Virginia Public Charter School Application

(Revised June 20, 2011)

Charter School Name: Buffalo Creek School
Date of Submission to Virginia Board of Education: 10/10/11
Proposed Date of Submission to Local School Board: 12/27/11
Name of Authorized Official: Elise Sheffield    Date: 10/10/11
Signature of Authorized Official:  

Instructions

All applicants for a public charter school should read the Public Charter School Application Process before completing the application. The process is available on the Virginia Department of Education Web site at the following link: http://www.doe.virginia.gov/instruction/charter_schools/index.shtml.

Please complete the cover page and insert the name of the public charter school into the footer before completing the application. Each gray section in the document must contain a response.

Two hard copies of the completed application with the original signature of the authorized official on the cover page and on the certification page must be submitted to:

Dr. Margaret N. Roberts  
Executive Assistant for Board Relations  
Virginia Board of Education  
P.O. Box 2120  
Richmond, Virginia 23218-2120

In addition, a PDF version of the completed application document should be sent to Margaret Roberts at Margaret.Roberts@doe.virginia.gov.

Note: The Virginia Freedom of Information Act (FOIA), §§ 2.2-3700 et seq. of the Code of Virginia, guarantees citizens of the Commonwealth and representatives of the media access to public records held by public bodies, public officials, and public employees. Please be advised that documents submitted to the Virginia Department of Education are subject to FOIA and must be released in response to a FOIA request unless the records are exempt as specifically provided by law.
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Part A: Applicant Information

School Information

Charter School Name: Buffalo Creek School
Local School Division: Rockbridge County Schools

Does the applicant presently have access to a facility suitable for a school? Yes □ No □

If the answer is yes to the question above, insert address and information regarding ownership of the facility:
School Location (City/Town and Zip Code): Lexington, VA 24450
Owner: Maintained by Rockbridge County Schools, owned by Rockbridge County Board of Supervisors

Proposed Date of Application Submission to Local School Board: 12/27/2011
Proposed Opening Date: 08/15/2012

Applications for public charter schools should be submitted to the Board of Education within a time frame that is adequate enough to ensure that the public charter school application will also be submitted to the local school board in accordance with the application policies of the local school board.

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<th>Content Areas and Instructional Services Offered (Please Check All That Apply)</th>
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<td>Early Childhood Education x</td>
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Grades to be Served (Please Check All That Apply)*
If the public charter school is going to have a specialized focus (e.g., Science, Technology, Engineering, Mathematics [STEM], at-risk students, special education, career and technical education, gifted education), please describe the focus:

Buffalo Creek School is open to all K – 5 students deemed to reside in the Rockbridge County School division, and to non-RCS students on a space available basis. Designed with the specific needs of at-risk students in mind, its hands-on project-based approach is tailored for differentiation and will also support achievement for a variety of learners including those receiving special education services, and those deemed gifted. As the sole charter in the RCS division, however, by law (and by interest) its primary focus will be rural students at risk for not reaching their potential because of economic disadvantage or other factors.

The school’s distinctive curriculum will support academic achievement for all learners through place-based inquiries and activities in the natural world and through service-learning connections with the host community. There will be particular interest in literacy as well as math competencies throughout the curriculum, whose framework will be guided by the best practices developed by the national school design organization, Expeditionary Learning.

* If the public charter school intends to add or change grade levels at some point during the school’s operation, please provide this information in the education program section of the narrative.
Contact Information

Name of Individual/Organization Submitting Application: Buffalo Creek School, Inc.
Name of Contact Person for Application: Elise Sheffield
Title/Affiliation with Individual/Organization Submitting Application: Chair, Board of Directors
Office Telephone: 540-463-2697 (w) Home 540-261-4306 (h)
Fax Number: 540-463-1953 (w) E-mail Address: eric@rockbridge.net

Prior Experience

1. Has the applicant had any prior experience operating a charter school or similar school? Please check one of the following: Yes ☒ No

2. If the response to the question above is “yes,” please describe any prior experience with establishing and operating charter schools and/or similar schools. Please provide information such as the name of the school, the state where it is located, years of operation, and contact information. If the school is no longer operating, please provide the reason(s) for closure:

From 1989 to 1998, Dr. Ojure and Ms. Sheffield were involved in running an alternative, parent-cooperative elementary and middle school, Snakefoot School, named after the Rockbridge County region in which it was located. Peak enrollment was about thirty children. The school offered a curriculum that was tied to its natural setting and used a theme-based approach to learning in mixed aged classrooms. Student interest drove much of the curriculum and the arts were incorporated extensively. The school worked with a number of students who had learning disabilities or delays in reading. The school ultimately closed for lack of funding. As a parent cooperative, the school tried to operate on a very small budget so that students of all income levels could attend. At the time of the school’s existence, there were no provisions for public charters. The board quickly found that there was no funding stream for a school that sought to be affordable; most funds for schools then were either directed toward public schools, religious schools, or toward schools that served high SES students and required a high tuition. Had charter school legislation been in place, the board would have chosen to apply immediately because the public charter school concept was exactly in line with what Snakefoot wanted to be -- a free school open to all students who needed an alternative to learn. As it was, students often came to the school who needed remediation or had special issues and then returned to public school once they were on track again. Involvement in the school required a heavy time commitment on parents’ part that was not feasible for many families. Thus, the school ultimately proved to be unsustainable financially. However, the students’ test scores were high and a number of students returned to public school able to succeed in a setting where they had failed previously; others completed their education as home-schooled students. Many have since graduated from college.
3. Please describe the relevant experience of the members of the proposed management committee:

The founding board of Buffalo Creek School is comprised of seven long-term residents or natives of Rockbridge County with lengthy experience and deep expertise in education, non-profit work, and management, as well as positive relationships with Rockbridge County Schools, the LEA. These seven women represent--and promise outreach--to various vested stakeholders in the BCS project, and have committed to staggered, multi-year terms on the school’s directing board to provide stability during the project’s launch. All are serving as volunteers in the planning stages of this project.

Five of the seven founders are educators with more than 115 years’ collective work in education. These individuals work with students from preschool age to postgraduates, and bring a range of training in innovative, research-based educational best practices to BCS. Numerous classroom teaching awards and consultations testify to their effectiveness in the classroom. Experience in various methodologies –from literacy consultant Rabia Sandage’s strategies for boosting literacy to Elise Sheffield’s interdisciplinary curriculum development –attest to the considerable expertise the founders bring to the BCS project.

Equally important, several of the founders already have experience working with educational models that emphasize strong community engagement and community-based learning, hallmarks of our proposed charter. Dr. Lenna Ojure, currently professor and director of teacher education at Washington and Lee University (WLU), has extensive experience with adult learners and more than twenty years ago was one of the founders of an innovative parent-run alternative school which featured multi-age integrated hands-on classroom instruction for up to thirty children K – 9. BCS chair and acting project director Elise Sheffield served as this school’s teacher and curriculum developer for seven years. In her current position as Education Director at Boxerwood Nature Center, she has developed and implemented field-based environment-based programming with more than 90 K – 6 local classrooms and has forged numerous community partnerships and alliances and professional relationships in the process. In an ongoing partnership between Boxerwood and WLU, she and Dr. Ojure have also worked together for the past five years to provide inquiry-based professional development for local science teachers. Catherine Lueptow, a certified Montessori teacher, has directed a local Montessori school, served as lead teacher, and (most recently) founded a preschool of her own. Dr. Sandra Hayslette brings experience doing community-based research with high school and college students, as well as liaison work between non-profits and university faculty; her research interest and experience in Appalachian studies and rural education complements our mission.

Significantly, Buffalo Creek School’s founding board members maintain a variety of existing, positive relationships with Rockbridge County Schools. One member, Dr. Hayslette, is currently a RCHS social studies teacher, while Dr. Ojure partners regularly with the RCS in her capacity as director of teacher education for Washington and Lee University. Rabia Sandage, a former RCS teacher, now independently serves as a literacy consultant to many RCS students, and works cooperatively with RCS classroom teachers and administrators to meet student needs. Ms. Sheffield, in turn, has spearheaded the implementation of a multi-grade sequential environmental
education curriculum in partnership with RCS that now engages 50% of all K – 2 students and teachers and 100% of all gr. 3 – 6 students and teachers throughout the division.

Founding board members have served on a wide variety of nonprofit management boards. The interests of many of these boards coincide with those of BCS and its mission and include: extra- and co-curricular hands-on education initiatives; programs for at-risk learners; rural community development and health work; local foods and local natural resource stewardship; and local anti-poverty work. Some of this work has extended to community organizing initiatives, enabling our founding board to capitalize on connections with a variety of stakeholders. From Ms. Sheffield’s work with rural PTAs and Ojure’s work in rural education to Hayslette’s work with community action organizations, the board brings a strong connection to effective organizing. That five of the board’s members either grew up or have lived long term in the area of the County proposed as location for BCS certainly broadens our base of community support and enhances the board’s understanding of community needs and interests. One member, Dr. Patricia Schirmer has also been an active Collierstown resident and local ER physician for eighteen years.

The BCS founding board also brings field-tested experience in starting business and non-profit organizations both within and beyond the realm of education. Sandage, Lueptow, and Ojure have founded their own educational institutions or consultancy businesses. As former chair of another local start-up organization, Sheffield guided the rise and now ten-year successful operation of the nation’s only non-profit community-owned drive-in theatre. Marnie Caldwell’s family business is among our county’s fastest-growing and successful locally-owned companies, tapping a strong market for locally-produced goods.

As demonstrated, the founding board has considerable expertise in education, community organizing, non-profit management, organization start-ups. They have the commitment and capability to ensure successful realization of this project. Part of their capability also involves their ability to identify and recruit other professionals whose skills will further enhance project success. To this end, the board has also retained the volunteer services of two local professionals and expects to recruit others during the planning year. Both of these two pro bono consultants have deep interest in the BCS project, one from her career as a sustainability educational professional, and the other as a parent of a potential BCS student. Dr. Laura Henry-Stone, currently visiting instructor in Environmental Studies at WLU, has effectively administered federal grants for rural education in Alaska and has significant experience in place-based education, evaluation, and community organizing. Local professional financial advisor Michael Meads has helped guide other non-profit educational institutions from vision to financial sustainability and will be part of the financial team as we refine our business plan, further develop the revenue generating strategies, and set operational budgets and accounting systems for the start-up years. BCS has been heartened by the many offers of pro bono help from other professional contacts and looks forward to building an excellent charter planning and start-up team.

Resumes for all founders and advisors in this section may be found as part of the Appendix A.
Part B: Narrative

The application narrative must contain all of the elements listed below as required by Section 22.1-212.8 of the Code of Virginia.

1. **Executive Summary:** Provide an executive summary that addresses the need for the public charter school and its goals and objectives. (The suggested length is two pages.)

**Overview**

Buffalo Creek School (BCS) aspires to be the first rural elementary public charter for Virginia and a successful model for others to follow. Impetus for creating the school reflects community desire to support the academic achievement of rural youth, and to provide additional learning options for students deemed at-risk for not reaching their learning potential.

**Need**

As the largest division within Rockbridge County, Rockbridge County Schools (RCS) serves a wide range of rural learners from diverse socio-economic backgrounds; interest for creating a public charter arose from constituents (and founders) all residing in the regions served by RCS. At present, Rockbridge County Schools offers no alternative approach to learning for students K – 5. At the same time, it is also working hard to raise the graduation rates for its students. An alternative learning approach for at-risk learners at the elementary grades is thus an early and important prevention (and remediation) strategy and meets a need articulated to us by the division. Early achievement and success helps pave the way to future success and achievement and thus BCS will play an important role in providing a stronger education foundation for some of the division’s most vulnerable students.

As conceived, Buffalo Creek School will advance higher thinking skills and academic achievement for all students via a curriculum emphasizing innovation, community, and service. Its education program integrates rigorous standards or learning with purposeful hands-on experiences in the real world. With a collaborative but differentiated approach to instruction, BCS aims to support the success of a wide range of K – 5 learners. It also aims to equip teachers with the professional knowledge, skills, and support necessary for instructional success. Partnering with BCS throughout this endeavor will be the highly regarded, national school design organization, Expeditionary Learning.

**Basics**

BCS proposes to open a K – 5 public charter in Rockbridge County in August 2012. There will be a phased in opening over three years, with total enrollment projected to be about 80 full-time students and up to 12 part-time students. The proposed facility for Buffalo Creek School is presently vacant but recently renovated and ADA compliant. This rural facility was formerly occupied by Effinger Elementary School, which closed in 2010 as a result of a RCS funding crisis.

As a public charter, BCS will not be a neighborhood school, but open without charge to any student within the RCS division. Freed from some restrictions of its sister division schools, this public charter will serve the division as an incubator (and disseminator) of powerful alternative
approaches to teaching and learning. Its nimble operational and financial strategies—borne of necessity—will also serve as a model for other rural divisions eager to innovate but constrained by tight budgets. Significantly, BCS is committed to making these and other positive contributions without adverse funding impact on programming at its sister division schools. BCS will operate with a combination of public and private funds, with precise level of division funding to be determined during charter negotiations. BCS believes its proposal offers a “win-win” way forward for both the charter and its division; it is eager to determine during negotiation whether this indeed the case.

Goals
The BCS Board of Directors has set five main goals for Buffalo Creek School. The first three goals directly relate to academic performance. The last two goals indirectly support these first three goals. These goals will guide all activities, decisions, and priorities of BCS:

Goal 1: Conducive Learning Context
BCS will create a supportive and motivating learning context for all students by developing instructional and organizational strategies that promote healthy and affirmative classroom, school, and community systems.

Goal 2: 21st Century Skills Attainment
BCS will develop essential skills of 21st century learning in all students by engaging them in significant curricular experiences requiring individual and group problem-solving, critical thinking, creativity, and effective interpersonal dynamics.

Goal 3: Academic Proficiency
BCS will support success in core academic areas for all students by employing a compelling, interdisciplinary, standards-correlated K – 5 curriculum, using differentiated instruction and a multi-modal student assessment system

Goal 4: Successful Operations
BCS will manage its operations in such a way that the charter achieves long-term sustainability while also serving as an exemplary resource and model for other schools within the RCS division and beyond.

Goal 5: Community Vitality
As a result of its successful operation, BCS will contribute to the vitality of its host community specifically, and the broader local community more generally. It will advance public understanding of rural communities and schools as educational and economic resources of democracy.

Summary
A unique confluence of variables including recently revised charter regulations, a vacant ADA facility, an interested LEA, a highly skilled board of directors, a supportive community, an experienced school design partner, and a just-awarded $460,000 federal charter start-up grant maximize this project’s potential for success pending a charter approval.
II. **Mission Statement:** Provide a mission statement that is consistent with the principles of the Standards of Quality (SOQ). The following components must be addressed:

1. A description of the public charter school’s mission and how it is consistent with the principles of the Virginia SOQ. ([Section 22.1-253.13:1](http://www.us.state.virginia.us), Code of Virginia)

**Mission**

The mission of Buffalo Creek School (BCS) is to promote successful, life-long learning among students, families, teachers, and community members of Rockbridge County, Virginia, for their mutual benefit and in service to society.

To this end, BCS supports the attainment of 21st century competencies in a rural context by offering a K – 5 curriculum that is place-based, community-focused, and project-oriented. The program supports higher level thinking skills and academic excellence by integrating Virginia Standards of Learning with purposeful experiences in the school’s host community. This hands-on approach is rooted in already existing local educational practices and advanced through the school’s proposed affiliation with the nationally recognized school-design organization, Expeditionary Learning.

With a collaborative but differentiated approach to instruction, BCS is designed to support the success of a wide range of K – 5 learners. It will adhere to all academic expectations set by its local educational agency (LEA) — Rockbridge County Schools (RCS) — as set forth by the Virginia Department of Education, the state educational agency (SEA) and the Virginia Standards of Quality (SOQ). Expanding its vision of achievement, this public charter is also committed to raising a generation of successful young citizens — young women and men who have the competence, capability, and motivation to positively contribute not only to their own individual well-being, but also the well-being of their communities. For this reason, BCS will provide dimensions of learning that go beyond what is required by the Virginia Standards of Quality and Learning.

