15,000	1	\$15,000	\$15,000	1	\$15,000	\$15,000	1	\$15,000	\$15,000
Dental	1	\$4,576	\$4,576	1	\$6,485	\$6,485	1	\$6,674	\$6,674	1	\$8,200	\$8,200	1	\$10,678	\$10,678
Life Insurance	1	\$8,500	\$8,500	1	\$8,500	\$8,500	1	\$8,500	\$8,500	1	\$8,500	\$8,500	1	\$8,500	\$8,500
Other Insurance	1	\$1,621	\$1,621	1	\$2,296	\$2,296	1	\$2,364	\$2,364	1	\$2,905	\$2,905	1	\$3,782	\$3,782
E - Total Instructional Personnel Benefits:			\$269,329			\$361,229			\$378,482			\$463,383			\$593,427
D+E = F - Total Personnel Benefits			\$269,329			\$361,229			\$378,482			\$463,383			\$593,427
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	0		\$0	0		\$0	0		\$0	0		\$0	0		\$0
B+E = H - Total Instructional Personnel (Salary & Benefits)	26		\$1,197,329	32		\$1,538,229	36		\$1,730,982	44		\$2,120,383	54		\$2,572,427
G+H = J - TOTAL PERSONNEL	26		\$1,197,329	32		\$1,538,229	36		\$1,730,982	44		\$2,120,383	54		\$2,572,427

Robert J. Brown Leadership Academy (HP) - To be a catalyst for children and families who are at risk academically, socially, and economically by nurturing them to become college-ready and career-ready leaders.

Operations Budget: Expenditure Projections
Year 1 through Year 5

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		Year 1	Year 2	Year 3	Year 4	Year 5
	Administrative & Support:					
Other	Books And Supplies	\$85,200	\$85,200	\$92,200	\$104,200	\$104,200
	Technology	\$70,000	\$70,000	\$64,000	\$69,000	\$69,000
	Non-Cap Equipment & Leases	\$35,250	\$35,250	\$40,250	\$50,250	\$50,250
	Contracted Student Services	\$105,000	\$105,000	\$105,000	\$125,000	\$125,000
	Staff Development	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
	Administrative Services	\$390,000	\$645,516	\$794,820	\$972,584	\$1,041,112
	Insurances	\$18,575	\$18,575	\$21,000	\$21,000	\$21,000
	Rents & Debt Services	\$200,000	\$300,000	\$325,000	\$400,000	\$560,000
	Facilities	\$69,000	\$69,000	\$99,000	\$109,000	\$109,000
	Utilities	\$78,000	\$78,000	\$88,000	\$97,000	\$97,000
	Nutrition And Food	\$110,000	\$125,000	\$150,000	\$170,000	\$170,000
	Travel And Transportation	\$95,000	\$125,000	\$147,500	\$177,500	\$177,500
	Capital Purchases	\$130,000	\$120,000	\$64,000	\$24,000	\$24,000
	K - TOTAL Administrative & Support Operations	\$1,411,025	\$1,801,541	\$2,015,770	\$2,344,534	\$2,573,062
	Instructional:					
	K+L = M - TOTAL OPERATIONS	\$1,411,025	\$1,801,541	\$2,015,770	\$2,344,534	\$2,573,062

Robert J. Brown Leadership Academy (HP) - To be a catalyst for children and families who are at risk academically, socially, and economically by nurturing them to become college-ready and career-ready leaders.

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year 5
J - TOTAL PERSONNEL	\$1,197,329	\$1,538,229	\$1,730,982	\$2,120,383	\$2,572,427
M - TOTAL OPERATIONS	\$1,411,025	\$1,801,541	\$2,015,770	\$2,344,534	\$2,573,062
J+ M =N TOTAL EXPENDITURES	\$2,608,354	\$3,339,770	\$3,746,752	\$4,464,917	\$5,145,489
Z - TOTAL REVENUE	\$2,658,747	\$3,452,207	\$4,268,002	\$5,051,028	\$5,789,636
Z - N = SURPLUS / (DEFICIT)	\$50,393	\$112,437	\$521,250	\$586,111	\$644,147

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.

As detailed in the documents provided, there is a significant demand for our school in this community. Starting with K-2 and matriculating up by one grade level per year is a reasonable and tested approach. As documented in the application, there is a critical need for the school in this community. The "Robert J. Brown Leadership Academy" is an effort to serve the special needs of students in this community and it was determined it would be important to maintain small class sizes. The challenges include the need for programs that steer them away from violence and dropping out of school by and offering supportive, engaging and rigorous academic opportunities to help them acquire the tools they need to succeed. The financial break-even point for the school will be 30+ students. We will meet the enrollment projection through marketing, summer programs and outreach efforts to the community. The county school district has a 72% high school graduation rate, 42% of students qualify for free/reduced lunch, 23% of households live in poverty, and real U6 unemployment in reality is in excess of 8%. We will recruit and admit students irrespective of race, color, nationality, ethnic origin, religion and sexual orientation following the provisions of NC General Statutes, 115C, 238.29F(g). We will make a good faith effort to achieve a racial/ethnic balance reflecting the demographics of the community with a specific focus on creating an inviting, positive school climate. This will be accomplished via a comprehensive marketing plan that will include newspaper advertisements, media broadcasts on radio and television, website postings, direct mailings, email distribution lists, visits to churches attended by prospective students and parents, civic organizations in the community, governmental agencies and civic clubs.

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

If anticipated revenues are not received or are lower than estimated, we will:

- 1) seek additional grants from foundations and the Department of Education that focus on at-risk students,
- 2) seek donations from businesses in the community and targeted donors,
- 3) develop fund raising programs, and

Robert J. Brown Leadership Academy (HP) - To be a catalyst for children and families who are at risk academically, socially, and economically by nurturing them to become college-ready and career-ready leaders.

4) support of the building developer.

We are hosting a golden anniversary dinner celebrating Dr. Brown's time at the White House spearheading the desegregation of southern schools and leveling the playing field for all students.

The budget is very conservative based upon the need for this school in the community. We are fortunate to have a strong group of supporters who are committed supporting the school and its programs.

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

No. However annual fundraisers are planned through the RJB Education Equity Foundation. The first being 2/22/19 immediately after the release of the life story. The objective is to raise a minimum of USD\$1M annually.

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

K-1: 17 / 2-5: 23 / 6-8: 25

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.*

We will utilize the services of the most respected and proven service providers to NC charter schools, such as: Acadia NorthStar, Rives & Associates, The Budd Group, etc. Service providers will provide bids for analysis. If approved, Board Counsel will review and contracts will be executed by the Board. Our Board attorneys are with the oldest and largest firm in High Point with a relationship going back nearly a half-century.

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

Our Mission is to provide a school environment with rigorous academics are supported, challenging students to develop critical thinking and leadership skills, and develop confidence in their ability to make effective decisions. The school and the community will be engaged in encouraging and supporting students to embrace the highest levels of personal & academic achievement. The school will also be committed to preparing each student to be college-ready and career-ready. The school culture will challenge and support students to live a balanced life that develops confidence and compassion, critical thinking and personal responsibility. We value the development of the health and well being of each young young scholar in a school environment that will offer strong social and emotional support. We will teach our students the skills to make responsible decisions and life choices and to be accountable for their own lives. To that end, the budget is designed to maintain a 1:18 teacher/student ratio with additional staff members and community stakeholders to ensure that the young men in the charter school can become self-reliant and knowledgeable leaders in their personal lives and their communities. We will teach students how to apply knowledge acquired in classrooms and other learning environments in all aspects of their lives. The budget is aligned with NC Academic Standards and the 7 Mindsets of Successful Living to maximize each students potential. Teachers will receive on going professional development to ensure that they

Robert J. Brown Leadership Academy (HP) - To be a catalyst for children and families who are at risk academically, socially, and economically by nurturing them to become college-ready and career-ready leaders.

have acquired the best instructional practices for their lesson plans and effective modules to promote effective leadership development and decision making skills for all students.

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.

As the budget reflects, we will front load K-1 in year one matriculating them through to 8th grade, then going to the 90 student per grade level model. This is two fold, ensuring adequate cash flow in the in the early years and ensuring a solid academic base. Having the ability to secure the campus for a very low rate, with minor upfits to an existing facility which can be used for the first three years of operation before moving renovating the main building and adding space.

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

ACD will purchase the property, fund the renovation and lease the property back to the school for the short term. We are already working with BB&T to be in a position to issue a 30 year, municipal to purchase the property in year 2 or 3, fund the renovation of the main building, and add an additional 15,000 square feet of space.

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*

All of the office furniture and equipment will be donated by Dr. Brown. School FF&E will be purchased from operating cash flow or through and open LOC from BB&T.

Robert J. Brown Leadership Academy (HP) - To be a catalyst for children and families who are at risk academically, socially, and economically by nurturing them to become college-ready and career-ready leaders.

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

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

RJBLA will have access to the Phoenix Academy fiscal and budget control policies and will contract services with Arcadia North Star to implement internal controls, ensure segregation of duties, safeguard of assets and maintain accurate record keeping.

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

There are no known or possible related party transactions to report.

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.

Rives and Associates. Auditor is Jay Sharpe, CPA, Schedule P. Address: 212 W Center St, Lexington, NC 27292 Phone: (336) 248-8281

The students in the Brentwood Community have been left behind for years. Their only hope is to obtain a high quality primary education to prepare them for higher education, viable careers, and a lifetime opportunities. This is an exceptional need that has been ignored for years. We believe the Robert J. Brown Academy can change course for these students and for their community.

The exceptional need for a public school of choice in the attendance area is to provide high quality education and support services for an underserved student population who are being left behind, year after year. Children must be ready to succeed when they get to school before they are able to learn there. There is a critical need to have high-quality learning opportunities in school and during out-of-school time, including summers, to maintain students' learning gains

Robert J. Brown Leadership Academy (HP) - To be a catalyst for children and families who are at risk academically, socially, and economically by nurturing them to become college-ready and career-ready leaders.

Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
There are concerns about building renovation costs, transportation and school lunch budgets and salaries over time.	Tammi Sutton	Certify Fina
What is the EC percentage of the LEA? Given the target population, is 6% realistic for EC?	Nicole Charles	Budget Reven
Does 6% align with local EC population percentages?	Jonathan Bryant	Budget Reven
IDEA funds are allocated based no prior year enrollment. As a new school, the applicant would not receive any federal EC funds in year 1. What is the plan to cover that shortfall?	Jay Whalen	Budget Reven
What is the sale tax and USDA lunch revenue outlined as other funds? Are all other funds confirmed?	Jay Whalen	Total Budget
What is the source of other funds? Are you projecting \$100,000 profit from child nutrition?	Sherry Reeves	Total Budget
Can the applicant explain the sales tax, USDA, and "other funds" as Appendix M does not clarify whether the funds are confirmed and what precisely they are? Is the school proposing leveraging tax dollars not included in the per pupil? How is this possible?	Nicole Charles	Total Budget
No admin and office support personnel in budget. Projected staff in earlier section of application stated there would be 30 employees in year 1. Budget lists 26. What are the administration and technology positions at \$14K and \$15K? Benefit line items are confusing. Some items appear to be for entire staff (even though designated as 1) while others seem to be for only 1 employee.	Sherry Reeves	Personnel Bu
Salary per does not increase from year to year, if staff remains at the school - will raises be offered? Admin is budgeted at \$0? ESL? A \$14K admin - will this cover a front office person?	Jonathan Bryant	Personnel Bu
Applicant needs to clarify: Where is the line item in the budget for the superintendent position, principal and vice principal? Applicant needs to clarify: There are two line items Administration and Technology- is a \$14-15,000 salary enough for these positions?	Kristen Parker	Personnel Bu
Where are the salaries for the superintendent, principal, vice principal, front office etc.? If the instructional personnel is 26, why are the benefits only covering 1? Why are benefits increasing in cost but in number? Where are ELL and gifted positions?	Nicole Charles	Personnel Bu
Administration salary is not listed at top but then administration is included in instructional personnel but only with a salary of \$14,000? Is this realistic?	Jessica Kelly	Personnel Bu
The superintendent, principal, and vice principal are not included in the budget. Are the administration and technology positions .5 FTE? How will you recruit for those at \$14k and \$15k respectively as full time positions?	Jay Whalen	Personnel Bu
What are the contracted student services? (Does this include contracted services for EC, EL, etc. and financial accounting, student accounting, etc.?) What are the administrative services? Why two line items for rents and facilities? Who is the landlord? What costs are associated with capital purchases?	Sherry Reeves	Operations B
Year 1 is listing administrative services at \$390,000 and then Year 5 at over \$1 million?	Jessica Kelly	Operations B
Contracted student services - not sure what this expense covers? Admin services - does this cover principal/superintendent, etc.? Definitely need more detail/explanation in this section. Unable to identify if realistic with the level of detail given.	Jonathan Bryant	Operations B

Robert J. Brown Leadership Academy (HP) - To be a catalyst for children and families who are at risk academically, socially, and economically by nurturing them to become college-ready and career-ready leaders.

<p>What all is included in the contracted student and administrative services? Those are large amounts of money.</p> <p>Where is furniture, equipment, internet, and phone expenses?</p> <p>How are office/administrative supplies budgeted?</p>	Jay Whalen	Operations B
<p>Why is IT going down in year 3?</p> <p>Why is the PD budget flat even number of staff is to increase?</p> <p>What is included in the capital purchases line item?</p> <p>Where are phone costs, contracted services, renovation costs embedded?</p> <p>What is included in "administrative services"?</p>	Nicole Charles	Operations B
<p>Can the applicant revise the budget and recalculate to address the overall budget?</p> <p>What is the contingency if the school is under enrolled or facilities cost (or any other operations costs) are higher than anticipated given the small surplus?</p>	Nicole Charles	Total Expend
<p>Budget in year 1 is not sufficient and surplus is negligible.</p>	Sherry Reeves	Total Expend
<p>Without IDEA funds and some missing budget items, the school will run a deficit in year 1.</p>	Jay Whalen	Total Expend
<p>What documents show "significant demand"?</p> <p>Why is raising funding the contingency rather than part of the plan? What is the yield isn't there? Will the school reduce costs? If so, where?</p> <p>What is the schools procurement process?</p> <p>Can the applicant elaborate on "FF&E will be purchased from operating cash flow or through and open LOC from BB&T"? Where in the budget is this included?</p> <p>Why is the \$235,000 not addressed in the narrative?</p> <p>Can the applicant address the varying teacher student ratios?</p> <p>Who is ACD that will purchase the building? The facilities lease/purchase is not clear.</p>	Nicole Charles	Budget Narra
<p>Who will review budgets periodically?</p>	Jonathan Bryant	Budget Narra
<p>Where is the evidence that there is significant demand for the school?</p> <p>What is the actual break even number?</p> <p>Who is ACD? (ACD will purchase the property and lease it back to the school.)</p>	Sherry Reeves	Budget Narra
<p>Applicant</p> <p>Contingency plans seem to just be raising more money. Is that sustainable? What happens if money is not raised?</p> <p>The student teacher ratios in the budget narrative are different than those described earlier in the application.</p> <p>Who is "ACD", referenced as the organization purchasing and renovating the facility.</p>	Jay Whalen	Budget Narra
<p>What are the fiscal and budget control policies that will ensure proper controls, etc.?</p>	Jonathan Bryant	Financial Au
<p>Applicant states they will use Phoenix academy's fiscal policies and contract with Acadia North Star to ensure financial controls, but does not describe what those are.</p>	Jay Whalen	Financial Au
<p>How will having access to Phoenix Academy fiscal and budget control policies ensure RJBLA has adequate controls for financial compliance?</p>	Sherry Reeves	Financial Au
<p>How will the school address the chairs conflict of interest?</p> <p>If the Phoenix protocols are available, why are they not included?</p>	Nicole Charles	Financial Au

Robert J. Brown Leadership Academy (HP) - To be a catalyst for children and families who are at risk academically, socially, and economically by nurturing them to become college-ready and career-ready leaders.

Is Arcadia North Star included in the budget?		
---	--	--

Reviewer	Score
Joe Maimone	
Jessica Kelly	Pass
Jay Whalen	Fail
Heather Soja	
Steven Walker	
Danielle Allen	
Cheryl Turner	
Bruce Friend	
Alan Hawkes	
Alex Quigley	
Jonathan Bryant	Pass
Tammi Sutton	Fail
Stephenie Clark	
Sherry Reeves	Fail
Robert McQuat	
Phyllis Gibbs	
Nicole Charles	Fail
Lynn Kroeger	
Kristen Parker	Pass
Tracy Kelley	
Lindalyn Kakadelis	

VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the October 1, 2018 5:00 pm EST deadline. Payments will be accepted in the form of a certified check. Cash is not accepted.