**Philosophy**

The BCS approach to learning and achievement is grounded in four core tenets:

1) Small, community-based schools provide the optimal learning environment for high-risk rural students and their families;

2) An interdisciplinary, project-based, service-oriented academic program offers powerful means for engaging high-risk students by meaningfully connecting their learning with purpose;

3) Vibrant community-based public schools in turn yield economic, educational, and social benefits for entire rural communities, thereby building a base for generational achievement;

4) Public chartering gives small rural schools the flexibility needed to most effectively fulfill their unique and cherished role as providers of academic excellence and facilitators of community vitality.
In essence, we believe small rural public schools—far from being a relic of times past—play a unique and critical role not only for individual learners, but for the communities they serve. (Williams, 2010). To the extent these schools also promote the democratic ideals of hard work, collaboration, and volunteerism, they also serve society itself. In an increasingly urbanized and fragmenting world, small rural schools thus serve a key role in national life and modeling their potential to do so is the privilege and responsibility of BCS.

Relationship to the Standards of Quality
As stated in Section 22.1-253.13:1, “the fundamental goal of the public schools of this Commonwealth must be to enable each student to develop the skills that are necessary for success in school, preparation for life, and reaching their full potential.” Like the Board of Education, BCS also maintains that a quality education to achieve this goal depends on four SOQ key provisions, quoted below, all of which are addressed and met by the BCS mission and plan.

i. “Appropriate work environment ... to ensure availability of high quality personnel.” As a public school within the RCS division, BCS will meet or exceed expectations of an appropriate working environment, on par with its sister division schools. By law it will also adhere to all employment policies, salary scales, and benefits set by the division for all RCS employees, including those working at BCS. For details, please refer to Section XI.

ii. “Appropriate learning environment designed to promote student achievement.” In its design, BCS specifically focuses on creating a learning environment supportive for all learners, including those deemed at-risk. For details, please refer to Section VI.

iii. “Quality instruction that enables each student to become a productive and educated citizen.” By mission, BCS focuses on helping every student meet his or full potential as a competent, capable, and contributing young citizen. For details, please refer to Section VI.

iv. “Adequate commitment of other resources.” To achieve the above, BCS will provide a high-quality context for learning by drawing on a variety of resources including a unique facility, a skilled management team, a highly qualified education team, and an engaged community. The BCS business plan, including funding and cooperative agreements with the local school board, will ensure the school has all the necessary resources for successful implementation and long-term sustainability. For details, please refer to Sections VII and X.

As a public school within the RCS division, BCS aligns with SOQ-prescribed division policies including the Standards of Learning expectations detailed Section VI. In addition, BCS assists the division in carrying out all other relevant SOQ directives, often in unique and distinctive ways. Most importantly, by offering a compelling, high quality alternative approach to learning, it assists the school division in its SOQ charge to “increase the number of students who earn a high school diploma and to prevent students from dropping out of school.” (22.1-253.13:1D2).

BCS addresses a division need to provide alternative approaches to learning for at-risk learners, thereby contributing to the division plan to make achievement for such students a priority (D9). By focusing on the early years, BCS builds a foundation of success for at-risk learners and their families that will reap dividends throughout their school careers and beyond. This foundation for success is designed with all relevant provisions of the SOQ in mind. These include:
• a developmentally appropriate curriculum for K – 3 (D1)
• early identification of special learners (D5, 11, 12)
• incorporation of art, music, physical fitness and career education in the curriculum (D3, 4, 13, 14)
• a program of student support services (D15) and
• provision for ongoing collection and analysis of instructional data (D16).

2. A description of any specialized area of academic concentration.

The school’s distinctive curriculum will support academic achievement in all learners through place-based inquiries and activities in the natural world and through service-learning connections with the host community. There will be particular interest in literacy as well as math competencies throughout the curriculum, as developed by inquiry-led and project-based methodologies. Framework for this curriculum will be built using the best practices developed by the highly regarded national school design organization, Expeditionary Learning. For details, please refer to Section VI.

3. Information about the public charter school’s anticipated student population consistent with Section 22.1-212.6, of the Code of Virginia.

Any K – 5 student who is deemed to reside within the Rockbridge County Schools division is eligible to enroll at BCS, as well as non-division students on a space available basis. Admission will be by lottery if interest exceeds space-available during the annual enrollment period. BCS will also maintain a waitlist, also prioritized by lottery. For details, please refer to Section VII. Consistent with Section 22.1-212.6, admission will be offered to eligible applicants regardless of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services; the charter will also be subject to any court-ordered desegregation plan in effect for the school division. No tuition will ever be charged to any RCS division student.

III. Goals and Educational Objectives: State the goals and educational objectives to be achieved by the public charter school that meet or exceed the Standards of Learning (SOL). The following components must be addressed:

1. A description of the performance-based goals.

Overarching Goals
The BCS Board of Directors has set five main goals for Buffalo Creek School. The first three goals directly relate to academic performance. The last two goals indirectly support these first three goals. Each of the five goals is listed below, followed by its main objective and brief explanation. For more details about the academic performance based goals and how they meet or exceed the Standards of Learning, please refer to Section VI.

Goal 1: Conducive Learning Context

BCS will create a supportive and motivating learning context for all students by developing instructional and organizational strategies that promote healthy and affirmative classroom, school, and community systems.
Widespread student achievement is best realized when students develop academic proficiencies in the context of a positive learning environment: academic excellence depends on this foundation. In our rural context, we are committed to creating a learning environment that:

\textit{a. Is individually and collectively purposeful.} 
Throughout our activities, we will identify and capitalize on opportunities where “learning is living and living is learning.” By using the real world as a context for learning, we aim not only to increase motivation, acquisition, and retention of learning, but also to assist students in their evolving self-knowledge as capable and caring young citizens.

\textit{b. Strengthens individuals and communities.} 
We will consciously strengthen social structures as part of our overall educational plan. First, we will create a responsive and affirmative school-wide culture, with emphasis on team building among staff and students, and particular interest in positive group dynamics and effective conflict transformation.

Second, we will develop a comprehensive family outreach and engagement strategy. The goal will be to develop a variety of means by which all parents/guardians feel comfortable joining the school as partners in education. This includes developing volunteer expectations and teacher/conference expectations as well as offering family enrichment activities beyond the school day.

Third, recognizing the key role the local “host community” plays in the education program of the school, we will deliberately link curriculum and service projects with this wider educational resource. In doing so, we will be contributing to both the community’s vitality and our own.

\textit{c. Maximizes the above qualities with consideration to location and place.} 
The BCS context for learning is literally grounded in the unique qualities of its proposed site. We will capitalize on the facility’s potential as a place for facilitating community interactions, and we will design our education program to make deliberate instructional use of its immediate physical setting (creek, garden, and adjacent firehouse). This site provides a superb context for learning.

\textbf{Goal 2: 21st Century Skills Attainment} 
\textit{BCS will develop essential skills of 21st century learning in all students by engaging them in significant curricular experiences requiring individual and group problem-solving, critical thinking, creativity, and effective interpersonal dynamics.}

In a competitive global economy, students of necessity must be life-long learners. Regrettably, in the high-stakes, quantitative-driven focus of public education today, higher-level thinking frequently takes the instructional back-seat. As a consequence, many children lack sufficient experience and training in the elements of critical and creative thinking and collaborative teamwork that in the long run are as much a recipe for individual and collective success as test scores. This situation is particularly acute for students in high-poverty, low achieving schools presently
focusing nearly all instructional energies on meeting Annual Yearly Progress (AYP) (Lee, 2006). To return learning to a healthy and mutually reinforcing interplay between content and skill, BCS will integrate 21st century learning skills into all aspects of the K – 5 instruction.

Goal 3: Academic Proficiency

BCS will support success in core academic areas for all students by employing a compelling, interdisciplinary, standards-correlated K – 5 curriculum, using differentiated instruction and a multi-modal student assessment system.

BCS will annually meet or exceed the same annual performance expectations set by the Virginia Board of Education for Standards of Learning (SOL) in reading, math, science, and social studies for other RCS elementary schools and will participate in the same end-of-year state testing assessments and requirements.

A key interest of the school, however, is meeting additional goals and standards set by other agencies, and promulgated in national discussion as Common Core curriculum, which in addition to content emphasize higher level thinking skills than presently demanded by the SOLs. For this reason—and in keeping with cognitive science that shows students engaged in meaningful activities master content well, (Willingham, 2009)—BCS will address SOL content in the context of an integrative hands-on curriculum.

Emphasis will be placed on integrating the learning of content into the study of overarching themes, as research indicates that organizing knowledge conceptually promotes deep retention, especially in STEM coursework (Perkins, 1992 and Willingham, 2009). This approach works well with differentiated instruction and easily incorporates student self-assessment activities, thus encouraging reflective thinking and goal setting while measuring attainment of knowledge and skills (mastery).

Goal 4: Successful Operations

BCS will manage its operations in such a way that the charter achieves long-term sustainability while also serving as an exemplary resource and model for other schools within the RCS division and beyond.

Successful management includes adherence to relevant sections of the charter provision law set by The Code of Virginia, Section 22.1-212.6C., and all expectations set forth by the Virginia SOQ. For more detail, please refer to Section X.

Goal 5: Community Vitality

As a result of its successful operation, BCS will contribute to the vitality of its host community specifically, and the broader local community more generally. It will advance public understanding of rural communities and schools as educational and economic resources of democracy.

The BCS Board of Directors believes public engagement, understanding, and interest (and related political and fiscal support) for rural schools are key elements in advancing academic achievement for at-risk learners.
1. A description of the related measurable educational objectives to be achieved by the public charter school. (Section 22.1-253.13:1.B, Code of Virginia)

Goal 1: Conducive Learning Context

*BCS will create a supportive and motivating learning context for all students by developing instructional and organizational strategies that promote healthy and affirmative classroom, school, and community systems.*

**Educational Measures:**

- Starting Year 1, 100% of classrooms will adopt positive school strategy, as articulated by Expeditionary Learning (EL) and adapted by BCS.

- Starting Year 1, 100% of all students and teachers will participate in at least 4 hours of conflict resolution training.

- By the end of Year 1, 50% of families will actively contribute to school success as measured by a minimum of six hours of school-based engagement, variously described. This goal will be raised to 65% by Year 2 and 80% by Year 3 onwards.

- Starting Year 1, BCS will implement at least two community outreach initiatives annually. This goal will be raised to at least three initiatives annually thereafter.

- Starting Year 1, at least 75% of surveyed students, parents, and teachers will report “satisfied or very satisfied” with their BCS interactions and the general school climate, as measured on a 5-point Likert scale.

Goal 2: 21st Century Skills Attainment

*BCS will develop essential skills of 21st century learning in all students by engaging them in significant and curricular experiences requiring individual and group problem-solving, critical thinking, creativity, and effective interpersonal dynamics.*

**Educational Measures:**

- Starting Year 1, 100% of teachers will receive sustained professional development related to objective 2.

- Starting Year 1, teachers at every grade level will implement at least four extended units that include activities linked to the local cultural or natural communities and model and include elements of inquiry and/or service-learning; further they will develop and use a standard rubric for assessing each units’ capacity to engage students in the 21st c. learning skills articulated above.

- Starting Year 2, at least 75% of students in gr. 2 and up will achieve proficiency or greater in portfolio evaluations, based on rubric measuring use and application of 21st Learning Skills.

Goal 3: Academic Proficiency
BCS will support success in core academic areas for all students by employing a compelling, interdisciplinary, standards-correlated K – 5 curriculum, using differentiated instruction and a student assessment system based on mastery.

Educational Measures:
- Starting Year 1, teachers in every grade will deliver SOL content in at least four multi-week interdisciplinary themed units, at least two of which will connect with the local cultural or natural communities.
- Starting Year 1, 100% of classroom teachers will be engaged in sustained professional development related to all aspects of Objective 3. This includes ongoing professional development on differentiation and related issues.
- By the end of Year 1, the rate of passing proficiencies for gr. 3 students will be the same or higher as mandated state-wide and annually by the Virginia Department of Education (VDOE), and as measured by end-of-year academic S.O.L. tests in reading, math, social studies, and science.
- By Year 2, the same applies for gr. 4 students (3 subjects, no science), and by Year 3, for gr. 5 (4 subjects) as well.

Goal 4: Successful Operations
BCS will manage its operations in such a way that the charter achieves long-term sustainability while also serving as an exemplary resource and model for other schools within the RCS division and beyond.
- Buffalo Creek School will be managed by an active all-volunteer board comprised of at least 5 community members, two parents, and two staff-members (non-voting), as supported by at least four active committees.
- Each year, BCS will enroll and retain sufficient students to operate an academically successful, financially sustainable public charter school that meets or exceeds Standards of Quality and Learning for Virginia public schools.
- Starting Year 2, Buffalo Creek School will offer at least three annual outreach initiatives to teachers and administrators from other schools within the divisions for purposes of disseminating best practices in inquiry and project-based learning.

Objective 5: Community Vitality
As a result of its successful operation, BCS will contribute to the vitality of its host community specifically, and the broader local community more generally. It will advance public understanding of rural communities and schools as educational and economic resources of democracy.

Education Measures:
By Year 2, BCS will partner with at least four community organizations, at least two of which represent constituents of Collierstown, the host community, to deliver education and educationally-aligned services to residents of Rockbridge County and their children.

By Year 3, initiatives will include a locally-based pre-school, a non-profit community grocery store, and provision for adult general education services.

Every year, BCS will connect with the broader community at least six times, sharing information about public charter schools generally and the BCS educational program specifically. Initiatives include public presentations, press releases, and open houses.

IV. **Evidence of Support:** Provide evidence that an adequate number of parents, teachers, pupils, or any combination thereof, supports the formation of a public charter school. The following components must be addressed:

1. Information and materials indicating how parents, the community, and other stakeholders were involved in supporting the application for the public charter school.

This charter project is a parental and community initiative. It arose out of clearly articulated grassroots desire and has been propelled by the skill, vision, and commitment of area citizens. Timing for this proposal resulted from two nearly synchronous events: changes in Virginia charter law and the unexpected availability of an ideal facility. In response to these events, seven long-time citizens began researching possibilities of establishing the first rural elementary public charter within the Rockbridge County School division. The all-volunteer team initiated conversations with administrative representatives of Rockbridge County Schools starting summer 2010 (and continuing) and developed a model that best fit the needs of the area and school division. During summer 2011, the committee shared its findings in public information sessions, and incorporated as a non-profit entity. In August 2011, the committee prepared and submitted a 3-year federal charter start-up proposal to the U.S. Department of Education, then immediately turned its focus to completing its Virginia charter application. For more information about the role of the community at large, please see next question.

2. Tangible evidence of support for the public charter school from parents, teachers, students, and residents, or any combination thereof, including but not limited to information regarding the number of persons and organizations involved in the process and petitions related to the establishment of the charter school.

This public charter initiative enjoys wide-spread support across the Rockbridge County area. The support comes from several constituencies. First, parents, teachers, and division administrators recognize an opportunity to provide an education alternative for learners unable to meet their full potential in traditional public school settings: the RCS division has no other alternative learning sites for K – 5 students. Second, this constituency also appreciates the place-based project-oriented design of BCS. These stakeholders have seen the educational benefits of such an approach through the division’s extensive ongoing partnership with Boxerwood Nature Center, a local hands-on environmental education provider. Finally, parents and other citizens residing in
the proposed BCS location welcome an opportunity to re-establish a public school in their area, even as they understand that the new school has a different mission and serves a broader audience than the now closed “neighborhood” school.

Since “going public” in July 2011, the BCS proposal has been met with a high degree of community support. More than 120 Rockbridge area residents (including those not residing in the host community) signed a petition of support during a single six-hour public event in August, 2010. More than thirty attended two information sessions, including citizens ages 9 to 90. Significantly, all who attended indicated they would like to be kept informed about developments; the majority indicated their willingness to volunteer time toward the effort (e.g. serve on committees, fundraise, etc.). The BCS founders anticipate holding more public information sessions—and expanding and activating the volunteer base—in the immediate months to come. BCS will also be briefing local political candidates for office, including those for Rockbridge County Boards of Supervisors, and Rockbridge County School Board. Finally, the leading local paper strongly endorsed the proposal in a recent editorial; the secondary paper included a positive op-ed column. Please refer to Appendix B for these editorials.

3. A description of how parental involvement will be used to support the educational needs of the students, the school’s mission and philosophy, and its educational focus.

Parental and community involvement are not incidental to the educational mission, philosophy, and goals of BCS: it is central. The mission of Buffalo Creek School (BCS) is to promote successful, life-long learning among students, families, teachers, and community members of Rockbridge County, Virginia, for their mutual benefit and in service to society. BCS needs the community as part of its place-based curriculum and believes when we strengthen communities we in turn strengthen student academic performance: the two go hand in hand. For this reason, BCS has developed numerous strategies for engaging parents and others as follows:

The most varied opportunities for parental and community engagement occur once Buffalo Creek School opens. In addition to Board and/or committee service, there will also be a number of avenues for direct engagement. First, all parents/guardians will be expected to participate in their child’s education through attending parental conferences and fulfilling modest expectations of service with the school; details of the parent contract will be worked out during the planning year. All parents will be encouraged to join the Parent Teacher Association also.