**Application Note: The applicant must mail the certified check along with a letter indicating the name of the proposed charter school, contact information and the enclosed payment amount to be received before or on the due date of October 1, 2018 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-218.1(c).

hcoleman

Date: 09/28/2018

Applicant Signature:

The foregoing application is submitted on behalf of Robert J. Brown Leadership Academy (HP) (name of non-profit corporation/board of directors for the proposed municipal charter school 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. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, formerly "TCS-U-013," all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator.

Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: hcoleman

Board Position: Ms. Brenda Williams, RJBLA Board Secretary

Signature: _____

Date: 09/28/2018

Sworn to and subscribed before me this

Robert J. Brown Leadership Academy (HP) - To be a catalyst for children and families who are at risk academically, socially, and economically by nurturing them to become college-ready and career-ready leaders.

_____ day of _____, 20____.

Notary Public

Official Seal

My commission expires: _____, 20____.

OVERALL ASSESSMENT

Would you, as an external evaluator, recommend an interview for this application? Remember that an external evaluator has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for subcommittee and Advisory Board deliberations regarding which applicants to invite back for an interview.

<u>Total External Evaluator Votes</u>	
No	Yes

Would you, as a subcommittee, recommend an interview for this application? Remember that a subcommittee is not a quorum of the whole Advisory Board and has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for Advisory Board deliberations regarding which applicants to invite back for an interview.

<u>Total Subcommittee Votes</u>	
No	Yes

Would you, as an Advisory Board, recommend this nonprofit group to the SBE to start the Planning year? The State Board of Education gives the final approval to start the Planning Year.

<u>CSAB Votes</u>	
No	Yes

Summary comments are to be provided in the appropriate section detailing the findings and/or concerns of the Public Charter School Advisory Council subcommittee.

Initial Screening

Robert J. Brown Leadership Academy (HP) - To be a catalyst for children and families who are at risk academically, socially, and economically by nurturing them to become college-ready and career-ready leaders.

Mission, Purposes, and Goals	Note: Appendix A2 is a letter with a building identified, but not a contract or lease agreement. - stephenie_clark
Education Plan	- stephenie_clark
Governance and Capacity	Note: Appendix A2 is a letter with a building identified, but not a contract or lease agreement. Appendix B does not include curriculum outline for middle school grade span. - stephenie_clark
Operations	Note: Appendix A2 is a letter with a building identified, but not a contract or lease agreement. Appendix B does not include curriculum outline for middle school grade span. - stephenie_clark
Financial Plan	Note: Appendix A2 is a letter with a building identified, but not a contract or lease agreement. Appendix B does not include curriculum outline for middle school grade span. - stephenie_clark
OVERALL	- stephenie_clark Governance section is incomplete, missing answer to the "Any disciplinary action taken" question field for all board members listed. Appendix N missing completely Notes: Appendix A2 is a letter with a building identified, but not lease agreement or contract. Appendix B: Curriculum missing middle school outline. Appendix P: not notarized - stephenie_clark Appendix P is signed, but not notarized. - stephenie_clark - danielle_allen

External Evaluator	
Mission, Purposes, and Goals	<p><u>Mission Statement</u> Reading is a key element in the rationale piece, maybe it makes sense to incorporate this in the overall mission since it seems to be a significant motivator for the school? - jonathanbryant</p> <p><u>Mission Statement</u> Applicant needs to clarify: How does the school expect to engage families regularly? It is stated in the mission statement to be a catalyst for children and families. - kzparker718</p> <p><u>Mission Statement</u></p>

	<p>Mission statement does not clearly describe the mission. - jessicak6411</p> <p><u>Mission Statement</u> The mission statement listed in this section is not the same as the mission statement listed in the previous section (pg 5). What is the reason for the difference?</p> <p>What does it look like when the school is achieving its mission? - jay_whalen</p> <p><u>Mission Statement</u> Should the mission statement specify a particular population? Will this label the student body? Will students who are not "at-risk" be accepted/welcomed here? - sherryreeves</p> <p><u>Educational Need and Targeted Student Population</u> Applicant needs to clarify: The survey indicates interest, what evidence is there to indicate the need compared to the current public school system?</p> <p>Applicant needs to clarify: How will the targeted population reflect the make up of the public school system?</p> <p>Applicant needs to clarify: How does the approach differ from the current LEA?</p> <p>- kzparker718</p> <p><u>Educational Need and Targeted Student Population</u> With only 50 survey's being collected is that enough evidence to determine this area can support a school? - jessicak6411</p> <p><u>Educational Need and Targeted Student Population</u> No evidence of need is included in attachment A, it is just a 3 question survey with no response data.</p> <p>More detail is needed on how this education program differs from the local LEA. - jay_whalen</p> <p><u>Educational Need and Targeted Student Population</u> Why is Appendix A1 not a summary of completed surveys but a sample? How does the survey support the need for charter?</p> <p>How does the applicant plan to teach students to "learn how to make responsible decisions and life choices, how to be accountable for their own lives, and how to be civic minded community leaders?"</p> <p>What is the racial and ethnic composition proposed?</p> <p>What innovations or instructional differences does the applicant propose?</p> <p>Are 50 survey responses enough to project enrollment of 300 in year one and over 600 in year 5? - nacharles</p> <p><u>Educational Need and Targeted Student Population</u> Only 50 surveys were collected. Questions do not ask about school-aged children. - sherryreeves</p> <p><u>Purposes of Proposed Charter School</u></p>
--	--

<p>Applicant does not clearly describe how they will address each proposed priority. They do attempt to address all 6 priorities. How do they plan to cover them all? - jay_whalen</p> <p><u>Purposes of Proposed Charter School</u> How do ongoing assessment cycles create new professional opportunities for teachers especially if they are engaging in standardized curricula?</p> <p>Can the applicant provide more details across all the proposed purposes as the responses are vague? - nacharles</p> <p><u>Purposes of Proposed Charter School</u> Specifically what teaching strategies will be utilized? How does this meet purpose #1- creating new professional opportunities for teachers? What will RJBLA offer that area schools do not? Why does goal 5 state the mission will provide students in grades K-5 will an array of learning activities? Isn't the ultimate goal to be a K-8 school!? - sherryreeves</p> <p><u>Goals for the Proposed Charter School</u> Not sure that goals are SMART and looks like there can be more alignment between mission/goals. - jonathanbryant</p> <p><u>Goals for the Proposed Charter School</u> Applicant needs to clarify: What are the specific goals for maintaining a high level of operations at the school?</p> <p>Applicant needs to clarify: What are the specific and measurable academic goals for student achievement?</p> <p>Applicant needs to clarify: Goals outlined need to be SMART goals- the goals are missing key measurable outcomes. - kzparker718</p> <p><u>Goals for the Proposed Charter School</u> Applicant needs to clarify goals; not listed as SMART goals. - jessicak6411</p> <p><u>Goals for the Proposed Charter School</u> SMART goals are not provided.</p> <p>What are the specific and measurable student outcomes expected? - jay_whalen</p> <p><u>Goals for the Proposed Charter School</u> What SMART goals are included? How will RJBLA hold the CMO accountable? How specifically does the applicant propose to accomplish the goals? - nacharles</p> <p><u>Goals for the Proposed Charter School</u> Who is CLT? Goals are not SMART goals. Goals do not address student performance/proficiency. Year reference is 2018/2019. - sherryreeves</p> <p><u>Goals for the Proposed Charter School</u> In addition, information on leadership development, student attendance, student academic progress, school events and intervention programs with those meaningful benchmarks to provide an important and exciting journey, particularly for the "pioneer" students, faculty members, and administrators who will begin the school in 2018/2019. - typo - think they</p>
--