Parents and community members will also find many ways to indirectly assist with the success of BCS. For those who like hands-on work, there will be opportunities to help with one of BCS’ real life “learning labs”—e.g. work in the vegetable garden, take a shift behind the counter at the non-profit grocery store, provide extra supervision during creek investigations, and so on. BCS will also welcome adult help with tutoring, enrichment activities (art, music, fly fishing, etc.) maintenance, and basic clerical duties. A volunteer coordinator will ensure effective recruitment, screening, and placement of volunteers. Lastly, rural communities have a strong tradition of working together on fundraising initiatives—especially this host community-- and BCS will certainly welcome the energy and skills of those desiring to be a part of the BCS effort this way.
V. **Statement of Need:** Describe the need for a public charter school in a school division or relevant school divisions in the case of a regional public charter school, or in a geographic area within a school division or relevant school divisions. The following components must be addressed:

1. A statement of the need for a public charter school that describes the targeted school population to be served and the reasons for locating the school within a particular school division.

As the largest division within Rockbridge County, RCS serves a wide range of rural learners from diverse socio-economic backgrounds; interest for creating a public charter arose from constituents (and founders) all residing in the regions served by RCS. At present, Rockbridge County Schools offers no alternative approach to learning for students K – 5. At the same time, it is also working hard to raise the graduation rates for its students. An alternative learning approach for at-risk learners at the elementary grades is thus an early and important prevention (and remediation) strategy and meets a need articulated to us by the division. Early achievement and success helps pave the way to future success and achievement and thus BCS will play an important role in providing a stronger education foundation for some of the division’s most vulnerable students.

BCS is for any interested K – 5 student deemed to reside within the division. Its hands-on community-engaged focus has been specifically developed to support the success of students considered at-risk for not reaching their academic potential. Fortunately, we have identified a presently vacant facility that not only supports but advances our specific educational program and mission. This facility is located in a unique natural area adjacent to easy access creeks and a volunteer firehouse; its configuration also lends itself to creation of a small, on-site, but separate entrance non-profit community grocery store, slated to serve both as one of the school’s several hands-on “learning labs” as well as an income generator for the school.

The facility also formerly served for generations as a hub for community gatherings and is widely regarded as a community asset for residents across the age span. Connecting with the host community is part of the BCS mission as it will engage students in meaningful service, learning, and relationships; again, use of this facility uniquely enables BCS to conduct its place-based and community-enriched educational program.

Locating Buffalo Creek School at this location thus meets a curriculum need of BCS, which in turn is responding to an educational need of RCS. At the same time, the new school will also meet a community need by once again serving as a vitalizing locus for rural families and their children. In summary, the choice of location for this public charter model is not incidental but fundamental to the school’s mission and role within the RCS division. The school meets the needs of RCS students by providing an educational approach uniquely designed for this particular facility, drawing on the strengths and opportunities of the host community and its natural environment.

2. An explanation of why the public charter school is being formed. (Is the school being formed at the requests of parents or community organizations? How was
the need determined? What data were examined as part of the needs assessment? Briefly describe the need and include a summary of the quantitative data.)

This initiative arises from two converging constituencies and interests. First, as mentioned above, RCS has no dedicated facility to offer alternative approach to learning for K – 5 students. Committed to the success of all learners, the division is striving to increase its high school graduation rate and recognizes the compelling link between strong starts and fast finishes. The hands-on approach of BCS will be an important alternative for students at-risk of academic disengagement for whatever reason. It will also be an attractive option for families desiring a different kind of instruction for their child. BCS thus serves RCS interests in three ways:

1) It will strengthen the division’s capability overall to increase student achievement.

2) As an incubator for new approaches, it will contribute to the division’s pursuit of instructional excellence via dissemination and modeling of innovative best practices to its sister division schools.

3) It will both attract (and retain) families as part of the division, ensuring more per-pupil funding stays with the division. (Presently a significant number of K – 5 RCS students attend school in the two neighboring divisions, or commute out of the county for private schools located 30 – 50 miles away; more than fifty others are registered as home-schooled).

Equally important, the charter school addresses very articulated community interest. This demand arose after the June 2010 closing of Effinger Elementary School, 80 students attended this “neighborhood” school at the time of its closing. Effinger Elementary was closed because of a RCS funding crisis, its students relocated to what is now the largest elementary school in the district, Central Elementary in Lexington. Central Elementary is located ten miles one-way from Effinger, and twenty or more one-way bus miles for some students; its enrollment is now near capacity.

Extensively renovated in 2005, Effinger Elementary served as a social hub of this rural community, as it—and its predecessors—had done for six generations. Its closing has been a blow to community life and many local residents continue to mourn its closure. Many would like to see a school return to the Collierstown area, not only for its direct role in educating local children (who opt to attend) but also for its indirect, but vital, role in promoting vibrant rural community life.

While understanding that BCS has a different mission than a neighborhood elementary, the Collierstown community continues to be very supportive of the public charter school because of its proposal to locate its program in the presently vacant facility formerly occupied by Effinger Elementary. Support for BCS, however, also comes from area residents who do not reside in the immediately vicinity of the proposed location. During year-long research and personal conversation, the founders found strong interest in the charter school among families and citizens throughout the division, and notably, in tuition-paying non-division families as well. These parties are typically most interested in the concept of alternative learning options for their children or area children, and are attracted by the place-based project-oriented approach afforded
by the school’s location in the former Effinger facility. Although BCS has not yet sought to recruit families for the school (due to the number of factors contingent to start-up), several division and non-division families have already indicated in non-binding writing their interest in this school for their children.

In summary, while providing alternative approaches to learning has been a long-time unmet need in the Rockbridge area, the impetus for action arose when Effinger Elementary closed and a uniquely suitable facility became available in a host community eager to support the public charter school’s success.

3. An explanation of why a public charter school is the appropriate vehicle to address the identified need.

The public charter school is an appropriate vehicle to address the above needs because:

1) The charter school model is more aligned with the parent/community-engagement mission of Buffalo Creek School, particularly in regard to governance,

2) The school needs the flexibility (and waivers) afforded by charter provisions to effectively implement its mission-supporting instructional model and curriculum.

3) The school needs a more flexible funding agreement with the division than afforded a traditional public school. Rockbridge County Schools has been clear to founders it cannot fund BCS at the same level as other elementary schools because of budget constraints. BCS, for its part, does not wish to operate in any way that adversely impacts the quality of programming at its sister schools. Thus, if it is to go forward, BCS must adopt highly efficient and innovative practices as well as creative but fair funding arrangements with RCS that make it more cost-effective to operate than its sister schools: Virginia charter law permits such flexibility.

VI. **Educational Program:** Describe the public charter school’s educational program. The following components must be addressed:

1. A synopsis of the public charter school’s educational program.

Buffalo Creek School (BCS) is a K – 5 public charter school operating within the Rockbridge County Schools (RCS) division. It is dedicated to the success of all learners through an educational approach emphasizing community, service, and innovation. The program supports the attainment of academic excellence and 21st century learning skills (such as problem-solving, leadership, and critical thinking) by integrating Virginia Standards of Learning with purposeful experiences in the real world, “where learning is living and living is learning.” This hands-on approach is rooted in already existing local practices and advanced through the school’s proposed affiliation with the nationally recognized school-design organization, Expeditionary Learning (www.elschools.org).

Buffalo Creek School is designed to support the success of a wide range of learners. Enrollment is offered without charge to RCS families across the division and to non-division tuition-paying families on a space-available basis. Enrollment is projected to be about eighty full-time and 12
part-time students after a three-year phase-in. Maximum enrollment will not be above about one hundred K – 5 full-time students.

The proposed location for Buffalo Creek School is the presently vacant facility formerly occupied by Effinger Elementary School, ten miles from Lexington, the county seat. The facility’s unique location in the Buffalo Creek watershed and the cultural and civic values of its host rural community have directly inspired and shaped the BCS mission and education program.

The intent of the BCS educational program is to help all learners develop the competencies and capabilities necessary to be successful in their own lives and in the life of their community (ies). BCS is committed to developing those competencies and capabilities throughout the foundational elementary years, thereby setting all its students on paths of individual and collective achievement and contribution.

Competency Goals
BCS has established five primary competency goals to structure its curriculum. The content required to meet the SOLs will be integrated into this curriculum. Students at BCS will acquire the following competencies:

1) The ability to effectively gather knowledge about the physical world, including natural laws, processes and systems, and the human world of culture, politics, economics, and history.

2) The ability to learn from and communicate about the world using the symbolic system of language.

3) The ability to learn from and communicate about the world using the symbolic system of mathematics.

4) The ability to use technology and the arts as means for increasing understanding and/or expression of the above.

5) The ability to foster one’s physical and mental well-being in order to participate in and benefit from a learning environment.

Capability Goals
In addition, BCS will move beyond the SOLs to develop 21st century learning skills. Its curriculum also develops the capabilities of mind, deed, and character needed to integrate competency knowledge and abilities into effective action in the world. Students will develop the following capabilities:

1) The ability to be adept in critical reasoning, creating thinking, and problem-solving.

2) The ability to be persistent, independent, responsible, and committed.

3) The ability to work collaboratively, and to both offer and support leadership.
4) The ability to value community, civic engagement, and service to others.

5) The ability to exhibit an affinity and ethic of care for the natural world.

Curriculum
Succinctly, BCS proposes a place-based, interdisciplinary, literacy-focused curriculum to meet the above goals, in service of its mission. While addressing SOL standards at every grade, this K–5 curriculum will have as special interest local cultural and natural communities, as investigated by students and teachers in a project-oriented, service-learning context. Not a haphazard collection of activities, this curriculum will have purpose and sequence throughout the grades. For certain elements of the education program, drills and other traditional approaches will have their place, but the foundation for BCS learning is our H.O.M.E. (Hands-On Meaningful Education) Curriculum, described in more detail in Section VI, question 2.

In designing this curriculum, BCS will partner with Expeditionary Learning (EL) and Boxerwood Education Association (BEA) and involve, as well, BCS teachers when hired. BEA, a local non-profit education provider, has been implementing hands-on environmental education in Rockbridge County for over 10 years and has developed a unique multi-grade pedagogical approach highly valued by all three local divisions.

EL, a national non-profit education designer, represents a professional network of schools that has been implementing an inquiry-based approach for over 17 years. It is well known for its extensive professional development support for schools adopting an EL approach to instruction, and for encouraging teacher collaboration and leadership. It works with both charter schools and traditional public schools and presently is partnering with several public elementary schools in Virginia. Five core components of ELS schools include the following (http://elschools.org):

1) Leadership and School Improvement:
   Strengthening leadership across the school in instruction, culture, and curriculum

2) Culture and Character:
   Building a school-wide culture of trust, respect, responsibility, and joy in achievement

3) Active Pedagogy:
   Infusing dynamic instructional practices that build skills and critical thinking.

4) Learning Expeditions:
   Addressing standards through project-based curriculum connecting to real-world needs.

5) Structures:
   Creating time for student and adult learning, collaboration, and focus on excellence.

In summary, the BCS curriculum reflects the school’s mission, philosophy, and overarching goals, and aligns with the Virginia SOQ. Its unique approach to student learning is further refined by the BCS articulation of core student competencies and capabilities. Development of this curriculum will be enhanced by the expertise of two long-term education partners.

BCS will meet or exceed pupil performance standards through its relationship with its LEA and its relationship with community volunteers. Based on charter law, the teachers will be highly qualified and receive the same benefits as their colleagues in the LEA. The local LEA will provide logistical and infrastructure support.

To meet the pupil performance goals reflected by the SOLs, BCS proposes to design and implement an investigative curriculum unique to BCS and hereafter referred to as the Hands-On Meaningful Education (HOME) curriculum. The HOME curriculum is organized around five essential “big questions.” These place-based questions are central to the experience of every young person orienting to life on planet Earth. They are:

1) Where am I? (in time and space: math, science, language arts, social studies, visual arts)

2) Who are my neighbors? (i.e. who lives here?: social studies, geography, natural history)

3) How does this place work? (environmental and core science, math, technology, social studies including economics)

4) How did we get here -- and where are we going? (social studies, science, language arts, math)

5) How can I help? (i.e. how can I contribute to the well-being of this place?: 21st century skills, physical fitness, service learning, civic responsibility, all disciplines)

These five HOME questions are deliberately general, capable of being applied to the backyard as well the global environment. Throughout their enrollment at BCS, students will explore these questions with ever more complexity in thematic units designed by their teachers. The basic blueprint for each grade level, however, will be designed by BCS during its planning year, in collaboration with its education partners, and in keeping with the Virginia Standards of Learning. As conceived, the thematic unit will advance students through grade-specific standards in math, language arts, science, and social studies, as further enhanced by appropriate use of technology and the arts. Thus, SOL content will be integrated throughout all aspects of the HOME curriculum.

3. A description of how the Virginia SOL and the corresponding SOL Curriculum Framework will be used as the foundation for curricula to be implemented for each grade or course in the public charter school. Include within the description how the goals and objectives of the curricula will meet or exceed the Virginia Standards of Learning (SOL), address student performance standards, relate to
state and federal assessment standards, and include measurable student outcomes (See [http://www.doe.virginia.gov/testing/index.shtml](http://www.doe.virginia.gov/testing/index.shtml) on the Department’s Web site for more information about the SOL).

A broad outline that answers this question has been provided in Section VI, 2. Below are more specific examples of how theme-based instruction will be used to cover SOL standards while also encompassing other goals set by BCS, its education partners, and by national organizations such as NSTA, NCTE, and NCTM. Examples of HOME-type lessons, developed by Boxerwood Nature Center, can also be found in Appendix C.

<table>
<thead>
<tr>
<th>Investigative Theme</th>
<th>SOL: Math</th>
<th>SOL: Language Arts</th>
<th>SOL: Science</th>
<th>SOL: Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where am I? (in time and space)</td>
<td>Grade 3: Map the classroom to scale; create metric markers between significant landmarks in the schoolyard (3.9, 3.10)</td>
<td>Grades K and 1: Read and discuss vocabulary related to watersheds (K.3, K.3, K.3, 1.1, 1.2, 1.3, 1.7)</td>
<td>Grade 4: Map the BCS watershed; create scale topo model; explore science concepts related to watershed (4.8)</td>
<td>Grade K: Map location of school and other elements of neighborhood (K.3, K.4, K.5)</td>
</tr>
<tr>
<td>Who are my neighbors? (i.e. who lives here?)</td>
<td>Grade 1: Collect data on population demographics (1.5, 1.6, 1.14, 1.15)</td>
<td>Grade 3: Read and write fictional stories related to native animals (3.3, 3.4, 3.5, 3.9, 3.11)</td>
<td>Grade 3: Create flora and fauna guide for Colliers Creek wetland communities (3.6)</td>
<td>Grade 3: Compare and contrast Mali with Rockbridge cultural communities (3.7, 3.8, 3.9)</td>
</tr>
<tr>
<td>How does this place work?</td>
<td>Grade 2: Estimate and measure geological features and processes in schoolyard using past and future days of week; read temperature (2.1, 2.3, 2.6, 2.7, 2.11, 2.13, 2.14)</td>
<td>Grade 4: Read and write nonfiction accounts of garden environments with a focus on life cycles (4.5, 4.6, 4.7, 4.8)</td>
<td>Grade 5: Explore weathering through addressing school yard erosion (5.7)</td>
<td>Grade 2: Explore use of money and consumer choice in BCS grocery store (2.7, 2.8)</td>
</tr>
<tr>
<td>How did we get here?</td>
<td>Grade 4: Graph relationships between food chain elements (4.2, 4.3, 4.4, 4.6, 4.13, 4.14)</td>
<td>Grade 2: Listen to and create oral stories of how local residents immigrated to BCS neighborhood (2.1, 2.2, 2.3)</td>
<td>Grade 3: Investigate role of decomposers, food chain, cycle of life (3.5, 3.6, 3.8, 3.9)</td>
<td>Grade 4: Describe American history through the lens of 19th century homes and daily life in Collierstown (VS.8, USL.9)</td>
</tr>
<tr>
<td>How can I help?</td>
<td>Grade 5: Keep records of inventory and sales in BCS store (5.4, 5.5, 5.6, 5.16)</td>
<td>Grade 5: Write persuasive essay to advocate for community needs (5.8, 5.9)</td>
<td>Grade K: Plant and maintain native species of plants for schoolyard habitat (K.6, K.7); Grade 5: Plant a pollinator garden (5.6)</td>
<td>Grade 2: Interview current day rescue squad heroes and create Venn diagram to compare with historical heroes (2.10 2.11)</td>
</tr>
</tbody>
</table>
4. A description of any assessments to be used to measure pupil progress towards achievement of the school's pupil performance standards, in addition to the SOL assessments prescribed by Section 22.1-253.13:3, in the Code of Virginia.