	<p>mean 2019-20 - kakadelis1</p> <p><u>Certify Mission, Plan, Goals</u> Two different missions are stated. There are no SMART goals listed. - tammisutton1974</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> Applicant needs to clarify: MAP is an adaptive assessment, how will it measure progress towards mastery of grade level content?</p> <p>Applicant needs to clarify: Earlier in the application it was stated that there needs to be a heavy emphasis on Reading, especially early literacy- how does the school plan to address this.</p> <p>Applicant needs to clarify: What curriculum will teachers be utilizing to ensure that early literacy (phonics/phonemic awareness) is mastered prior to the full transition to reading? - kzparker718</p> <p><u>Instructional Program</u> Is MAP the only assessment being used to determine mastery of grade level content?</p> <p>Where is the heavy emphasis on reading which was stated earlier in the application?</p> <p>How do these assessments meeting the needs of the targeted population? - jessicak6411</p> <p><u>Instructional Program</u> Reading is mentioned several times, but this does not seem to be the main focus - as mentioned early on in the application. - jonathanbryant</p> <p><u>Instructional Program</u> What are the specific instructional strategies and assessments used?</p> <p>No clear evidence that the instructional program will be best for this population. - jay_whalen</p> <p><u>Instructional Program</u> What specific STEAM, reading, and leadership development curricula will be used?</p> <p>Who is accountable for the "learning of all students" in the proposed RTI framework?</p> <p>Will this framework be used at all grade levels?</p> <p>How will success be measured at each level?</p> <p>Although the applicant sites several sources, can the applicant provide more detail about how the sited tenets will be embedded at RJBLA? - nacharles</p> <p><u>Instructional Program</u> Is there data to support that project-based learning is successful with students who are 2+ years behind? Why did the board choose this methodology? - sherryreeves</p> <p><u>Curriculum and Instructional Design</u> Applicant needs to clarify: Class sizes of 15-18 in K-2 and you stated having roughly 100 students per grade level in year one? That equates to roughly 5 classes per grade level- is</p>

	<p>this feasible?</p> <p>Applicant needs to clarify: The sample curriculum outlines the NC standards for Reading-how will the standards be taught?</p> <p>Applicant needs to clarify: Where does the heavy emphasis on the foundational reading skills play a role in the curriculum?</p> <p>Applicant needs to clarify: In the application it is stated:"It isn't enough simply to add on components of a fragmented curriculum to balance one with another." -What is the plan to not do this at RJBLA?" Research now supports that having a strong curriculum is more valuable than top rated teaching. - kzparker718</p> <p><u>Curriculum and Instructional Design</u> Being the targeted population is from a low income area and the emphasis on reading what is being planned in the curriculum to build reading foundation skills?</p> <p>Why were Dreambox and Mastery Connect selected? Dreambox math is an online math program - is this the only curriculum you are planning on using? Will online learning be the best learning method for the targeted population? - jessicak6411</p> <p><u>Curriculum and Instructional Design</u> Curriculum framework appears to show standards, but does not have much particular to RJBLA. Could use more details on calendar alignment. - jonathanbryant</p> <p><u>Curriculum and Instructional Design</u> 30 students per class in grades 6-8 is very large.</p> <p>How much time are students spending on instructional technologies?</p> <p>How is the application "implementing leadership development and effective decision making" as part of the curriculum? - jay_whalen</p> <p><u>Curriculum and Instructional Design</u> Does the budget reflect adequate staffing levels for the proposed teacher/student ration in K-2 in year 1?</p> <p>How the ratio at RJBLA better for student outcome than at the LEA?</p> <p>In addition to educational technology, what other instruction does the applicant propose?</p> <p>Part of the mission includes leadership development and career readiness in addition to other ideals. Wher eare these built into the curricula? - nacharles</p> <p><u>Curriculum and Instructional Design</u> Class size in grades 6-8 is too large. What is the plan for direct instruction? Will all learning take place in "stations"? Has curriculum been selected for the core subjects? - sherryreeves</p> <p><u>Curriculum and Instructional Design</u> Wrote about the research of reading - not how will the school ensure student's readiness</p>
--	--

	<p>for the next grade. - kakadelis1</p> <p><u>Special Programs and "At-Risk" Students</u> Applicant needs to clarify: How will students be identified at risk? What is the process that will be followed?</p> <p>Applicant needs to clarify: A clear plan for how ELL students will be identified is explained but what is the process for supporting students throughout the year? - kzparker718</p> <p><u>Special Programs and "At-Risk" Students</u> How will student be identified at risk? - jessicak6411</p> <p><u>Special Programs and "At-Risk" Students</u> Not sure what "at risk" means to the applicant (ELL, non-white students, high poverty, etc.) - this would give a better perspective on the applicant's intent/meaning for each response. - jonathanbryant</p> <p><u>Special Programs and "At-Risk" Students</u> The applicant is expecting a large at risk population. How, specifically, will students be identified?</p> <p>What does the intervention process look like for students not meeting academic standards?</p> <p>Plan for serving ELs is not sufficient. How will the school utilize the Home Language Survey, WIDA placement test, ACCESS assessment, and WIDA standards to ensure students receive the appropriate services?</p> <p>How are EL students monitored? Who is responsible for implementing the EL services? How will you ensure students receive the required number of service hours? How are general education teachers trained on the WIDA standards to incorporate EL strategies? - jay_whalen</p> <p><u>Special Programs and "At-Risk" Students</u> Can you be more detailed about the plan to support struggling learners besides "additional tutoring and support services." - robert_mcouat1</p> <p><u>Special Programs and "At-Risk" Students</u> Are small groups and one-on-one tutoring budgeted and staffed for?</p> <p>What does at-risk mean to the applicant with the target populations? What does early identification entail? Are there data point required and assessed or is this subjective?</p> <p>Is the applicant familiar with home language survey and is there a clear plan for identifying and supporting ELL students?</p> <p>Does the CMO have experience with ELL students that can help the applicant determine a plan?</p> <p>- nacharles</p> <p><u>Special Programs and "At-Risk" Students</u> How are at-risk students identified? What specific strategies will be used with these</p>
--	--

<p>students to help them get on track? Explain how EL students are identified. Specifically, how are AIG students identified? Will RJBLA have an EL or AIG teacher on staff? Is this projected in the budget? - sherryreeves</p> <p><u>Exceptional Children – Identification and Records</u> Not sure if applicant appropriately differentiates appropriately between 504 and EC students. - jonathanbryant</p> <p><u>Exceptional Children – Identification and Records</u> Who is responsible for managing the EC programs and IEP development? When do you initiate the IEP development process? How are notifications sent to parents? How is the RTI process utilized to identify students who may require services? Who is present at IEP meetings? - jay_whalen</p> <p><u>Exceptional Children – Identification and Records</u> How will you know who has accessed confidential records? - robert_mcouat1</p> <p><u>Exceptional Children – Identification and Records</u> How are EC and 504 students identified specifically as there is no distinction in the applicant's response? Who determines eligibility? Who is on the IEP team? is an ED coordinator or lead identified and budgeted for? - nacharles</p> <p><u>Exceptional Children – Identification and Records</u> Will RJBLA contract psychological services? OT? PT? Speech? What is the process for identifying a student for EC services? - sherryreeves</p> <p><u>Exceptional Children – Education Programming</u> Applicant states "a variety of methods and resources will be employed", but does not elaborate. What are those? What universities do you plan to partner with? Applicant will either use existing staff or contract for services? Who are those additional staff? What services would be contracted? What is the model for teaching SWD? Inclusion? Pull-out? How are teachers trained? - jay_whalen</p> <p><u>Exceptional Children – Education Programming</u> What are the components of the full continuum of service delivery? How will the school provide the full continuum? How will you monitor progress on IEPs? How will the provision of FAPE align with your school's goals, mission and instructional methods? Can you be more specific about FAPE than "A variety of methods and resources will be employed to ensure success for every student." Will you employ licensed special education teachers? What will be their roles? The personnel budget indicates that the school will hire a EC/Test coordinator. Is this sufficient staff to provide all levels of the</p>
--