BCS will administer the SOL assessments prescribed by the SOQ on the same schedule as the LEA. In the classroom, BCS teachers will use a combination of formative and summative assessments to generate quarterly student progress reports that will document student achievement and progress toward meeting competency and capability goals. They will emphasize authentic, performance-based assessments rather than relying entirely on quizzes and tests. BCS will not employ a standard letter grading system but will use combination of performance measures and scale measures to indicate whether students are proficient on the competency skills that are required by the SOLs.

The system BCS will implement will be based on procedures developed by R. Marzano (2010) in Formative Assessment and Standards-based Grading. Therefore, students will be evaluated based on their mastery of standards, and progress reports will indicate whether students have met the standards, exceeded the standards, or still need assistance to meet the standards. Teachers will use a variety of assessment techniques; assessment measures chosen by BCS were influenced by those implemented by the only other Virginia public charter, Patrick Henry School of Science and Arts. PHSSA also employs a project-based approach to learning, and has found a number of assessment strategies to be effective. Thus, in addition to the types of assessments (quizzes, etc.) found in many classrooms, BCS will integrate the following elements into its assessment design. It will be further guided in development of these mechanisms in consultation with its proposed education partner, Expeditionary Learning.

Project-based Performance Assessments. BCS will develop a project-based assessment system that is individualized for students in order to differentiate for skill level and interest. This system will dovetail with the RTI system that BCS will employ and that is described in Section VI, question 10. Through BCS’s integrated curriculum, on-going measures of progress can be monitored through skill checklists and student-monitored progress systems. This system will provide a steady stream of assessment information for teachers, students, and parents.

Rubrics. In order for performance assessments to be valid and reliable a consistent system for evaluating performance must be adopted, so that teachers know how to evaluate fairly and meaningfully and students know what is expected of them. Therefore, BCS will create and employ rubrics to determine key learning goals for each project and to define individual goals in behavioral and/or attainment terms that can be measured.

Self-evaluation. Self-evaluation is a key component of metacognition, a skill shown to be strongly correlated with high achievement. Students will be given an opportunity to measure their own performance and reflect on whether they are meeting goals they have set for themselves. As much as possible, students will be encouraged to set progress markers that are intrinsically meaningful to them.

Portfolios. A key component of the BCS assessment systems will be the creation of a portfolio that will gather samples of student work throughout the year. Through a rubric/checklist system, students and teachers will evaluate students’ level of competency at different points in the year.
Portfolios also allow parents to see growth in student skills in a tangible way that is often more meaningful than a letter grade or percentage pass rate.

**Student self-tracking.** As part of BCS’s commitment to having empowered and independent learners, students will track their own progress towards their competency and capability goals. Students will include their self-tracking checklists in their portfolios and progress reports. Self-tracking has been shown through research to very effective for motivation and metacognitive skills.

5. A description of the public charter school assessment plan to obtain student performance data, which includes how the data will be used to monitor and improve achievement and how program effectiveness will be measured over a specified period of time. Also provide benchmark data on how student achievement will be measured and how these data will be established and documented in the first year of operation and how the data will be measured over each year of the term of the charter as approved by the local school board. The benchmark data should address targets for student improvement to be met in each year.

Details on student assessment and data gathering are provided in question 4, above. Progress markers will be collected quarterly, and other data will be collected and reviewed as follows:

**Project-based Performance Assessments.** Assessment will be ongoing as projects are finished. However, because project skills are correlated with SOL skills, mastery of particular skills can be readily determined at the end of the project.

**Self-evaluation.** Self-evaluation will be integrated into short and long-term projects.

**Portfolios and student self-tracking.** Portfolios will be compiled throughout the year and will be reviewed on a quarterly basis to determine areas that need improvement. At the end of the year, portfolios will be reviewed for a year-long evaluation that will have a checklist of all the capability and competence goals. Students’ self-tracking checklists will also be integrated into the final portfolios.

RTI and assessment go hand in hand, so as deficiencies are noted, new goals will be established and supplemental instruction provided as needed. Similarly for those students who are gifted, the level of challenge will be adjusted as mastery becomes apparent.

6. The timeline for achievement of pupil performance standards, in accordance with the Virginia SOL.

SOL testing will occur in May in accordance with the LEA schedule. The SOLs for each grade level will be woven into the overall curriculum of the school and will be assessed on an on-going basis through performance and more standard measures.
7. An explanation of the procedures for corrective actions needed in the event that pupil performance at the public charter school falls below the standards outlined in the Virginia Board of Education’s *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, (8 VAC 20-131-310).

Pass rates will be reviewed and those scores that do not meet the standard will be analyzed to determine areas of strength and weakness. New performance markers will be created in the project-based assessments, portfolio checklist, and rubrics to alleviate weaknesses in target SOL areas for either a whole group or for individual students. As stated above, the assessment system is an integral part of RTI, so plans for individual students will be adjusted if SOL scores and other assessment measure indicate areas that need remediation or enrichment.

8. Information regarding the minimum and maximum enrollment per grade as well as class size and structure for each grade served by the public charter school.

Buffalo Creek School plans a three year phased-in opening, beginning with K – 3 Year 1, adding Grade 4 for Year 2, and Grade 5 for Year 3, with maximum total school population of no more 120 full-time students, with target enrollment by Year 4 being 80 full-time students.

By instructional design, classroom(s) for K – Grade 1 will be mixed age, as will classroom(s) for Grade 2 – 3. As promoted by Expeditionary Learning, this arrangement provides more fluid grouping of children as they build basic skills in reading and math. As side benefit, the mixed aged classroom is also a more sustainable model for a small school such as BCS since it easily accommodates ebb and flow in student populations without compromise to instructional or financial integrity: if there are sufficient students (and funding) for two K – 1 classes, BCS will have two K – 1 classes and staff with two teachers. If not, BCS will have one K – 1 class and staff with one teacher. The same logic also applies for students in Grades 2 – 3. BCS has built its initial budget assumptions on one classroom for K-1, one for gr. 1-2, one for gr. 3, one for g. 4, and one for gr. 5.

**Combined K – 1 class size:** minimum number is 12; maximum is 24.
- K students = minimum pupil number is 5; maximum is 19.
- Grade 1 students = minimum number is 5; maximum is 19.
**Total number of K – 1 combined classroom:** minimum 1, maximum 2.

**Combined Grade 2-3 class size:** minimum number is 12; maximum is 24.
- Grade 2 class size = minimum number is 5; maximum is 19.
- Grade 3 class size = minimum number is 5; maximum is 19.
**Total number of Gr. 2-3 combined classrooms:** minimum 1, maximum 2.

Grades 4 and 5 will not be mixed age out of consideration from their more subject-oriented endeavors. These grades will also see an influx of additional students “nominated” for attendance at BCS by their zone (neighborhood) schools. Adding these new students to those already enrolled at BCS will ensure a sufficient number of pupils for maintain distinct classrooms in both Grades 4 and 5.
Grade 4 class size – minimum pupil number is 12; maximum is 25.  
Total number of Gr. 4 classrooms = 1 maximum

Grade 5 class size – minimum pupil number is 12; maximum is 25.  
Total number of Gr. 5 classrooms = 1 maximum

BCS will also accommodate a few part-time students on a space available basis throughout the grades. These students would retain their home-schooled status with the division, but by division requirement must enroll in two school classes or activities. BCS most likely will accommodate these students in its afternoon enrichment programs on a case-by-case basis. Notably, daily classroom enrollment including both full-time and any part-time students will not exceed the maximum number of pupils per classroom set forth above.

9. Information regarding the proposed calendar and daily schedule, including any plans to open prior to Labor Day and how and when a waiver to open early will be submitted by the local school board to the Virginia Board of Education, under § 22.1-79.1, of the Code of Virginia.

Because of complex rural transportation issues especially, BCS will follow the calendar of Rockbridge County Schools, the LEA. The LEA already has permission to begin before Labor Day and does so annually. Pending details of the transportation agreement, BCS may extend the calendar further in June if BCS deems the total hours of the school day too few to meet state, local, or BCS instructional requirements. These details will be negotiated as part of the charter agreement with the LEA and BCS will inform the Virginia Board of Education any change from the above.

Details of the daily schedule will also be worked out once BCS secures the services of its education partner, Expeditionary Learning—upon charter approval. Generally, BCS favors focused classroom work on core academic content in the morning, prior to lunch, with afternoon time allocated for content-related and supporting activities involving physical education, art, music, library, field-based expeditions, and other learning-lab related activities. As all classrooms are self-contained, it will be much easier for BCS to implement these achievement-focused scheduling priorities than larger schools. This format will also work well for incorporating part-time students as BCS can most easily accommodate this students in enrichment-type activities that are part of the afternoon program. In keeping with the practices of many EL schools, BCS will also design its weekly schedule so that one afternoon is set aside for school-wide staff professional development, with all students engaged in enrichment activities offered by community partners during that time.

10. A description of plans for identifying and serving: a) students with disabilities; b) English Language Learners (ELLs); c) academically at-risk students; and d) gifted and talented students. Such plans must include the extent of the involvement of the local school board in providing such services and must comply with state and federal laws and regulations.
BCS is committed to serving with excellence all students identified as needing specialized education provisions. BCS has reviewed related provisions of the Virginia Administrative Code, as well as those articulated in the Americans with Disabilities Act (ADA), the federal Individuals with Disabilities Education Improvement Act (IDEA), Section 504 of the federal Rehabilitation Act of 1973 and is prepared to comply with all relevant regulations. Further, BCS will follow all procedures for identifying and addressing the needs of such students as articulated in relevant sections of the RCS Policy Manual, including but not limited to those for “Students with Disabilities,” “Students Identified as Gifted and Talented,” and “Disadvantaged Students,” including English Language Learners.

Staff at BCS will collaborate with the RCS Director of Special Education in developing and implementing needed services, including but not limited to Individualized Educational Plans (IEPs). Further, if a BCS student with an IEP requires additional services beyond those provided by BCS, BCS will contract with RCS or potentially a third party for those services.

a) Students with Disabilities.

BCS is committed to the success of every exceptional learner. BCS recognizes that some BCS students will need additional support to achieve academic goals because of disabilities. BCS contends that educational strategies that are put in place for exceptional students will benefit all students.

By Virginia law, charter schools receive the share of state and federal resources allocated for students with disabilities and school personnel assigned to special education programs. However, charter schools have been criticized nationally for failing to serve students with disabilities adequately. BCS plans to have an aggressive screening system in place as part of a Response to Intervention (RTI) program and also plans to develop curriculum that is particularly designed to assist students with reading disabilities. Currently IDEA provides two ways to determine the presence of a learning disability, through verification of an aptitude-achievement discrepancy and through RTI. RTI has several advantages because it provides services before the child has failed extensively. There are a number of models for RTI and still a dearth of research on the most effective model; however, the three-tier model tends to be the one most frequently used (National Association of State Directors of Special Education, Inc., 2006; Renaissance Learning, Inc., 2009).

BCS will use a modified three-tier model for finding students who need academic interventions. In Virginia, a reading screening test created at the University of Virginia is used to monitor progress, the PALS test. PALS has proven to be a highly effective, easily-administered test, and does a good job of identifying students who are not progressing adequately. However, it does not provide extensive diagnostic information. In the three-tier model, students who are falling behind are given classroom intervention but no additional testing at the second tier. Those that fail to progress after the initial intervention are moved to the third tier where they receive more traditional psycho-educational testing. No research on RTI has indicated clearly the amount of time students should remain at each level and when they should return to a lower level when progress does begin to occur. Therefore, based on the experience of a number of BCS’s board members who have worked with special education populations, especially in the area of reading and math, BCS proposes to use psycho-educational screening at the tier two using portions of the KTEA II, the Kaufman Test of Achievement II. The KTEA II was designed specifically to
facilitate RTI and has a number of easily administered subtests that help identify weaknesses in processing skills related to reading and math. Early identification of problems with language fluency or visual spatial processing related to math acquisition is critical because current research shows that early intervention can literally rewire children’s brains (Shaywitz et al, 2007).

i. Learning Disabilities.
All students with language-based processing issues like dyslexia will receive direct instruction in phonology, phonemic awareness, the alphabetic principle, syllable patterns, rules for syllabication, orthography, morphology, syntax and semantics. Through balanced, multi-sensory, receptive and expressive practice, students will fully engage in learning written language as a code. Project-based, hands-on activities lend themselves to including students with learning disabilities because there are a number of ways that students can participate and learn that do not involve having strong academic skills. Students can problem solve and design systems in teams taking advantage of different team members’ strengths. In addition, hands-on learning helps students who struggle with math recognize mathematical concepts and relationships in action.

ii. Physical Disabilities.
Students with physical disabilities who have no cognitive impairment will be easily assimilated into BCS because its proposed facility was recently renovated to be ADA accessibility compliant. The academic, social, and physical environment of BCS is designed to include and support a wide spectrum of student learners.

iii. Emotional Disabilities.
IDEA 2004 has reconfirmed support for positive behavioral interventions and functional analysis of students with emotional disabilities. Positive behavioral supports meshes well with BCS’s overall philosophy because it focuses on anticipating and preventing unwanted behaviors, maintaining a positive and supporting environment. In addition, outdoor projects and hands-on projects allow for movement and talking in ways that are more conducive to positive behavior from students who struggle to control themselves when they are required to sit still for long stretches of time or when they experience frustrating activities above their skill level. BCS will also strive to establish strong parent-school connections because positive student behavior must be consistently encouraged and rewarded in both the school and home environment.

b) English Language Learners.
Demographics suggest there will be few ELL students to enroll in BCS. Nevertheless, the hands-on collaborative focus of BCS offers an excellent achievement pathway for emerging English speakers. Because of low numbers of ELL students, bi-lingual classes will not be practical; however, individualized tutoring in English will be provided using school and volunteer resources. A language plan based on testing provided by the LEA will be used to establish learning goals and assessment points. The LEA has benefited from affiliation with local universities who provide college students trained in ESOL who assist in elementary classrooms on a regular basis. These same students will be available to BCS through the affiliation of its board members with the local universities.
c) Academically At-Risk Students.
Students screened through the RTI process who are found to have gaps in knowledge or are otherwise behind but do respond to second tier interventions will continue to work on the second tier in small groups using appropriate reading or math instruction. BCS will have access to college student volunteers who can work with these types of students individually as well. Instruction will be provided that involves very systematic work on phonological awareness, phoneme awareness, letter-sound relationships and number sense. Curriculum based on Orton-Gillingham and Lindamood-Bell techniques will be utilized.

One of the strengths of theme-based instruction is that it is the most conducive to differentiation (Tomlinson, et al, 2008). For example, every student can be exploring forest biomes and contribute to classroom knowledge while at the same time be researching and presenting information at a different level and way than his fellow students. In addition, multi-age classrooms allow students to regroup by interest and skill level in a way that is very natural and authentic. BCS’s mastery approach also lends itself readily to differentiation for each student is monitoring his or her own progress on individual goals, with all working together to help each other achieve. The design of BCS’s curriculum inherently promotes differentiation.

d) Gifted and Talented Students.
The BCS project-focused curriculum can easily be differentiated for students needing additional challenge; as such, the program provides more opportunities than currently available in the other division schools for gifted students, particularly those who may be achieving below their potential for motivational reasons. In addition, mixed grade classrooms allow some students to move ahead without their acceleration seeming unusual or awkward. Washington and Lee University students are currently involved in a mentoring program for gifted students in the LEA. Because of our board’s affiliation with W&L, this program will be extended to BCS as well.

11. A description of the learning environment and scientifically research-based instructional strategies to be used at the public charter school to ensure student achievement.

BCS recognizes the learning environment as the foundation upon which academic achievement is built. For this reason, it has given considerable attention to maximizing and/or designing an environment that maximizes each student’s potential for learning. The design acknowledges the importance of four mutually reinforcing elements:

1) The instructional approach.
2) The cultural and natural surroundings.
3) The school and classroom environment.
4) The community context.