	<p>service continuum across all grade levels? - robert_mcouat1</p> <p><u>Exceptional Children – Education Programming</u> The educational programming lacks specificity. Can the applicant demonstrate understanding of FAPE and differences between 504 plans and IEPs?</p> <p>How does the exceptional children's programming align with the schools mission specifically the leadership pieces? What opportunities exist?</p> <p>What contracts will be pursued to support exceptional children and are these budgeted for? - nacharles</p> <p><u>Exceptional Children – Education Programming</u> Applicant does not explain how EC services will be delivered. How many EC staff are projected for year 1? - sherryreeves</p> <p><u>Student Performance Standards</u> Applicant needs to clarify: How will students overall readiness for each grade level be measured?</p> <p>Applicant needs to clarify: How will the MAP assessment be used to ensure students are ready for the next grade level?</p> <p>Applicant needs to clarify: What is meant by "proficient" How will proficiency be measured? - kzparker718</p> <p><u>Student Performance Standards</u> Would like more details on how MAP/EOGs will influence teaching. What is the leadership assessment that is mentioned? Are the "Life Map" profiles individual or are they general? More information needed on this section. - jonathanbryant</p> <p><u>Student Performance Standards</u> What other assessments besides EOGs and MAP are utilized?</p> <p>Applicant states "clear performance standards" will be provided. What are those?</p> <p>How is assessment data used to drive instruction? What tracking systems will be in place to monitor and analyze student data. Who does this? - jay_whalen</p> <p><u>Student Performance Standards</u> How are the goals not included in MAP or EOG be assessed (i.e. leadership development, PBIS etc.)?</p> <p>What are the clear performance standards referenced?</p> <p>How is success measured in each grade level including K-2? - nacharles</p> <p><u>Student Performance Standards</u> Explain this statement: all students will be prepared to score high enough on all assessments to be proficient and well-prepared for the next grade level." - sherryreeves</p> <p><u>Student Conduct and Discipline</u> Applicant needs to clarify: What is the vision for PBIS? What structures will be put in</p>
--	---

	<p>place to support PBIS?</p> <p>- kzparker718</p> <p><u>Student Conduct and Discipline</u> Could use more definition in this section - specifically re: discipline plan. - jonathanbryant</p> <p><u>Student Conduct and Discipline</u> Discipline plan is insufficient. What does the discipline plan look like in practice? - jay_whalen</p> <p><u>Student Conduct and Discipline</u> When is the manifestation determination review required? - robert_mcouat1</p> <p><u>Student Conduct and Discipline</u> How does the suspension and expulsion process align with the PBIS model?</p> <p>Is the applicant familiar with the manifestation determination hearings and plans to employ them?</p> <p>What is the specific discipline plan and how is this communicated to students and families? - nacharles</p>
<p>Governance and Capacity</p>	<p><u>Tax-Exempt Status 501 (c)(3)</u> NA - jessicak6411</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> n/a - nacharles</p> <p><u>Certify Governance</u> Almost 1/2 the board lives out of state. Who is Children's Legacy and what is the relationship with the Board? - tammissutton1974</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> 43% of board will be out of state - may be challenging for them to know/understand the local community/needs. - jonathanbryant</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> 3 board members do not live in the state.</p> <p>What is the plan for recruiting additional board members? Does the entire board vote on new members? How will you ensure a wider variety of expertise?</p> <p>What is the evaluation process and criteria for the School Leader?</p> <p>How is Robert Brown associated with the Children's Legacy and the RJB Foundation? Is it a conflict of interest for him to chair the board and have a stake in RJB Foundation as the CMO? - jay_whalen</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> How can board members be removed?</p> <p>Is having nearly 43% of the board reside out of state mission aligned especially given the target population and reasons cited for the schools existence?</p>

<p>What is the role of Robert J. Brown and the CMO? Are there any conflicts of interest?</p> <p>What is the Education Equity Foundation and what is its role?</p> <p>Is the Children's Legacy board and the schools board one and the same?</p> <p>Can the applicant clarify the roles of the various governance entities?</p> <p>What is the accurate number of maximum board members as the bylaws state 7, the narrative states 9?</p> <p>How are board members recruited and selected?</p> <p>Who assesses the "performance of the board" as mentioned? - nacharles</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Organizational chart is confusing. The Children's Legacy is the non-profit organization that is petitioning to form RJBLA. Are the board of directors the same? The RBJ Education Equity Foundation is the CMO with Robert J. Brown as chair. Organizational chart states he is also chair of the BOD. How can this not be a conflict of interest? Why are 3 board members out of state? How will meetings take place? What are the plans to extend board membership to 9? Application states 9 members while by-laws state 7. Who has education expertise on the current board? Is Dr. Brown the only board member who can nominate new members? How does one become a member of the board? - sherryreeves</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Applicant needs to clarify: It is unclear how the CMO will function alongside the school. What are the specific details of the how the two will operate?</p> <p>Applicant needs to clarify: What is the CMO that the school will be partnered with? Is it RJB Education Equity Foundation? Others are listed in the application and there is not a clear indication of the name.</p> <p>Applicant needs to clarify: What is the academic success of Phoenix Academy?</p> <p>Applicant needs to clarify: Why will the RJBLA be partnering with the CMO? What's the rationale for this decision? - kzparker718</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Applicant needs to clarify how CMO will be in the best educational and financial interest of the school. What data is there supporting the effectiveness of this organization? - jessicak6411</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Seems that information regarding other schools managed is fairly general, not detailed. - jonathanbryant</p> <p><u>Proposed Management Organization (EMO/CMO)</u> The applicant states they will have a "flexible" fee structure, but the management contract states the fee is 16% of revenue. So what is the CMO being paid? How will that affect the services provided? 16% is a lot.</p>
--

<p>CMO seems to have most of the responsibilities. What is the school leadership responsible for? - jay_whalen</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Can the applicant explain the difference between RJB Education Equity Foundation and The Children's Legacy and how they will be tied to RJBLA?</p> <p>What is the accurate fee structure? Is it 16% and who will receive it? Can the applicant justify the fee structure?</p> <p>How will the board address the clear conflict of interest with the Board Chair operating the CMO that will receive a fee?</p> <p>Did the chair simply select his own CMO or was there a thorough data-driven search?</p> <p>If the chair is already operating successful schools within the LEA, why not apply for an expansion?</p> <p>Which org should be used as comparison: RJB Education Equity, CLT or the Phoenix Academy as the provided materials are inconsistent? - nacharles</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Why is RJBLA "name" the property of the RJB Education Equity Foundation and not TCL (The Children's Legacy). Isn't TCL the entity that is DBA RJBLA? 990 is blank. Does TCL or RBJ Education Equity Foundation currently operate other charter schools? If so where are their financial statements? (Phoenix Academy)</p> <p>Explain this statement: RJBLA has managed one of the finest schools in the state for twenty years with the utmost integrity and strong academic performance. Additionally it will be flexible with the fee structure depending upon the needs of the school. (wrong organization referenced?)</p> <p>What entity is the RJB Innovation in Education team? - sherryreeves</p> <p><u>Staffing Plans, Hiring, and Management</u> Applicant needs to clarify: What strategies will be utilized to retain high performing teachers?</p> <p>Applicant needs to clarify: With a heavy need for quality ELA teachers and early literacy teachers- how will the school recruit in this area specifically?</p> <p>Applicant needs to clarify: Explain the need for a Superintendent and Principal?</p> <p>Applicant needs to clarify: With a heavy emphasis on early literacy and ensuring students are reading at grade level by 3rd grade, will 4 teacher assistants be enough?</p> <p>Applicant needs to clarify: Why is there no position for ELL students? - kzparker718</p> <p><u>Staffing Plans, Hiring, and Management</u> What does the hiring process look like?</p> <p>Applicant outlines working with universities and career fairs for recruitment. What is the</p>
--

<p>plan to recruit veteran teachers?</p> <p>Retention plan is vague. What specifically are you doing to keep teachers?</p> <p>How are decisions about performance bonuses made?</p> <p>How will the applicant ensure all teachers are licensed, as stated on page 36? - jay_whalen</p> <p><u>Staffing Plans, Hiring, and Management</u></p> <p>What is the role of the superintendent? How does it differ from principal as both are listed?</p> <p>Is there a specific recruitment strategy to ensure staff is on board with and qualified for PBIS, heavy literacy, STEAM programming and working on behalf of the target population especially since there's only one week required PD before the school year begins?</p> <p>How will EC supports (occupational therapy etc.) be addressed?</p> <p>How is ELL addressed and who is teaching the ELL students? Any staff required for the school lunch plan or transportation?</p> <p>Who is teaching the gifted students?</p> <p>With the target population, is 50% certified teachers too low of a bar?</p> <p>How is "additional compensation" determined?</p> <p>Why not include actual salaries as used in the budget here?</p> <p>- nacharles</p> <p><u>Staffing Plans, Hiring, and Management</u></p> <p>Projected staff lacks details. - sherryreeves</p> <p><u>Staff Evaluation and Professional Development</u></p> <p>Applicant needs to clarify: Who will be directly in charge of maintaining licensure? As it is stated in the application it seems like each individual educator?</p> <p>Applicant needs to clarify: How will teachers be evaluated?</p> <p>Applicant needs to clarify: In the Pd structure it mentions an emphasis of best educational practices for boys- this is the first this is coming up in the application- is the school a boys only school?</p> <p>Applicant needs to clarify: How will the teachers learn the proper way to support students below grade level with the foundational literacy skills? - kzparker718</p> <p><u>Staff Evaluation and Professional Development</u></p> <p>What steps will be taken to ensure staff stay abreast of research based, best practices as stated?</p> <p>- jessicak6411</p>