1) Instructional approach
As previously detailed, BCS proposes a place-based, interdisciplinary, literacy-focused curriculum in service of its mission. While addressing SOL standards at every grade, this K – 5 curriculum will have as special interest local cultural and natural communities, as investigated by
students and teachers in a project-oriented, service-learning context. The following section details unique but cohesive elements of this instructional approach:

\vspace{5mm}

\textit{a. Place-based.}

Research confirms that students stay motivated and engaged when learning about—and in—the places they know and love (Lieberman & Hoody, 1998). Place-based education is gaining prominence as an effective educational approach across the nation. Place-based education embodies an educational philosophy that encourages educators to link students to their local places—both natural environments and human communities—in order to learn fundamental concepts as well as to facilitate student and community well-being. As described by D. T Williams for The Rural School and Community Trust:

Place-based learning is rooted in what is local—the unique history, culture, environment, and economy of a particular place. The community provides a context for learning, student work focuses on community needs and interests, and community members serve as resources and partners in every aspect of teaching and learning. We have found that this local focus engages students academically, pairing real-world relevance with intellectual rigor, while promoting genuine citizenship and preparing people to live well wherever they choose. (Williams, 2003, p. 1).

Sobel (2004) echoes this definition and adds, “Community vitality and environmental quality are improved through the active engagement of local citizens, community organizations, and environmental resources in the life of the school” (p. 7). Finally, in a foundational review of place-based education, Woodhouse and Knapp (2000, p. 1) outline five characteristics of the approach, summarized as follows:

1) It emerges from the particular attributes of a place.
2) It is inherently multidisciplinary.
3) It is inherently experiential.
4) It is reflective of an educational philosophy that is broader than ‘learn to earn.’
5) It connects place with self and community. (p. 1).

Place-based educators do not advocate ignoring the goals of formal educational standards regarding content and skills, but rather using place as much as possible to teach this content and skill base.

As schools across the nation have discovered, learning about one’s home place naturally facilitates student investment and retention in learning. BCS endorses this curricular focus not only on the strength of research, but also on the strength of local experience. For the past ten years, all three local school divisions have engaged in hands-on field-based programs provided by Boxerwood Education Association in partnership with Washington and Lee University and other community partners. Teacher, administrators, and parents (as well as students) praise the programs for their many educational benefits including broadening learner experience, strengthening motivation, and boosting cooperative behavior and leadership, while also addressing key standards in science, language arts, and math. Clearly, place-based learning works for many Rockbridge area children and teachers: it is an appropriate framework for a
standards-based curriculum. BCS has designed its place-based program with care so that learners experience their journey through the curriculum as coherent and meaningful.

b. Interdisciplinary.
As much as possible, BCS will advance student competencies and capabilities through interdisciplinary learning. This approach will mimic the real world where individuals draw on disparate knowledge and skill sets to achieve a result or complete a project. While there are times when class time will be focused on developing specific knowledge or skill sets (e.g., multiplication drills), BCS teachers will strive to create contexts for incorporating reading and math across the curriculum, embedding these core literacies in projects linked to inquiries in science and social studies, and enhanced by connections to art and technology.

An interdisciplinary approach naturally lends itself to place-based learning, especially if the learning also involves related hands-on investigations and projects, as the BCS model does. This approach has also been found to be a highly effective approach for engaging learners and achieving high performance outcomes.

In acknowledgment of the many positive academic benefits of interdisciplinary learning—and its particular support for placed-based learning, the BCS curriculum will focus on delivering SOL content via multi-disciplinary thematic units or modules. The units will engage students in investigative and/or service-oriented projects of varying duration that will embed the content into a meaningful conceptual framework. These projects may last a few days, a few weeks, a few months, and/or weave in and out of school activities throughout the year as is deemed appropriate. BCS will provide significant opportunities to link its fine arts program with the thematic units, as well as using technology resourcefully and meaningfully to achieve unit goals.

c. Literacy-focused.
BCS places special emphasis on the core competencies of reading and math, as both are vital to academic achievement. Teachers will deliberately infuse all projects and investigations within all content areas with significant literacy-enhancing occasions and opportunities. BCS core literacy methods for the K-3 population will focus on the speech-to-print skill set, the significance of which is confirmed in Virginia’s revised K-2 oral language standards and research-validated through Lindamood Bell Learning Processes and Orton-Gillingham models (Snow, et al, 1998). Gr. 4 – 5 will focus on comprehension and study skill strategies. Students will bridge their oral language skills to the written English code and their math understanding to symbolic systems via the BCS systematic, multi-sensory curriculum.

d. Investigative.
Research underscores the value of inquiry-focused learning for student achievement (Audet & Jordan, 2005; Perkins, 1992). BCS will adopt an inquiry-based approach for many projects and activities, thus further developing student capability for reflective thinking, collaborative learning, and personal engagement. Teaching through inquiry supports our objective to develop 21st century learning skills in every student. Teachers will employ inquiry-based methods as part of project activities in every grade and content area, with special interest in STEM tie-ins. Further, these teachers and their students will pursue some of their investigations and projects each year as part of integrative HOME theme(s) particular to each grade. The specific investigative themes for each grade will be determined during the planning year, but each broad
inquiry-based theme will be linked to local cultural and natural communities, with emphasis on ecological literacy and stewardship. For more detail, refer to Section VI, question 3.

e. *Project-Oriented.*
The BCS instructional approach is grounded in appreciation and respect for diverse learning styles and multiple intelligences. As research and experience have shown, the most effective instructional method is one that invites multi-modal engagement with content material. For this reason and others, we have adopted project-based learning as the preferred delivery method of instruction (Perkins, 1992; Willingham, 2006).

Hands-on, project-based learning is interdisciplinary and multi-modal. Engaging students in sustained, complex group activities, is also the perfect vehicle for teaching and developing 21st century learning skills. When carefully designed, project-based learning also encourages students to master, apply, and/or extend classroom-acquired concepts to real-life situations: it makes learning meaningful and therefore motivating. Finally, to the extent projects connect students with the local community and vice versa, this instructional method further strengthens the all-important learning context.

Projects supporting the grade-specific over-arching investigative HOME themes (and sub-themes) will include gardening, recycling, water quality monitoring, habitat restoration, production of field guides, documentaries, meal preparation, art installations, bookmaking, data analyses of all types, as well as many activities related to operating a small community grocery store.

f. *Action-oriented (service learning).*
Students will apply their learning through action-oriented projects connected to service learning, which is a special kind of project-based learning and has been shown to promote achievement (Billig, 2004 and 2005). In this instructional method, students engage in projects that positively impact others and/or the broader community. As part of this educational process, the method prompts students to draw on content knowledge while also developing the type of planning, problem-solving, interpersonal, and reflective skills typical of 21st century learning. Service-learning is a natural tie-in for BCS with its emphasis on community engagement, civic action, and youth empowerment. As much as possible, teachers and the BCS education committee will develop projects with service-learning components.

2) *Physical and Cultural Surroundings*
The BCS physical and cultural surroundings itself offer excellent resources for the instructional approaches just detailed. For this reason, the BCS curriculum begins in the classroom but extends into community.

First, because of its focus on place-based learning, BCS puts special emphasis on maximizing the instructional potential of school and its campus. As part of the learning environment, therefore, the HOME curriculum will engage students in investigative and/or service projects grounded in their lived experience as students at BCS. Thus, school operations themselves will become potential “labs” for student learning. In support of SOL objectives, teachers will engage their students in inquiry-based activities related to on-site resource conservation (recycling, energy and water conservation), administrative data-gathering and sharing (e.g. graphing attendance
patterns), communications (writing for school newsletter), and other services (food preparation, simple maintenance duties, etc.). With thoughtful design, all these aspects of school life become occasions for advancing student competencies in core subjects, especially the key literacies of math and language arts.

BCS will also create and promote use of unique “learning labs” for grade-specific activities and lessons. On-site, these labs include a schoolyard vegetable garden area with compost collection, and a small separate-entrance community grocery store. Off-site, but just across the road, students will also access a riparian area and shallow creek, and the volunteer firehouse complex. Further down the road and a short bus ride away, students will also be able to pursue their studies and service at Lake Robertson, a small woodland lake with public access and ownership.

All these natural areas will provide many occasions for interdisciplinary learning and service. As part of the thematic units designed by teachers, students will develop their academic competencies and capabilities through projects such as developing a gardener’s calendar, creating BCS field guides for local flora and fauna, sharing water quality data online with other schools, designing, planting, and mapping a pollinator’s garden—all meaningful projects richly correlated to the BCS HOME curriculum.

Finally, BCS will turn to the host community as a place and purpose for study and service. The proposed location for BCS has been a center of community activity for six generations. This community, referred to as Collierstown, is actually spread across many agricultural miles, but its cultural center is the school and adjacent volunteer fire house. With the chartering of BCS, this “host area” once again will have a role to play in sharing its agricultural and rural life with students. The curriculum will be designed to link students to individuals and groups with members of the rural community and to learn from and with them, whether that be mapping the neighborhood, calculating the science and economics of apple butter making, devising and carrying out a advertising strategy for the non-profit community grocery store, or helping the local fire department chart its calls.

In sum, BCS intends to maximize the school’s physical and cultural surroundings in service of its unique instructional approach.

3) School and Classroom Environment

BCS school culture is intended to support, enhance, and amplify ways the type of collaborative learning facilitated by the BCS instructional approach. While BCS students will work toward developing individual mastery, they will also be guided to value their efforts in the context of collective actions. BCS will rely on the expertise of its education partner, Expeditionary Learning, to help create and implement mechanisms for establishing this type of positive learning environment in each classroom and throughout the school.

4) Community Context

BCS recognizes as central the role played by parents and the broader community in creating a positive learning environment. BCS will engage parents as partners in learning via a set of parental expectations that include participation in parent/teacher conferences and parental service hours. BCS will also reach out to the broader community through its service-learning pedagogy.
BCS will strive to create a school that is an asset to the community and vice-versa: a win-win collaboration.

If applicable, the following components should be addressed by the proposed public charter school:

12. If the public charter school plans to utilize virtual learning in its educational program, identify the virtual learning source, describe how virtual learning will be used and estimate how many students may participate.

At this point, Buffalo Creek School does not plan to utilize virtual learning in its educational program.

13. A general description of any alternative accreditation plans, in accordance with the Virginia Board of Education’s Regulations Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20-131-280), that the public charter school would request the local school board to submit to the Virginia Board of Education for approval.

Buffalo Creek School is not pursuing any alternative accreditation plans at this time.

14. A general description of any alternative accreditation plan for serving students with disabilities, in accordance with the Virginia Board of Education’s Regulations Governing Special Education Programs For Children With Disabilities in Virginia (8 VAC 20-80-40) that the public charter school would request the local school board to submit to the Virginia Board of Education for approval.

Buffalo Creek School is not pursuing any alternative accreditation plans at this time.

References for Section VI: Education Program


**VII. Enrollment Process:** Describe the enrollment process that is consistent with all federal and state laws and regulations and constitutional provisions prohibiting discrimination that are applicable to public schools and with any court-ordered desegregation plan in effect for the school division or, in the case of a regional public charter school, in effect for any of the relevant school divisions. (Section 22.1-212.6, *Code of Virginia*) The following components must be addressed:

1. A description of the lottery process to be used to determine the public charter school enrollment.
After a season of outreach, BCS will set an open enrollment period for eligible RCS students, with parents completing a one-page application. Should the number of students desiring to enroll exceed available slots per proposed grade/class, enrollment for that grade/class will be by unweighted lottery, as mandated for schools (such as BCS) that receive federal charter start-up funding. Exceptions to this lottery are limited to children of founders and/or siblings as provided by federal Charter School Program guidance; BCS anticipates a very low number of these exceptions.

BCS will develop its lottery in accordance with federal Charter School Program guidelines and in a manner similar to that adopted by Virginia’s only operating elementary charter, Patrick Henry School of Science and Arts in Richmond, whose procedures appear on its website (retrieved from http://www.patrickhenrycharter.org/apply_lottery.htm#exceptions). Briefly, a different number will be assigned for each application and written on same size squares of paper. All numbers for the same grade will be placed in a hopper and drawn one after another, until all squares are drawn and recorded in the order drawn. A neutral third party will draw the numbers, as witnessed by representatives of the BCS Board of Directors and a representative from RCS, one of whom will videotape the drawing. The same procedure will be followed for each grade level requiring a lottery.

Admission will be offered to applicants in the order of numerical selection, with waiting lists created based on the same initial order drawn. The complete order of numbers drawn per grade will be posted on the BCS website and displayed in the BCS school office, with those eligible for admission contacted by phone or writing within 48 hours of the lottery. Families have 7 days to accept offer of admission once informed; thereafter they will forfeit their place and offers will be extended to the next ranked applicants. The BCS admission process will be compliant with the federal NCLB Title V CSP Non-Regulatory Guidance, the Virginia Free Schools Law as applied to charter schools, and Virginia Code Section 22.1 – 3, and all applicable state laws, regulations, and constitutions regarding discrimination, including prohibition on the basis of disability, race, creed, color, gender, national origin, ancestry, or the need for exceptional education services.

The lottery described above is for full-time students deemed to reside in the RCS division. Should any slots remain open after all eligible RCS applicants who wish to enroll (including those on the waitlist) have done so by published deadline, BCS will then enroll non-division applicants. These applicants will be admitted on a space-available basis. If more non-RCS students desire to enroll than space available, the order of admission will be by the order of numbers drawn during a lottery for non-division students, conducted in the same manner as previously described for full-time non-division applicants, and taking place after the division lottery on the same day.

Finally, enrollment of part-time students will be accommodated on a space available basis per grade/class level, after enrollment of all full-time students. Part-time students are defined as those who retain their registration as home-schooled students, but desire some public school instruction. Part-time students must enroll in at least two classes or instructional activities. If the number of part-time students desiring enrollment exceeds space available, admission will be according to numerical order of names drawn during a separate lottery held for part-time students, first for division students then for non-division students. The part-time lottery will be
conducted in the same manner and on the same day as the lottery for full-time division and non-
division students.

2. A lottery process shall also be developed for the establishment of a waiting list for such students for whom space is unavailable.

As described above, waiting lists for each grade will be drawn up according to the order of numbers drawn from the hopper during the enrollment lottery. Students on the waiting list will be offered admission in the order of numbers drawn. There will be only one drawing, with numbers drawn first offered admission. Once all slots are filled per grade, the remainder of the applicants will automatically form the waiting list. The same process applies for full-time non-
division students and for part-time division students and then part-time non-division students. In sum, admission will be offered to these sets of eligible K – 5 students in the following order:

1. full-time students in the RCS division
2. full-time non-division students
3. part-time students registered as “home-schooled” students in the RCS division
4. part-time students registered as “home-schooled” students from other divisions

3. A description of a tailored admission policy that meets the specific mission or focus of the public charter school, if applicable.

As prescribed by federal law, BCS will follow the non-weighted lottery process described above as a recipient of federal charter start-up funds for Years 0 – 2. At the end of federal funding, BCS will then tailor its admission policy to further align with its particular mission, as permitted by state law. Starting Year 3 therefore, BCS will give first priority to three sets of students:

a. Students already exempted by federal directive for Years 0 – 2 (e.g. current students, siblings and children of BCS founders and employees),

b. Students specifically nominated to attend BCS from sister RCS elementary schools. These nominated students will be educationally “at-risk” gr. 3 and 4 (and rarely, gr. 5) students identified by teachers and nominated by administrators as particularly well-suitied for achieving their potential via the alternate education model of BCS. The families of these students will be invited to accept the nomination on behalf of their learner but may decline; enrollment at BCS will always be voluntary.

c. Students who reside within a given radius of BCS whose families prefer they be educated closer to their home community; again enrollment is opt-in; these families will always have the choice to continue to enroll their child in their designated RCS “zone” elementary, in this case, Central Elementary in Lexington. BCS and RCS will determine this radius as part of charter negotiations.

After these three student groups have enrolled, BCS will then administer an unweighted lottery to fill the remaining open slots at any or all grade levels, following the priorities and procedures detailed in Section VII (questions 1 - 2).
The tailored admission policy ensures that BCS meets its legal mandate (and mission) to serve at-risk students. As a school drawing heavily on local community resources and partnerships, it also ensures the host community remains fully engaged and supportive of the school and its success.

4. A timeline for when the lottery process will begin for the first academic year of enrollment and when parents will be notified of the outcome of the lottery process.

BCS does not anticipate needing to hold a lottery for the first academic year, but will be prepared nevertheless to conduct one during the first two weeks of May, if necessary, with notification of lottery outcome to parents within 48 hours. BCS will accept applications for gr. K – 3 throughout the spring season, with deadline no earlier than May 1.