<p><u>Staff Evaluation and Professional Development</u> PD does not appear to be focused on developing culture of school, more emphasis on nuts/bolts. Only 20 hours of PD prior to school opening seems very low - especially for a new school. No mention of how teachers will be evaluated - NCEES or another tool? Very concerning that teacher evaluation is not addressed. - jonathanbryant</p> <p><u>Staff Evaluation and Professional Development</u> Who is developing the curriculum? And when? And how are teachers trained on it? Are the virtual online trainings already available? Applicant states PD will be "continuous", but how often and when does it occur? The PD plan has a large focus on young boys/men development. Why? How are teachers evaluated? - jay_whalen</p> <p><u>Staff Evaluation and Professional Development</u> Who is maintaining licensure requirements? Who evaluates the superintendent, the principal and the teachers? Are teachers trained in PBIS or is the expectation that teachers come with experience in all proposed areas? How and by whom are teachers mentored? Why is the focus on the emotional needs of and best educational practices for boys rather than all students? Are there other local external PDs that could be utilized? Is the PD too assertive given the few days available before the start of the school year? how will teachers be trained for cultural sensitivity exactly? Is there an REI training or something else that is reflected in the budget? - nacharles</p> <p><u>Staff Evaluation and Professional Development</u> Which staff member at the school is responsible for tracking teacher licensure requirements? It is difficult to describe the PD plan if a curriculum/instructional model has not been determined. - sherryreeves</p> <p><u>Marketing Plan</u> Is there enough money budgeted to run newspaper, tv, and radio ads? Do you have the email distribution lists? What civic organizations are you partnering with? - jay_whalen</p> <p><u>Marketing Plan</u> How will a book tour yield local interest in a school?</p>

<p>Although the listed strategies are comprehensive, is there enough money in the budget to yield 300 enrolled students? - nacharles</p> <p><u>Parent and Community Involvement</u> Who will be overseeing the parent council group from the school? - jessicak6411</p> <p><u>Parent and Community Involvement</u> What is the oversight of these councils/groups? - jonathanbryant</p> <p><u>Parent and Community Involvement</u> How will then ensure parent involvement and volunteerism to support the parent Council Group?</p> <p>How will you plan to communicate with parents who are not English speakers? - jay_whalen</p> <p><u>Parent and Community Involvement</u> Who selects the parent council? Who trains them on the school mission and vision?</p> <p>Who oversees the mentoring program to ensure student safety?</p> <p>Why are boys and girl highlighted separately? Will only girls be mentored?</p> <p>How will working parents be engaged at the school? - nacharles</p> <p><u>Admissions Policy</u> How will applications be distributed - hard copies, online, etc.? How will the school "make a good faith effort to admit students representing the racial and ethnic composition of the general population within the local school community?" - jonathanbryant</p> <p><u>Admissions Policy</u> Gender is not listed as a non-discriminatory class for admissions. - jay_whalen</p> <p><u>Projected Student Enrollment (Table)</u> Applicant needs to clarify: There is no evidence that in the targeted location there is 112 kindergarten students- how did the applicant decide to start with such a large number, here? - kzparker718</p> <p><u>Projected Student Enrollment (Table)</u> Does the data support the large number of K-1 enrollment? And if so then why not in 2nd grade as well? Why after Year 1 does the enrollment projections decrease for K? - jessicak6411</p> <p><u>Projected Student Enrollment (Table)</u> Unclear why 112 is the starting number for K and 108 for 1st, when this number appears to be 90 for subsequent years? With the number of surveys mentioned earlier in the application - not sure that these numbers are realistic. - jonathanbryant</p> <p><u>Projected Student Enrollment (Table)</u> Enrollment projections seem to be assuming no student attrition. Or is the school back-filling lost seats?</p> <p>Why does the enrollment per grade level vary so much? - jay_whalen</p> <p><u>Projected Student Enrollment (Table)</u></p>

Robert J. Brown Leadership Academy (HP) - To be a catalyst for children and families who are at risk academically, socially, and economically by nurturing them to become college-ready and career-ready leaders.

	<p>Is the applicant expecting to lose students in K over the year? Why? - nacharles</p> <p><u>Projected Student Enrollment (Table)</u> What information exists to support the enrollment numbers for year 1? How many kindergarten students typically enroll each year in area schools? Why the discrepancy in enrollment between the grades? - sherryreeves</p> <p><u>Weighted Lottery</u> n/a - nacharles</p> <p><u>Weighted Lottery</u> Will targeted population be reached without a weighted lottery? - sherryreeves</p>
<p>Operations</p>	<p><u>Certify Operations</u> Two buses are insufficient for the number of students and the target population. What is the budget for the school lunch program? Who will pay for the renovations? - tammisutton1974</p> <p><u>Transportation Plan</u> Applicant needs to clarify: How will 2 buses meet the needs of the 300 students for year 1? What is the plan for busing after year 1 when the school continues to expand and grow? - kzparker718</p> <p><u>Transportation Plan</u> Transportation plan is very minimal - more detail needed. Will buses make road stops, etc.? Two hours per day does not allocate sufficient time for staging buses, drive time, and other necessary components - unless route is extremely minimal. Not sure that this will allow for projected growth. - jonathanbryant</p> <p><u>Transportation Plan</u> Are 2 buses enough to transport such a high ED population? Is two hours of drive time sufficient? What plans are in place to provide EC transportation if needed? - jay_whalen</p> <p><u>Transportation Plan</u> How will the school meet the needs of a students with disabilities that have transportation as a related service on their IEPs? - robert_mcouatl</p> <p><u>Transportation Plan</u> Are two buses truly going to serve 300 children given the target population? What's the plan for year 2 and beyond? Are the budget numbers based on market research? Have routes been tested for timing etc? What about students with IEPs? - nacharles</p> <p><u>Transportation Plan</u> Although budget seems fair for transportation, it is not clear that this plan will sufficiently serve 300 students. Will high poverty parents have the ability to transport their children to</p>

	<p>school? - sherryreeves</p> <p><u>School Lunch Plan</u> Applicant needs to clarify: What will the school do to ensure all students are able to receive a meal? What will meal service look like for students who do not qualify for free or reduced meal prices? - kzparker718</p> <p><u>School Lunch Plan</u> Does this align with the schools budget? - jessicak6411</p> <p><u>School Lunch Plan</u> Any costs for managing this program? - jonathanbryant</p> <p><u>School Lunch Plan</u> What is the process for collecting free and reduced price lunch forms? Who handles the student meal accounting?</p> <p>Who will the school contract with for meal service? - jay_whalen</p> <p><u>School Lunch Plan</u> What are the details of the lunch program? Will there be breakfast given the target population? How many families are anticipated to qualify for free and reduced lunch based on the LEA? What is the cost allocation? - nacharles</p> <p><u>School Lunch Plan</u> What is the budget for child nutrition? School lunch plan lacks details. - sherryreeves</p> <p><u>Healthy and Safety Requirements</u> Does not appear to be signed by the Board Chair mentioned in the Governance section. - jonathanbryant</p> <p><u>Healthy and Safety Requirements</u> Who is H Coleman? - nacharles</p> <p><u>Facility and Facility Contingency Plan</u> Is the CMO covering all facility purchase and renovations costs? That is \$6.75 million total. Can the CMO afford that? Earlier the application stated no renovations were necessary in phase 1. So what renovations are happening in phase 2? - jay_whalen</p> <p><u>Facility and Facility Contingency Plan</u> What is the contract falls through or massive renovations are needed on the building since it stood empty for three decades? What is the contingency?</p> <p>Is FF&E (fixtures, furniture, and equipment) built into the budget?</p> <p>Is the facility suitable for school aged children?</p> <p>Who is paying for the building and what dollars will be used? - nacharles</p> <p><u>Facility and Facility Contingency Plan</u> Has a contractor examined the property? What will be the costs for renovations? What will be the costs of modulars if the contingency plan must be used? Will renovations</p>
--	--