5. A description of any enrollment-related policies and procedures that address special situations, such as the enrollment of siblings and children of faculty and founders and the enrollment of nonresident students, if applicable.

BCS will follow federal Charter School Program non-regulatory guidance when exempting certain students from enrollment-related policies and procedures. Specifically, BCS will directly admit siblings of students already admitted to or attending the charter school. It will also directly admit children of a charter school’s founders and children of on-site BCS employees, provided that “the number of students allowed under this exemption constitutes only a small percentage of the school’s total enrollment” (Section C-4 of the CSP guidance). For BCS, the total children in this founder/employee category is projected to be less than five.

BCS also welcomes enrollment of non-division full-time or part-time tuition-paying students. These students will be admitted after enrollment of their RCS counterparts, on a space-available basis. If needed, order of admission will be set by lottery, as detailed previously. Siblings of non-division students once enrolled (whether full-time or part-time), will be exempt from the lottery just as siblings of BCS division students are also exempt.

Part-time students will be admitted on a first-come, first-served basis as long as space is available in the grade and/or course they wish to enroll, with priority to division students; as non-division students, part-time non-division students will also pay tuition. Part-time students regardless of residence who are siblings of part-time or full-time BCS students will have absolute priority in enrollment, if possible, before other part-time students.

6. An explanation of how the applicant will ensure that, consistent with the public charter school’s mission and purpose, community outreach has been undertaken so that special populations are aware of the formation of the public charter school and that enrollment is open to all students residing in the school division where the public charter school is located or in school divisions participating in a regional charter school.
BCS takes a pro-active approach to encouraging community engagement with the proposed school. During summer 2011, BCS held public sessions in three different venues of the county in order to share basic information about Virginia chartering process, and the local public charter project. BCS will continue to share general information about the school through public information sessions in various venues (libraries, firehouses, etc.) throughout the Rockbridge area, as well as making presentations to specific audiences (church groups, civic groups, etc.) representing a cross-section of the population. By connecting with already engaged civic groups, BCS intends increase the likelihood of “viral” communications, thus disseminating information effectively. BCS will also distribute printed material widely in public venues: fliers, fact sheets, brochures. The planning committee is right now in the process of setting up a website, and an email list serve. Shortly BCS will also create a Facebook account.

BCS has also developed a more targeted strategy for families with BCS-eligible children. With anticipated cooperation from RCS, BCS will distribute printed material about BCS to every family with a child currently enrolled in RCS elementary schools. BCS will hold parent information sessions at each school, communicate through PTA newsletters, and advertise in the two local papers. There will be pre-enrollment open houses at BCS during spring 2012.

Finally, BCS recognizes some groups need additional, focused recruiting attention: the school plans to reach families of pre-schoolers via information distribution at the 17 pre-schools in the area; committee representatives will reach out to home-schooling families via social media and group presentations. Most importantly, BCS will mail letters to families whose children have been specifically identified by their current school as prime candidates for alternative education, providing translations of material, if needed. These letters will be followed up by phone calls as necessary. This will be a joint effort of BCS and the RCS division, as coordinated by BCS in consultation with RCS administrators.

In this way, all families in the RCS division will have been informed about the public charter option and all students throughout this division will be given equal opportunity to enroll.

7. A description of how the transfer of students to and from the public charter school will be accomplished.

The principal of BCS will be responsible for ensuring the timely and full transfer of records of students to and from the public charter school, and will coordinate and fulfill requests on the part of school divisions and/or parents/guardians to this end. The principal will be accountable to the BCS Board of Directors for doing so and will include provision of transfer requests as part of the monthly board report.

8. A description of how students seeking enrollment after the school year begins will be accommodated.

Such students, whether from the division or out of the division, will be admitted to BCS on a first-come, first-served, space available basis, per grade/class level.
VIII. **Economic Soundness:** Evidence that the plan for the public charter school is economically sound for both the public charter school and the school division or relevant school divisions. The following components should be addressed:

1. A description of the public charter school's financial plan, including financial controls and audit requirements in accordance with generally accepted accounting principles.

**Overview/The BCS Perspective**

The goal of BCS is to contribute positively and uniquely to the overall academic program of Rockbridge County Schools. By its existence, BCS will increase education options for students and their families, serve as a division-wide incubator for new teaching practices, strengthen community connections on behalf of RCS, highlight division innovations at the state-level, and attract additional revenue into the system through competitive awards.

Significantly, BCS is committed to making these positive contributions without adverse funding impact on programming at its sister schools. This commitment is particularly important in small, rural divisions such as RCS where the addition of another school could easily strain a division budget built in part on “level funding” from local sources. Indeed, division leaders have made it very clear to BCS since the outset of discussions that funding is the most significant challenge to approving a BCS charter. With this in mind, the developers of BCS have aimed to be as innovative, nimble, and cost efficient as possible without negative impact to its own education program or those of its sister schools. Preliminary budget projections suggest this goal is within reach, but final determination will depend on the exact funding agreement negotiated with RCS, which the division will only commit to as part of its official chartering process. With this constraint in mind, BCS offers the following financial plan:

For the first three years, Buffalo Creek School will supplement its per pupil funding agreement with RCS using a combination of its recently awarded 3-year federal start up monies and private funds (income and donations). Upon entering the fourth year of operation—and close or at full enrollment—the school is projected to become a wholly sustainable operation, with annual operational support, both material and in-kind, provided by Rockbridge County Schools, as supplemented by BCS fundraising efforts. BCS will continue annual fundraising initiatives; however, as a public school, BCS will not rely on grants to support annual instructional operations after the first three years: for educational integrity and continuity, BCS maintains these basic funds must come from public sources. By piloting an innovative educational approach, seeded by a mixed of public and private funds, and sustained by public financing, BCS will demonstrate a viable, sustainable model of operation for other small public charter schools in rural communities.

**Budget Process**

The BCS annual budget will assist in assuring the financial viability of the school in the following ways. First, it will provide a system whereby spending limits will be set based on the revenue BCS expects to generate each year. Based on these projected revenue flows and spending limits BCS will be able to more accurately set program priorities and allocate resources to those priorities. Second, the budget will provide a basis for comparing the actual results of the revenues that were generated and the expenditures that were made compared to the spending
limits that were set. Through such a comparison BCS will be able to analyze the source of the differences between set spending limits and resources that are available. This analysis will serve as the basis for decisions regarding how subsequent budgets will need to be adjusted so as to help BCS more effectively fund the priorities that have been set, using the revenues that are generated.

BCS will participate in an annual budget process for all aspects of school operation, instruction, program needs and obligations. The BCS Finance Committee will prepare the budget for each fiscal year, taking into account educational and organization priorities, anticipated revenue, and anticipated expenditures, as informed by other Board committees and school personnel. It shall share copies of the budget, proposals for cost reductions (if necessary), and proposals for cost increases (if necessary) with all Board members. At the Board meeting scheduled during or around March, the Board will discuss any proposals for cost reductions or increases that are reflected in the budget. After such discussion the Finance Committee will amend the draft budget so as to reflect the proposed changes. At its regular meeting closest to the end of the fiscal year (June 30) the Board will vote to accept or reject the budget. If the budget is rejected, the Finance Committee will be directed to amend the budget for changes and discussion will continue until such time as consensus is reached and the budget is amended as directed by the Board.

Budget Review
Once the budget has been set for the fiscal year it will be included in the accounting system of Buffalo Creek School. The Finance Committee will conduct a monthly review of the actual results of operations compared to budgeted amounts. This comparison will be based on the monthly financial statements that are prepared. The financial statements and budget variances (including detailed explanations for such variances) will be reviewed by the Board. The board shall revise the budget to fund additional services or make allowances for other unbudgeted revenues or expenses as need arises and finances allow.

Financial Reports Policy
The BCS Principal will provide the Finance Committee with documentation of all disbursements in the amount of $2,000 or more for review on a quarterly basis. In turn, BCS will send financial reports to the RCS Board on a quarterly basis, in a mutually agreed upon format. These reports will also be consolidated and submitted to the Rockbridge County School Board annually.

Buffalo Creek School will have its financial statements audited annually by an independent auditor. The Board will participate in and ultimately approve of the selection of the auditor and subsequently will review and approve the auditor’s report, management letter, and IRS Form. The BCS Board will share a copy of the audited statement with the Rockbridge County School Board and make available upon request to any member of the public.

Financial Controls
The school will maintain the strong financial controls, deriving its policies and procedures from those modeled by Patrick Henry School for Science and the Arts, as adapted with permission for local needs. BCS will adhere to RCS procurement policies. It will follow standard policies and procedures for a 501 (c) 3 non-profit administration that will ensure compliance with federal
regulatory requirements and provide clear accountability for funds obtained from donors and the operation of the BCS store.

**Capital Expenditures Policy**

BCS will define a capital expense as the purchase of any individual asset or class of assets that will have an expected “useful life” of more than one year and a cost of $10,000 or more. BCS will include requests for all capital purchases, whether new or replacement, in the normal budgetary process and include them in the annual budget.

When purchasing any capital acquisition with an estimated value of $25,000 or more BCS will solicit competitive bidding or comparative pricing from at least three vendors (whenever possible). BCS will also revisit, through competitive bidding or comparative pricing, the purchase of regular, non-capital purchases such as materials, supplies, services and insurance. The goal will be to rely on local suppliers whenever possible.

All capital expenditures will be made based on an official purchase order. If the purchase order exceeds $10,000 the Board President and a second representative appointed by the Board must co-sign the order. The BCS Finance Committee must approve the purchase or sale or any capital asset that is valued up to $25,000. If the value of the capital asset is more than $25,000 its purchase or sale must be approved by the full Board. If the capital expenditure involves the purchase or sale of real estate it must be approved by the full Board.

BCS will maintain a “fixed asset inventory” that will include all computers, printers, and other office equipment, to be fully insured as division assets.

If BCS makes a purchase using state or locally budgeted funds, the purchasing policies and procedures used by the RCS (as stated in its Policy Manual), in accordance with the *Virginia Conflict of Interest Act* and the *Virginia Public Procurement Act* will be followed.

**Check-Signing/ Cash Disbursements/Reimbursements**

The board president, treasurer, and school principal/director are authorized to sign checks. One signature is required on checks up to $2,000 and two signatures above that amount. Check signers must review valid request documentation like invoices, purchase orders, or receipts.

BCS members or employers will not be issued a BCS corporate credit card. Instead, employees and others shall follow the school’s expense reimbursement policy. Under this policy teachers will be given a discretionary classroom budget to start the year. Each teacher will submit spending requests to the school’s administrator who will authorize disbursement from the classroom budget. If an employee makes an out-of-pocket purchase that does not exceed the classroom budget such an expense will be reimbursed upon submission of a receipt for the purchase. If the purchase will cause the employee to exceed his or her annual budget the purchase will be reviewed and reimbursement of the full or partial amount (up to the amount remaining in the employee’s budget) will be made following administrative approval. BCS shall reimburse personal expenditures within 30 days of receipt of such a request.

2. A start-up and three-year budgets with clearly stated assumptions and information regarding projected revenues and expenditures.
BCS has identified three stages of project implementation, each with its own budget emphases and funding strategies. Appendix D contains detailed schedules for each budget phase, with line by line explanations as needed and other relevant information. Also in the Appendix is a projection of student enrollment over the first four years, as linked to revenue. The section below offers a narrative overview of these three phases, followed by an explanation of key elements in the budget calculations.

**Year 0: Start-Up (Planning)**
During this phase, the main expense-related activities will be completing legal negotiations with our division, securing a facility, setting up an accounting system, securing EL as an educational partner, advertising and marketing the school, hiring a project director/principal, and securing the necessary supplies, materials, and equipment for Year 1.

These and related costs must be borne without major sources of per pupil revenue available starting Year 1. Without significant resources at this point, BCS will rely on 3-year charter start-up funds recently awarded to BCS from the Charter School Program (CSP) an office of the U.S. Department of Education. The total award of $460,000 carries some restrictions and is allocated across three years, using the federal Oct. 1 fiscal year as start-date. BCS originally requested about $150,000 for Year 0, but CSP re-assigned all but $60,000 of that request to Year 1 because the school had yet to receive charter approval from its authorizing entity. BCS has been assured, however, that should the charter be approved and the school open as planned in Fall 2012, CPS will permit early release of some Year 1 funds to cover opening expenses during Summer 2012.

**Years 1 & 2: Phase-In**
During the phase-in years, the main expense-related activities will be personnel, operations, materials and supplies, educational contracts (EL), and transportation.

As to be expected, these expenses will outpace the revenue solely provided by the per pupil funding formula negotiated with the division, since the school will not yet be at full capacity. Therefore, the BCS budget needs of Year 1 and 2 will rely on a combination of revenue streams.

During these first two phase-in years, the start-up CSP funding from the U.S. Department of Education will cover all start-up related costs and the EL contract, with some continued transitional assistance for operations. The second revenue stream, the ADM per pupil funding formula, as agreed upon with the division, will be applied to all other categories especially personnel and transportation. Our third revenue stream (private funds) will also be applied to these two categories, and elsewhere as needed.

All three revenue streams will be necessary to meet projected operational costs. As the two major sources are both fixed projections, and the third has been conservatively estimated, BCS is confident the combined resources of these funding streams will ensure a healthy launch for BCS in line with its mission and educational objectives.

**Year 3: All Grades Enrollment**
By Year 3, BCS will have enrolled students throughout the grade continuum K – 5, and significantly, the CSP grant will have ended. Year 3 will be a transition, therefore, from start-up
to institutional sustainability and likely the most financially vulnerable year. Although BCS does not project full target enrollment until Year 4, the Year 3 enrollment levels (and concomitant per pupil funding) will be sufficient to ensure ongoing sustainability of the BCS educational enterprise, with key elements in the budget supported as needed by the BCS third revenue stream (private funds).

Year 4: Sustainability
Starting Year 4, private funds (from donations, contracts, the BCS Store) will no longer be designated for operations (the role of per pupil funding) but for secondary priorities including purchase of the ongoing EL contract, discretionary spending, and educational enrichment. This commitment ensures that the long-term well-being of BCS relies not on the vagaries of fundraising but instead on a fair and sustainable level of annual per pupil public funding.

Special Budget Considerations
All budgets (Appendix D) have been developed conservatively, as further explicated below.

1. Revenue
   a. Per Pupil Funding
      RCS has maintained from the beginning that BCS cannot build its budget on the expectation of receiving full funding from state, federal, and local sources. This budget therefore excludes any direct payments from the locality. For complex reasons, it is also unlikely the division will be able or willing to share funding for certain subsets of students, namely those already attending another division school and who wish to transfer enrollment to BCS. For this reason, BCS has calculated total per pupil funding based on the projected enrollment of different subsets of enrolled students. For additional discussion, please refer to Section VIII, question 5. For details about student subsets, refer to Appendix D.

   b. Tuition
      By law and mission, BCS as a public charter will never charge tuition for any full or part-time student deemed to reside in its host division, Rockbridge County Schools. However, following division precedent, students deemed not to reside within the division and wishing to enroll at BCS (a RCS division school) will be expected to pay annual tuition should space be available for their admission.

      Currently, RCS charges non-division students enrolled in division schools $200 per year. Non-division students enrolling at BCS will pay this amount of tuition to the division, as well as an additional amount of tuition to Buffalo Creek School, Inc. (Both payments will ultimately revert to BCS). The amount of this secondary tuition will be revisited annually by the BCS Board, with the goal being general parity between what it costs for a non-division student to attend BCS with what it costs a RCS student to attend Lexington City Schools, a neighboring division. For school year 2011-12, that LCS figure is $1300 for a family’s first enrolled non-division child, and $1100 for any additional enrolled non-division children. For the purposes of this budget, the non-division additional tuition to BCS is calculated at $1000 per child, for a total tuition payment of $1200 per non-division student wishing to enroll at BCS.

      BCS regrettably needs to charge this additional non-division tuition to help cover the budget gap created by adherence to a “no local funds” policy advocated by RCS. Non-division students who
establish financial need, however, will not be denied admission. BCS will award full or partial scholarships for enrolled non-division students who could not otherwise afford to attend, based on the same criteria used to determine eligibility for free or reduced lunch.

c. In-Kind RCS Provisions

BCS proposes to contract with RCS for a number of services, some of which will be provided in-kind, and others of which, as mutually negotiated, will be provided to BCS by the division on a vendor basis. BCS anticipates the division will extend in-kind services in instances where including BCS in the provision of these services will have little or no adverse impact on the overall RCS operating budget. Such services may include a significant proportion of student transportation, payroll administration, human resources, insurance provisions, division-sponsored professional development, technology and IT support, and other special services. Details of these arrangements will be worked out in post-award charter negotiations as the division has been reluctant to do so in advance of charter approval.

On a side note, both parties are aware the provision of RCS in-kind services are offset somewhat by a $20,000 increase each year in funds the division receives for technology. The division will receive this additional payment because BCS by its existence will increase the number of schools operating in the division, the government calculation for the award.

d. Store Income

In an innovative project, BCS proposes to operate a small non-profit community grocery store on school grounds. The store would support and enhance the educational program by serving as one of the school’s real-life “learning labs.” It would address a community need (no nearby grocery store for this rural community). And it would provide steady income for school operations. As pioneered in rural communities in Great Britain, the model relies on volunteer staffing, with all proceeds over costs donated to charity, in this case, BCS, Inc.

Because of its links to curriculum, BCS proposes to organize this initiative as part of its operations; however, if regulations prohibit doing so, BCS is prepared to “outsource” ownership of the store to an existing non-profit like the Effinger Rutians. In either case, surplus from the store would be directed to BCS. The proposed facility is ideally suited for such a store as the identified space is self-contained with a separate exterior entrance and parking area. Store volunteers would be parents and community members. Neither expenses nor gross income for store operations are included in the BCS budget since it has not yet been determined which organizational entity will be responsible for operating the store on behalf of BCS. Projected net income from the store, however, is included.

2. Expenditures
   a. Personnel and Benefits

The staff and administrative salaries and benefits reflected in the BCS budget are derived from the RCS budget, with the intention of maintaining approximate parity between BCS and RCS salaries and benefits. Salaries and benefits for administration and staff that transfer from other schools into the BCS system would be covered as an in-kind contribution by RCS while those of administrators and staff that represent additional hires by BCS would be paid for by BCS funds. BCS and RCS share a preference for transferring from within the division if possible, with the goal of no additional hires. BCS, however, will likely hire an administrator.
b. Operations
BCS anticipates a cost-sharing agreement with RCS related to facility use. See Section VIII, question 5 for more detail.

c. Food Service
Due to economies of scale in its start-up years, BCS will not operate a hot lunch program until enrollment and participation is such that Food Service can be self-sustaining. For this reason, no figures are entered for Food Service at this time. For the foreseeable future, students will be requested to bring their own packed lunches. BCS recognizes this may be a financial hardship for some families and is prepared to contract with RCS for provision of “free and reduced lunches” for eligible students, with meals daily transported by BCS volunteers, if necessary, from a RCS kitchen in Lexington. The proposed BCS facility, incidentally, does have a complete institutional kitchen and cafeteria.

d. Charter Start-Up Expenditures
The budget reflects a number of expenses related to charter operations themselves and/or one-time start-up costs. With the major exception of the 5-year contract with Expeditionary Learning and the annual requirement for audit, many of these costs will end, or decrease by Year 3.

3. A start-up and three-year cash flow projections with clearly stated assumptions and indications of short- and long-term sources of revenue.

Start-Up (School Year 2011-12)
Until June 30, 2012, revenue for Year 0 will be from federal monies (the CSP awarded grant) and private fundraising. BCS will not have its first budget conversation with CSP until October 25, 2011, but it is the school’s understanding that 1) funds for Year 0 will not be available at all until charter approval from the LEA, 2) funds for Year 0 will be released on a reimbursement system, and 3) if warranted, CSP may grant early release of funds CSP had re-allocated to Year 1 (start of federal year) if these additional funds will be needed prior to an August 2012 BCS opening.

As for private monies, BCS is in the process of preparing a 501 (c)(3) application with the IRS and will solicit donations upon approval of its status. BCS has already identified several donors and anticipates good success reaching or exceeding its fundraising goal set for Year 0. BCS anticipates gathering these funds within the next six months, no later than the spring. BCS notes it will be necessary to have some of these funds in hand prior to initiating the reimbursement system with CSP. BCS intends to keep expenses very low until that time. During Year 0, BCS also will pursue additional mid-range funding via additional grant applications and explore the feasibility of ensuring long-range income through the establishment of a BCS Endowment.

Years 1 & 2 (School Year 2012-13 and 2013-14)
BCS will experience greater draw on its resources in these years than in the planning year. Summers (July 1 on) will see purchasing and contract activity. The school academic year will see monthly drawdowns for personnel and operations especially. The CSP funds will support the summer activity primarily as well as some school year needs, excluding instructional
personnel. BCS has not yet been informed whether the school will be in a “block payment” or reimbursement system with CSP for Years 1 and 2. Revenue from state per pupil funding (via the division) will support a significant portion of the academic year expenditures. BCS anticipates these monies will become available for use by BCS at the same time and in the same manner as they become available to the RCS division, who will in turn share them with its public charter as contracted. Private fundraising will be applied where most needed and will flow in and out throughout the year.

Year 3 (School Year 2014-15)
By budget design, BCS will be transitioning to sustainability (Year 4) during the third year. CSP funding ends Sept. 30, 2014. To assist the transition, BCS expects to reserve and encumber some Year 3 funds in BCS FY 2014 (start July 1), to help cover some charter expenses will borne by BCS during this year (e.g. the EL contract). With most other start-up needs now met, BCS will rely on two main sources of funding for school operations this year and those to follow. Most importantly, ADM per pupil funding, at a level mutually agreed upon with the division, will support basic operations in the same time and manner as described above. Privately raised BCS funds, carried over from Year 2, and additionally buttressed during Year 3, will also support operations as needed this year. Starting Year 4, such funds will only supplement—but not supplant—BCS instructional and operational expenses. These annual public education expenses will be funded at a sustainable level using pupil ADM funding.

4. A description of anticipated fundraising contributions, if applicable.

In addition to annual public funds received as a result of its negotiation with its division, BCS will pursue additional funding from a variety of sources. In the short-term (the three start-up years), these additional funds may be used to supplement public funds for operating expenses. Essential operational costs, by BCS commitment, must be completely borne by public ADM funds after the start-up years to ensure long-term institutional stability and sustainability. After the first three school years therefore, monies raised from fundraising are intended to enhance—but not underwrite—basic operations.

BCS has adopted a varied funding strategy. These income streams may include net surpluses from BCS-sponsored enterprises such as the BCS Store (previously described, Section VIII, question 2) and special contracts or rentals (e.g. space for a non-BCS affiliated pre-school). They also include direct fundraising events and solicitations. Finally, pending commitments from one or more large donors, we will establish an endowment whose annual return, while modest, will contribute to the long-term sustainability of BCS. Like any school, we will also pursue grants for special initiatives; however—barring special grant stipulations—we will not rely on grants to support annual operations after the first three academic years.

Following is an incomplete list of identified funding sources, and likely areas of support. The BCS Finance Committee will be expanding this list in months to come and BCS will solicit support according to an agreed upon set of priorities and long-range timetable.

- Grants from public entities and private organizations and foundations
  - USED – Charter Schools Program, $460,000 over three years, awarded 10/1/11
  - USDA – store equipment
- Chesapeake Bay Restoration Fund – education program
- Dominion Power – education program
- Virginia Endowment for the Environment – education program
- Washington and Lee Community Grants Program - operations
- Effinger Ruritan – operations
- Lexington Sunrise Rotary – operations
- Lowe’s - garden

- Private donations, both personal and corporate – where needed
- Revenue from school-based local fundraising – where needed
  - fruit sales, annual auction, etc.
- Revenue from Buffalo Creek Store – where needed

5. A description of the funding agreement that the public charter school intends to have with the local education agency, including information regarding anticipated local, state, and federal per-pupil-amounts to be received and any information pertaining to the maintenance of facilities.

By state law, all full-time and part-time students enrolled at BCS shall be included in the average daily membership of Rockbridge County Schools and shall be reported in fall membership for purposes of calculating the state and local shares required to fund the Standards of Quality. (Section 22.1-212.14, Code of Virginia). State law is silent, however, on the proportion of funds any division shall share with its public charter. BCS anticipates working out the details of the funding agreement with its division during the charter negotiating process as the division has been reluctant to do so in advance of a charter award. Nevertheless, informative conversations with the division suggest to us the following considerations:

**Local vs. State/Federal Share**

Owing to a weak economy and a complex recent history between the Rockbridge County School board and its local funder, the Rockbridge County Board of Supervisors, it is likely (in the present climate) that the division will be inclined to re-allocate little if any local funds received from the Board of Supervisors toward the public charter initiative. BCS, of course, would rather this be otherwise. However, BCS committed to operating a public charter whose funding in no significant way adversely impacts its sister division schools; at this point, many contend that redirecting a portion of the “set” level-funding Supervisor award to BCS could indeed have that result. Therefore, in recognition of the current funding climate, we have built our budget on the assumption of very minimal local funding, relying instead on state, federal, and private sources, at least for the start-up years.

**Per Pupil Funding**

The RCS division does not allocate funds to its schools on a strictly per pupil expenditure basis, although by law it does annually disclose an average per pupil expenditure. For purposes of a funding agreement, however, BCS proposes to use a percentage of the total per pupil expenditure as basis for negotiation and contract. BCS proposes that at least 100% of this state/federal per pupil expenditure be allocated annually to students enrolled at BCS.

For the 2011-12 School Year, this amount (including state funds, sales and use tax, and federal funds) is equal to 48% of the total per pupil expenditure, or $4,919 out of $10,171 total. For ease
of calculation, we propose to set BCS per pupil funding at minimum of 50% of actual BCS student ADM each year ($5,086 for FY 2012). Further, we propose BCS and the division review this rate annually, and, when economically feasible, increase the funding percentage to a mutually agreeable level, with maximum ceiling being 80% of student ADM, the average proportion allotted to public charter schools across the nation.

**Unique BCS Contributions**

BCS aspires to contribute to the overall pursuit of academic excellence across RCS division. For this reason, BCS is eager to demonstrate to the division its own capacity as a public charter for enhancing division revenue and for providing in-kind services and reciprocities that support and enrich the division’s educational program without additional expense to the division.

First, BCS anticipates boosting the division’s overall ADM count, to the extent its educational model brings full-time RCS students back into the division, attracts full-time non-division students into the division, and recruits part-time division and non-division students alike into its educational programs. Second, BCS will increase by $20,000 annually the amount of technology funding appropriated to RCS by virtue of increasing the total number of schools within the division. Third, as an innovative and exemplary model of public education, BCS will attract additional interest and support for the division overall. To this end, BCS will prepare and submit grant proposals that where possible, will benefit both the public charter and its sister schools and/or the division overall. Finally, as an incubator/lab for educational excellence, BCS will share promising best practices to other schools within the division through a variety of mechanisms; this includes inviting non-BCS teachers to participate, where feasible, in BCS-sponsored professional development activities. These professional development opportunities would be paid for by BCS and provided at no cost to the division overall or to participating RCS teachers. In all these ways, BCS will aim to be a unique and valued jewel in the crown of Rockbridge County Schools.

**Facility Maintenance**

Although the proposed facility ceased operation as a school in June 2010, the RCS division continues to maintain the building, which underwent an extensive renovation in 2005. During 2011-12, the expenses related to “mothballing” are anticipated to be approximately $30,000. As having previously been communicated to the division, BCS is prepared to annually compensate the RCS division for maintenance expenses above the mothballing amount. The details of this arrangement will be worked out as part of the post-award charter negotiation as the division has been reluctant to do so in advance of charter approval.

IX. **Displacement:** Describe the plan for the displacement of pupils, teachers, and other employees who will not attend or be employed in the public charter school, in instances of the conversion of an existing public school to a public charter school, and for the placement of public charter school pupils, teachers, and employees upon termination or revocation of the charter. ([Section 22.1-212.12, Code of Virginia](https://www.vmso.gov/statutes_html/22.1-212.12)) The following components must be addressed:

1. Identification of a member of the school’s leadership who will serve as a single point of contact for all activities that may need to take place in order for the school to close, including but not limited to the transfer of students to another
school, the management of student records, and the settlement of financial obligations.

The principal of Buffalo Creek School, in coordination with the President of the BCS Board of Directors will serve as the single point of contact for all activities related to school closure. Displacement activities related to a conversion of an existing public charter do not apply to BCS because it is not replacing an existing RCS public school.

2. A notification process to parents/guardians of students attending the school and teachers and administrators of the closure date.

In the unlikely event of charter revocation/school closure, the President of the BCS Board of Directors will notify in writing parents/guardians of BCS students as well as BCS teachers, administrators, and staff of BCS about the status change. The written notification will occur within 7 days after either the local Rockbridge County School Board votes to revoke the BCS charter and sets a closure date or the BCS votes to voluntarily surrender its charter and operation and sets a closure date.

3. A notification process to parents/guardians of students attending the public charter school of alternative public school placements within a set time period from the date that the closure is announced.

RCS division students attending BCS will resume their education in the RCS school for which they are zoned by residence. Non-division tuition-paying students will be offered re-assignment to another RCS school of their choice on a space-available basis, or they may return to their home division to continue their education. Parents/guardians of BCS students will be informed in writing of these options within 14 days of when the date for closure is announced.

4. Provisions for ensuring that student records are provided to the parent/guardian or another school identified by the parent or guardian within a set time period. If the student transfers to another school division, provisions for the transfer of the student’s record to the school division to which the student transfers shall be made upon the request of that school division. (Section 22.1-289, Code of Virginia).

The BCS principal will be responsible for ensuring the full and timely transfer of student records to their newly re-assigned RCS school. The principal will also be responsible for ensuring the full and timely transfer of records for students leaving the division, upon request of their new division. Parents/guardians withdrawing their children from public school as a result of BCS closure will also receive complete student records, upon request. Records will be transferred to other RCS schools, to other school divisions, or to parents within 5 business days of request.

5. Notification to the local school board of a list of all students in the school and the names of the schools to which these students will transfer.

The President of the BCS Board of Directors will provide in writing to the Rockbridge County School Board a list of all students attending BCS at the time the date of closure was announced,
and the names of the schools to which these students will transfer. This list will be provided to
the School Board as soon as possible and no later than 30 days after the date of closure is
announced.

6. A placement plan for school employees that details the level of assistance to be
provided within a set period of time from the date of closure. For teachers and
administrators, the level of assistance should address finding employment within
the school division where the public charter school is located or other public
school divisions.

BCS does not anticipate hiring any full-time support staff and therefore does not anticipate
providing any level of assistance for part-time employees beyond their contracted provisions.
Teachers and administrators of BCS, as employees of Rockbridge County Schools, will be re-
assigned by RCS division administrators to positions within the system.

7. A close-out plan related to financial obligations and audits, the termination of
contracts and leases, and the sale and disposition of assets within a set period of
time from the date of closure. The plan shall include the disposition of the
school’s records and financial accounts upon closure.

Should the BCS charter agreement either be surrendered or rescinded before its proposed five-
year term, the BCS Board of Directors will ensure timely execution of all obligations and
responsibilities in a plan jointly agreed upon during post-award charter negotiations with the
RCS division.

As part of this plan, BCS recognizes the necessity for a final audit, the successful legal
termination of all contracts and leases, and the sale and/or disposition of assets within a set
period of time from date of closure. Details of the close-out plan will be worked with the division
upon award of charter as the division is disinclined to do so prior to such an award. It is BCS
understanding, however, that as a division school, all remaining BCS assets will be returned to
Rockbridge County Schools for use, re-allocation, return, or disposal, as the division sees fit, and
in accordance with all applicable laws and all division policies and procedures. Further, all
unspent private monies and donations will be disbursed according to donor wishes (where
applicable) and whether such funds were restricted or unrestricted, with the Rockbridge County
Schools Foundation being the preferred and default recipient.

As a division school, BCS will return all school records and financial accounts to Rockbridge
County Schools in the event of closure. The exact timetable and mechanisms for doing so will
be worked out during post-award charter negotiations with the division.

X. **Management and Operation:** Describe the management and operation of the public
charter school, including the nature and extent of parental, professional educator, and
community involvement in the management and operation of the public charter
school. (Section 22.1-212.7, Code of Virginia) The following components must be
addressed:
1. A description of the functions, roles, and duties of the management committee as defined in Section 22.1-212.6 of the Code of Virginia and its proposed composition and bylaws.

Board of Directors
Management for BCS is carried out by well-structured and well-trained leadership team executing clearly defined responsibilities aligned with project-driven priorities and timelines. As stated by BCS Objective 4, the goal is to manage our operations in such a way that the charter achieves long-term sustainability.