	<p>occur at the same time? Can the budget support both? - sherryreeves</p>
<p>Financial Plan</p>	<p><u>Certify Finance</u> There are concerns about building renovation costs, transportation and school lunch budgets and salaries over time. - tammisutton1974</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> Does 6% align with local EC population percentages? - jonathanbryant</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> IDEA funds are allocated based no prior year enrollment. As a new school, the applicant would not receive any federal EC funds in year 1. What is the plan to cover that shortfall? - jay_whalen</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> What is the EC percentage of the LEA? Given the target population, is 6% realistic for EC? - nacharles</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> What is the sale tax and USDA lunch revenue outlined as other funds? Are all other funds confirmed? - jay_whalen</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Can the applicant explain the sales tax, USDA, and "other funds" as Appendix M does not clarify whether the funds are confirmed and what precisely they are?</p> <p>Is the school proposing leveraging tax dollars not included in the per pupil? How is this possible? - nacharles</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> What is the source of other funds? Are you projecting \$100,000 profit from child nutrition? - sherryreeves</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Applicant needs to clarify: Where is the line item in the budget for the superintendent position, principal and vice principal?</p> <p>Applicant needs to clarify: There are two line items Administration and Technology- is a \$14-15,000 salary enough for these positions? - kzparker718</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Administration salary is not listed at top but then administration is included in instructional personnel but only with a salary of \$14,000? Is this realistic? - jessicak6411</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Salary per does not increase from year to year, if staff remains at the school - will raises be offered? Admin is budgeted at \$0? ESL? A \$14K admin - will this cover a front office person? - jonathanbryant</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> The superintendent, principal, and vice principal are not included in the budget.</p> <p>Are the administration and technology positions .5 FTE? How will you recruit for those at</p>

<p>\$14k and \$15k respectively as full time positions? - jay_whalen</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Where are the salaries for the superintendent, principal, vice principal, front office etc.?</p> <p>If the instructional personnel is 26, why are the benefits only covering 1? Why are benefits increasing in cost but in number?</p> <p>Where are ELL and gifted positions? - nacharles</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> No admin and office support personnel in budget. Projected staff in earlier section of application stated there would be 30 employees in year 1. Budget lists 26. What are the administration and technology positions at \$14K and \$15K? Benefit line items are confusing. Some items appear to be for entire staff (even though designated as 1) while others seem to be for only 1 employee. - sherryreeves</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Year 1 is listing administrative services at \$390,000 and then Year 5 at over \$1 million? - jessicak6411</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Contracted student services - not sure what this expense covers? Admin services - does this cover principal/superintendent, etc.? Definitely need more detail/explanation in this section. Unable to identify if realistic with the level of detail given. - jonathanbryant</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> What all is included in the contracted student and administrative services? Those are large amounts of money.</p> <p>Where is furniture, equipment, internet, and phone expenses?</p> <p>How are office/administrative supplies budgeted? - jay_whalen</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Why is IT going down in year 3?</p> <p>Why is the PD budget flat even number of staff is to increase?</p> <p>What is included in the capital purchases line item?</p> <p>Where are phone costs, contracted services, renovation costs embedded?</p> <p>What is included in "administrative services"? - nacharles</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> What are the contracted student services? (Does this include contracted services for EC, EL, etc. and financial accounting, student accounting, etc.?) What are the administrative services? Why two line items for rents and facilities? Who is the landlord? What costs are associated with capital purchases? - sherryreeves</p> <p><u>Total Expenditure Projections (Table)</u></p>
--

<p>Without IDEA funds and some missing budget items, the school will run a deficit in year 1. - jay_whalen</p> <p><u>Total Expenditure Projections (Table)</u> Can the applicant revise the budget and recalculate to address the overall budget?</p> <p>What is the contingency if the school is under enrolled or facilities cost (or any other operations costs) are higher than anticipated given the small surplus? - nacharles</p> <p><u>Total Expenditure Projections (Table)</u> Budget in year 1 is not sufficient and surplus is negligible. - sherryreeves</p> <p><u>Budget Narrative</u> Who will review budgets periodically? - jonathanbryant</p> <p><u>Budget Narrative</u> Applicant</p> <p>Contingency plans seem to just be raising more money. Is that sustainable? What happens if money is not raised?</p> <p>The student teacher ratios in the budget narrative are different than those described earlier in the application.</p> <p>Who is "ACD", referenced as the organization purchasing and renovating the facility. - jay_whalen</p> <p><u>Budget Narrative</u> What documents show "significant demand"?</p> <p>Why is raising funding the contingency rather than part of the plan? What is the yield isn't there? Will the school reduce costs? If so, where?</p> <p>What is the schools procurement process?</p> <p>Can the applicant elaborate on "FF&E will be purchased from operating cash flow or through and open LOC from BB&T"? Where in the budget is this included?</p> <p>Why is the \$235,000 not addressed in the narrative? Can the applicant address the varying teacher student ratios?</p> <p>Who is ACD that will purchase the building? The facilities lease/purchase is not clear. - nacharles</p> <p><u>Budget Narrative</u> Where is the evidence that there is significant demand for the school? What is the actual break even number? Who is ACD? (ACD will purchase the property and lease it back to the school.) - sherryreeves</p> <p><u>Financial Audits</u> What are the fiscal and budget control policies that will ensure proper controls, etc.? - jonathanbryant</p> <p><u>Financial Audits</u></p>

Robert J. Brown Leadership Academy (HP) - To be a catalyst for children and families who are at risk academically, socially, and economically by nurturing them to become college-ready and career-ready leaders.

	<p>Applicant states they will use Phoenix academy's fiscal policies and contract with Acadia North Star to ensure financial controls, but does not describe what those are. - jay_whalen</p> <p><u>Financial Audits</u> How will the school address the chairs conflict of interest?</p> <p>If the Phoenix protocols are available, why are they not included?</p> <p>Is Arcadia North Star included in the budget? - nacharles</p> <p><u>Financial Audits</u> How will having access to Phoenix Academy fiscal and budget control policies ensure RJBLA has adequate controls for financial compliance? - sherryreeves</p>
<p>OVERALL</p>	<p><u>Cover Page</u> Applicant needs to clarify: What is the full response with how the third party provided assistance with the application? - kzparker718</p> <p><u>Cover Page</u> Who is The Children's Legacy and how are they tied to Robert J. Brown Leadership Academy or to Dr. Howard Coleman? - nacharles</p> <p><u>Acceleration</u> Without seeing the building, it seems that a facility that has been boarded up for 30 years will require significant renovations/updates (maybe this is phase 1?) and then no renovations for 2-3 years? Seems unrealistic - but this is only from the information in this application, obviously. - jonathanbryant</p> <p><u>Acceleration</u> Applicant needs to clarify: What other school options are there for students in the targeted location? Is this the only option?</p> <p>Applicant needs to clarify: A building has been secured, but it states that it has been boarded up for 30 years- is it feasible to be up and running on the accelerated timeline? - kzparker718</p> <p><u>Acceleration</u> Applicant needs to clarify if the targeted population and area demonstrate a need for this school. - jessicak6411</p> <p><u>Acceleration</u> The applicant states the facility was closed by Guilford Co schools over 30 years ago, yet states it will not need any renovations. Does it meet all federal and state code requirements? What work is included in the "initial phase" listed in the application?</p> <p>While the surrounding schools may not be performing well, there was not a compelling reason articulated for acceleration. - jay_whalen</p> <p><u>Acceleration</u> Why does the attached letter state the building needs reno but the narrative states the 30 year old abandoned building doesn't need anything for 2-3 years? Have environmental been completed on the building? Asbestos abatement? Lead removal?</p>

	<p>If the school plans to start with K-2, are there plans and budgetary allotment for the retrofitting of bathrooms etc?</p> <p>Why is this applicant asking for an acceleration? - nacharles</p> <p><u>Acceleration</u> Proficiency scores of area schools demonstrate need for educational options. However, I am concerned that a former school that has been boarded up for 30 years would be a feasible facility for acceleration. - sherryreeves</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Not sure if these numbers are realistic, what are the numbers for each grade? - jonathanbryant</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Applicant needs to clarify: 300 students for 3 grades levels in year 1 seems like a lot- is there enough evidence of interest to support these numbers? - kzparker718</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> What evidence is being used to support the projected student enrollment? - jessicak6411</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> What evidence does the applicant have to support the enrollment figures provided? - jay_whalen</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Is there enough demand documented for the projected enrollment given the options available in the LEA? - nacharles</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> 300 students in grades K-2 seems a bit aggressive for year 1. Will there be 100 students per grade level? Have interest surveys been conducted to demonstrate this is feasible? What are the typical enrollment numbers for kindergarten students each year in the targeted area? - sherryreeves</p> <p><u>Certify Application</u> The application lacks sufficient evidence to support acceleration. Will the facility be ready? Will they recruit 300 students - 100 of whom are in kindergarten? - tammissutton1974</p>
--	---

Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	
Education Plan	
Governance and	

Robert J. Brown Leadership Academy (HP) - To be a catalyst for children and families who are at risk academically, socially, and economically by nurturing them to become college-ready and career-ready leaders.

Capacity	
Operations	
Financial Plan	
OVERALL	

<u>Overall Summary</u>	
Initial Screening	<p>The Office of Charter Schools deemed this application incomplete on October 5, 2018. The following is needed for application evaluation:</p> <p>Governance section is incomplete, missing answer to the "Any disciplinary action taken" question field for all board members listed. Appendix N missing completely (board exempt)</p> <p>Applicant responded to incomplete information request on November 7, 2018.</p>
Application Review	<p>Dr. Allen gave a brief overview of applicant. *Ms. Brenda Williams (BW) stated Robert J. Brown is not here because he is currently undergoing cataract surgery. She explained motivation behind charter school and introduced board members present.</p> <p>LK asked for clarification about the EMO and the board of the school. Ms. Williams stated the board for the EMO will be different for the school. She explained the board of Childrens Legacy will be the board for the school.</p> <p>LK stated she didnt see the letter of intent from the church; she asked if the facility is settled. BW stated yes, there is a deposit on the church and by the fourth year they will be able to buy the church.</p> <p>SR asked if the church is vacant. BW stated it has been vacant for about thirty years and deemed historical and will require complete renovation. She further explained that during the first year they will use a building behind the church, the annex, to house the school.</p> <p>LK asked for clarification regarding the mission statement. LK stated the educational plan was missing a lot of detail, but shes interested in hearing more during a full interview because of Mr. Browns legacy.</p> <p>TS asked for clarification about the academic goals and so many board members being out of state. BW stated both of the out of state members are here today and plan to move here. The Vice Principal addressed the CSAB regarding curriculum. Ms. Kakadelis asked why there was no detail about curriculum in the application. The Vice Principal stated she is not sure.</p> <p>SR asked about the demographics for the area. A representative from the board spoke to this issue. She spoke about wrap-around services that will be offered to families.</p> <p>AQ asked Dr. Allen about the late submission of documents. Dr. Allen stated the board responded after the five-day deadline (on November 7th) so OCS is requesting the CSAB vote on whether this application is deemed complete.</p> <p>AQ stated the application was incomplete based on the statute and it failed many</p>

	<p>components of the application, including the education plan which is arguably the most important. He also stated that Guilford County is a competitive market.</p> <p>The CSAB discussed what was missing from the application specifically two columns from a table. Mr. Quigley stated part of the test of the application process is whether you can get the application submitted on time.</p> <p>TS stated she would like to see more from the academic plan and goals.</p> <p>SR stated that based on the legacy of Mr. Brown the issue is easy, but she understands the concerns Mr. Quigley brought forth.</p> <p>LK committee motion to forward to full interview, AQ second, passed unanimously.</p> <p>*SW stated he knows Mr. Brown and knows hes never failed at anything in his entire life. He hasnt reviewed the application because it wasnt in his committee, but he would like to review it. He stated that if we are struggling this much, the whole CSAB should have the ability to hear the application.</p> <p>HV stated she feels like there are many gaps and she doesn't want to be inconsistent with schools.</p> <p>AQ asked for legal advice. SR motion to move to closed session. SW second. Unanimous pass. AQ motion to end closed session. LK second. Unanimous pass. *Mr. Quigley stated because the CSAB has already discussed this application, it has been deemed complete. Mr. Quigley stated that therefore they are moving forward with deciding whether to bring it to a full interview.</p> <p>LK stated she is in agreement with the application not being what she would want, but she is compelled to let them come forward for a full interview. SW stated he wants to read the entire application and he cant unless the application moves forward. AQ stated that he will probably vote for this based on the fact the CSAB is so torne. TS stated the application is extremely weak but she is comfortable if the motion is to allow the full board to consider the application. SW motion; LK second. Unanimous pass.</p>
<p>Application Interview</p>	<p>Dr. Allen gave an overview of the schools proposed location (Guilford County) and grades/enrollment numbers. Dr. Allen stated there is not a LEA impact statement and there is due diligence for this applicant. Dr. Allen reviewed the pass/fail ratings. She stated this is an acceleration applicant. The applicant received assistance from Dr. Howard Coleman and intend to partner with Robert J. Brown Educational Equity Foundation. Regarding RTO participation, the school was represented at the October RTO session. The school had one registrant in November, but no one attended the session. The school had two attendees for most of the morning in December but did not return after their clarification interview.</p> <p>* Ms. Brenda Williams introduced herself and fellow members of the board. Members of the board spoke about their backgrounds and interest in the school.</p> <p>* Members of the board spoke about the rotating principal model. A representative from Phoenix Academy, Buddy Coleman, stated that principals rotate weekly from building to building. Ms. Reeves asked for clarification about the partnership with Phoenix Academy.</p>

	<p>The board clarified that both schools have the CMO Robert J. Brown Educational Equity Foundation.</p> <p>Mr. Hawkes asked for clarity on the governance structure. He stated there are several entities between the principal and the top of the structure. The board members clarified the difference between the board and the management company. The board clarified that the board is TCL The Childrens Legacy. Mr. Friend stated he is unclear on the role of the superintendent. A board member stated it is oversight.</p> <p>* Ms. Michelle Hawthorne spoke about the educational plan. Mr. Maimone asked for a response to the fact that the external evaluators failed the educational plan across the board. Ms. Hawthorne stated she believes it probably failed because it is not very detailed. Ms. Hawthorne stated they have chosen Superkids, Saxon Math, and Dreambox as curriculum. Mr. Quigley asked if they know something specific they are taking from Phoenix Academys program. Ms. Hawthorne spoke about the TAT program.</p> <p>* Ms. Kakadelis asked for more information about the wrap around services. A board member pointed to a letter of support from the mayor. A board member spoke about the wrap around services through the community impact center. She spoke about providing services for families that are attending the school and for community members. The CSAB asked about the facility. A board member stated it would be ready to go by July. He stated it was an old elementary school. Mr. Maimone asked how long it has been unoccupied. A board member stated a church owns it now, but it is unoccupied.</p> <p>* Mr. Quigley asked for more information about the charter school that was revoked in D.C. Ms. Williams stated it was a purely political issue.</p> <p>* Mr. Walker asked for a backup plan for facility. Ms. Williams stated they have plan in motion.</p>
<p>OVERALL</p>	<p>Mr. Walker expressed his support for the application. Mr. Friend expressed his belief in the boards strength and ability to be successful. Mr. Quigley stated he is compelled by the board and by Robert J. Browns story. He is not convinced it meets the criteria for acceleration. Ms. Gibbs expressed her support, but not feeling the application is ready for acceleration. Mr. Hawkes agreed with Ms. Gibbs. Mr. Maimone expressed support for acceleration. Ms. Turner stated that the criteria for acceleration is clear.</p> <p>Motion: Robert J. Brown Leadership Academy move forward in Ready to Open on a regular timeline.</p> <p>Motion: Sherry Reeves</p> <p>Second: Cheryl Turner</p> <p>Vote: Unanimous Pass</p>