In accordance with the Code of Virginia, Buffalo Creek School as a public charter will be guided by a management board comprised of community members, parents, and charter staff. During Year 0, the original founding board will serve as the management team. Upon access to CSP awarded funding, the board will be advised and assisted in its work with help from a contracted project grant director and the BCS charter start-up partner, Expeditionary Learning. The highly skilled seven members of this incorporated non-profit founding board will execute activities unique to the planning year. In addition to overseeing the usual fiduciary responsibilities of a non-profit board of directors, this founding board will take responsibility—with the assistance of its legal representative—for a number of key tasks articulated in the planning time-line, including entering into contracts with the LEA, EL, and hiring a project director and principal. Until the formation of standing board committees in spring 2012, the directors as assisted by their contracted partners and professional pro-bono advisers will also take the lead in designing educational curriculum, communicating to the public, and making other operational decisions. This board will meet weekly or bi-weekly.

During fall 2011, the founding board will complete the BCS by-laws, apply for 501(c) (3) status, and prepare to transition to an expanded board. BCS has already incorporated as a non-stock, non-profit, and non-member organization with the Commonwealth of Virginia as of August 2011, in order to provide “a public charter school operating within the Rockbridge County school division. Buffalo Creek School will be dedicated to the success of all learners through an educational approach emphasizing community, service, and innovation.” As stated in the articles of incorporation, the initial BCS board includes the founding board members serving staggered three to four year terms as well as additional members elected in June 2013, who will serve three year terms. Five of these members will be elected by the board and represent various areas of community expertise. Two of these members will be parents of BCS students and elected by parents, and two will be non-voting BCS staff (including the principal), elected by staff. All terms will be for three years. This board and its contracted and pro-bono professional advisors--will be ultimately responsible for the management and success of Buffalo Creek School. The board will meet monthly. Members of the Board as well as non-board members will also comprise working committees under the direction of the Board, which will meet monthly or more frequently as required.

In developing and adopting its full by-laws this fall, BCS will consult with other successful non-profit educational organizations, both locally and regionally. As part of this research, BCS will consult with at least two public charter schools, Patrick Henry School for Sciences and Arts in Richmond, and the Evergreen School (an EL public charter) in Asheville, NC, whose by-laws
are available on-line. BCS will also consult its experienced charter start-up partner, Expeditionary Learning.

**Board Committees**

To ensure timely and effective implementation of all start-up activities, the founding board will set up and immediately activate a committee structure for the planning year. Each chaired by a board member, the committees will be comprised of board members and community members (including parents) who are nominated and approved by the board based on their specific expertise; many of the community members will be highly skilled professionals. Committees will report monthly to the Board and will be assisted in their work, as needed, by BCS employees (including the principal) and our EL partner. A brief description of each committee follows:

a. **Finance Committee**
   
   **Tasks:** a) financial administration and planning, b) contract negotiation, and c) fundraising.

   **Members:** BCS board member, pro-bono professionals in finance, accounting, and fundraising, BCS lawyer (ex-officio), parent/community member(s).

b. **Operations Committee**
   
   **Tasks:** a) facility and grounds, supplies, b) technology, c) transportation and c) support staff hiring.

   **Members:** BCS board members, pro-bono professionals in related fields, RCS representative (per arrangement), parent/community members, BCS staff representative.

c. **Instruction Committee**
   
   **Tasks:** a) oversight of curriculum development and professional development, b) student enrollment and admission, c) charter research and educational assessment, d) professional personnel hiring. *Some of these tasks will be transferred to the BCS principal and School Improvement Committee after the planning year.*

   **Members:** BCS board members, pro-bono professionals in related fields, EL partner, RCS representative (per arrangement), parent/community members, BCS staff representative.

d. **Community Engagement Committee**
   
   **Tasks:** a) community outreach/volunteer recruitment, b) public communications, c) marketing/student recruitment, d) community ventures (e.g. BCS Store).

   **Members:** BCS board member, pro-bono professionals in related fields, parent/community members, BCS staff representative.

**Executive Committee**

**Tasks:** a) oversight and assessment of committees and start-up personnel, b) board and committee recruitment and development, c) project accountability to stakeholders.

**Members:**
All BCS Board Officers and professional advisors as required.

Charter Management Partner (Expeditionary Learning)
As previously detailed, BCS plans to partner with Expeditionary Learning, a non-profit school design organization. BCS will work with ELs to fine tune its management plan and timelines in order to have the most well-conceived, implemented plan possible for the school. EL will serve as management consultant to the board, its committees, and BCS staff. BCS anticipate signing a working agreement with EL for at least the first five years of operation.

Management Team Professional Development
While BCS anticipate its management team(s) to be quite skilled, even skilled individuals benefit from training that helps all members work productively and knowledgeably as a team. Thus, all board members and relevant staff and committee members will receive annual training and support in order to effectively carry out their responsibilities. BCS have identified three highly-regarded consulting partners able to assist with this goal:

a. Expedition Learning Schools will provide sustained coaching and guidance in operating and managing an ELS School as part of our partnership agreement

b. The Center for Nonprofit Excellence (Charlottesville, VA) will provide upon request regional mentoring and networking opportunities for the board as well as best practice trainings in non-profit management and board governance.

c. The Community Mediation Center (Harrisonburg, VA) will provide on-site group facilitation and training to build positive community relationships, create a productive, collaborative workplace, and establish effective, collaborative methods for group decision-making.

To extend feasible, trainings will be open without charge to related non-profit boards in the Rockbridge County area, for purposes of mutual education, community-wide strengthening, networking, and potential subsequent board recruitment.

Summary
The plan described in this section ensures BCS achieves its goal of managing its operations in such a way that the public charter achieves long-term sustainability as a vibrant educational and community resource. The BCS management plan will do so by:

- Coordinating the development, implementation, and assessment of initiatives that create a positive school climate and a strengthened and engaged host community. Additionally, as a result of training and board policy, by modeling a management culture that values respectful collaboration and decision-making among diverse constituents (BCS Goals 1 & 4);

- Coordinating the development, implementation, and assessment of a high-quality curriculum and instruction which supports the success of all learners (BCS Goals 2 & 3);
• Ensuring the charter is fiscally sound and on a path to long-term sustainability in accordance with the board’s long-range business plan (BCS Goal 4).

2. An explanation of how support services will be provided. These services, include, but are not limited to: 1) food services; 2) school health services; 3) custodial services; 4) extracurricular activities; and 5) security services.

As a division school, Buffalo Creek School will contract with RCS for the provision of the following services:

1) Food Services
Because of economies of scale, BCS will not provide food services during Year 1 and all students will be requested to bring their own lunches. Those eligible for free or reduced lunch and who request it will be provided a hearty, nutritious packed lunch provided at no or low cost by the school. If necessary, BCS will contract with RCS for the provision of these daily lunches; details will be worked out during post-charter award negotiations. Pending possession of the proposed facility (and its institutional kitchen), BCS will commence hot lunches when student population and participation level is deemed large enough to sustain a food service program. See also explanation, Section

2) School Health Services
BCS will contract with RCS to provide School Health Services on a pro-rated basis; details will be worked out during post-charter award negotiations.

3) Custodial Services
BCS will employ its own custodian, supplemented as appropriate by community volunteers.

4) Extracurricular Activities
Should BCS deem it feasible to provide extracurricular activities after school hours, BCS will solicit community partners for these endeavors, offered either as pro bono or contracted services paid for by BCS. At this time, no extra-curricular activities are planned.

5) Security Services
The need for a high-level of security services is not established in the Rockbridge County School division. BCS will adopt the same security measures and policies as its sister division rural schools, which involve a number of sensible precautions and procedures but no additional security personnel. The school has an alarm system, like its sister schools.

6) School Guidance
BCS will contract with RCS to provide the level of guidance prescribed by the Virginia SOQ for a school its size. Details will be worked out during post-award negotiations.

7) Other
Provision of additional services will be a matter of negotiation between BCS and its division as part of charter approval. BCS proposes several more areas of in-kind provisions and services
including payroll administration, human resources, insurance, transportation, technology support, and division-wide professional development.

3. An explanation of any partnerships or contractual relationships (education management organization, food services, school health services, custodial services, security services, etc.) central to the school’s operations or mission, including information regarding the relationship of all contractors to the governing board of the public charter school, and information regarding how contractors and the employees of the contractors having direct contact with students will comply with the provisions of Section 22.1-296.1 of the Code of Virginia.

As mentioned in the previous response, the BCS Board of Directors will contract with RCS for the provision of a number of services. Since personnel providing these services are already RCS employees, all of these persons will have already complied, by virtue of their employment, with Section 22.1-296.1 of the Code of Virginia.

As previously detailed, the Board of Directors will also partner with at least two educational non-profit organizations. Expeditionary Learning, a national school design organization, will serve as charter start-up consultant, with roles in curriculum consultation and provision of ongoing teacher professional development. BCS will also contract local non-profit environmental education provider, Boxerwood Education Association, for assistance with curriculum development, student programming, and teacher professional development. Upon request of BCS and/or the division, both EL and Boxerwood are prepared to demonstrate compliance with Section 22.1-296.1 of the Virginia Code.

BCS volunteers and part-time and full-time employees who come in direct unsupervised contact with students as part of contracted or provided services will be required to complete criminal background checks, paid for by BCS if not already ascertained by their position(s) they may hold with RCS. Additionally, they will certify in writing they have no felony convictions nor have been convicted of any offense involving sexual molestation, physical or sexual abuse, or rape of a child. The BCS principal will be responsible for storing and securing these records.

In all matters pertaining to Section 22.1-296.1, BCS will follow the same procedures as its sister division schools as prescribed by the Rockbridge County School Board.

4. A detailed start-up plan, identifying tasks, timelines, and responsible individuals.

Management teams will conduct their activities according to schedules and budgets adopted by the Board to ensure project objectives are achieved on time and within budget. Focus for Year 0 will be finalizing contracts and agreements and preparing for implementation. These activities are already ongoing and will accelerate upon receipt of CSP funds. Focus for Year 1 and 2 will be implementation, assessment, and setting the charter on a quick path to financial sustainability.
With CSP funding already in hand, BCS is aiming for a Fall 2012 start. However, if the chartering approval process takes longer than anticipated, and/or sufficient public and private funding is not in place by mid-spring 2012, then BCS is prepared to wait until the Fall of 2013 for the K – 3 opening, and will notify its LEA accordingly in a timely manner and no later than June 1, 2012. The timetables below presume a Fall 2012 start.

**TIMETABLE, Pre-PLANNING/PLANNING YEAR 0 (FY 2012)**

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
<th>Responsible Agent(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit charter application to SEA</td>
<td>October 10, 2011</td>
<td>Founding Board</td>
</tr>
<tr>
<td>Adopt by-laws and submit 501 (c) (3) application to IRS</td>
<td>No later than November 2011</td>
<td>Founding Board</td>
</tr>
<tr>
<td>Submit charter revisions to SEA if requested</td>
<td>ASAP in time for state notification of acceptability, no later than December 27, 2011</td>
<td>Founding Board</td>
</tr>
<tr>
<td>Submit charter application to LEA</td>
<td>No later than December 28, 2011</td>
<td>Founding Board</td>
</tr>
<tr>
<td>Secure contract with Expeditionary Learning (EL)</td>
<td>Upon receipt of CSP funds</td>
<td>Founding Board</td>
</tr>
<tr>
<td>Set up accounting system</td>
<td>No later than January 2012</td>
<td>Founding Board</td>
</tr>
<tr>
<td>Secure final charter approval by LEA</td>
<td>No later than February 2012 if open Fall 2012</td>
<td>Founding Board &amp; Project Director (PD) w/guidance from EL</td>
</tr>
<tr>
<td>Commence education program planning for Fall 2012</td>
<td>December 2011</td>
<td>Founding Board &amp; Project Director (PD) w/guidance from EL</td>
</tr>
<tr>
<td>Attend USED (CSP) grantors conference, Washington DC</td>
<td>December 2011</td>
<td>Founding Board Chairperson and PD</td>
</tr>
<tr>
<td>Fine tune charter-start-up implementation, management &amp; assessment plans</td>
<td>January 2012</td>
<td>Founding Board &amp; PD w/ guidance from EL</td>
</tr>
<tr>
<td>Complete contract negotiations and agreements with LEA</td>
<td>No later than February 2012 if open Fall 2012</td>
<td>Founding Board and legal representative</td>
</tr>
<tr>
<td>Form and empower committees</td>
<td>January 2012</td>
<td>Founding Board</td>
</tr>
<tr>
<td>Secure contracts with secondary partners and providers</td>
<td>No later than March 2012</td>
<td>Founding Board</td>
</tr>
<tr>
<td>Commence Fundraising</td>
<td>February 2012</td>
<td>Finance Committee</td>
</tr>
<tr>
<td>Commence Planning for BCS Grocery Store</td>
<td>February 2012</td>
<td>Operations Committee</td>
</tr>
<tr>
<td>Commence Marketing Outreach</td>
<td>February 2012</td>
<td>Community Engagement Comm/PD</td>
</tr>
<tr>
<td>Enroll K – 3 students for Fall 2012, implement lottery if needed</td>
<td>April – early May 2012</td>
<td>Instruction Committee/PD</td>
</tr>
<tr>
<td>Plant BCS Community Garden</td>
<td>April 2012</td>
<td>Community Engagement Comm.</td>
</tr>
<tr>
<td>Task</td>
<td>Date</td>
<td>Responsible Agent</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>--------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Hire principal, teachers and staff</td>
<td>May 2012</td>
<td>Operations Committee</td>
</tr>
<tr>
<td>Expand board; elect parent reps</td>
<td>June 2012</td>
<td>Executive Committee</td>
</tr>
<tr>
<td>Open BCS Grocery Store</td>
<td>June 2012</td>
<td>Operations Committee</td>
</tr>
<tr>
<td>Provide stakeholder training and PD with ELS and partners</td>
<td>June – July 2012</td>
<td>Executive Committee/PD</td>
</tr>
<tr>
<td>Prepare facility; secure equipment, materials, supplies for BCS K - 3</td>
<td>May – Aug 2012</td>
<td>Operations Committee/PD</td>
</tr>
<tr>
<td>BCS Open House &amp; Celebration</td>
<td>Late August 2012</td>
<td>Principal</td>
</tr>
<tr>
<td>Open BCS for Year One</td>
<td>Late August 2012</td>
<td>Board of Directors</td>
</tr>
<tr>
<td>Submit annual report to LEA</td>
<td>Date TBA</td>
<td>Board of Directors</td>
</tr>
</tbody>
</table>

**TIMETABLE, YEARS ONE (FY 2013) and TWO (FY 2014) of BCS IMPLEMENTATION**

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
<th>Responsible Agent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement instructional assessment plan</td>
<td></td>
<td>Education Committee/EL</td>
</tr>
<tr>
<td>Implement fundraising plan for FY 2013 <em>(2014)</em></td>
<td></td>
<td>Finance Committee</td>
</tr>
<tr>
<td>Implement community engagement plan for FY 2013 <em>(2014)</em></td>
<td></td>
<td>Community Engagement Plan</td>
</tr>
<tr>
<td>Teacher/Staff professional development</td>
<td>Weekly, ongoing</td>
<td>EL, contracted partners</td>
</tr>
<tr>
<td>Board strategic retreat &amp; training</td>
<td>November 2013 <em>(2014)</em></td>
<td>Executive Committee</td>
</tr>
<tr>
<td>USED Grantors conference</td>
<td>TBA</td>
<td>Board chair and principal</td>
</tr>
<tr>
<td>Commence planning curriculum for gr. 4: <em>Year 2: gr. 5</em></td>
<td>January 2013 <em>(2014)</em></td>
<td>Instruction Committee w/ ELS and School Team</td>
</tr>
<tr>
<td>Commence community outreach and marketing</td>
<td>February 2013 <em>(2014)</em></td>
<td>Community Engagement Comm.</td>
</tr>
<tr>
<td>Enroll K – 4 students for Fall 2014, implement lottery if needed; <em>Year 2: K - 5</em></td>
<td>April 2013 <em>(2014)</em></td>
<td>Instruction Committee w/ EL and School Team</td>
</tr>
<tr>
<td>Hire additional teacher</td>
<td>May 2013 <em>(2014)</em></td>
<td>Board of Directors/Principal</td>
</tr>
</tbody>
</table>
5. A proposed organization chart.

BCS has developed clear lines of authority, responsibility, and accountability within its organization to ensure smooth and efficient operations in order to achieve its goals and objectives. The following chart depicts the proposed relationship between Rockbridge County School Board (the LEA), BCS management entities, BCS employees, and the EL partner.

![Organization Chart](image)

6. Plans for recruiting school leadership and staff.

BCS will work with RCS to give first consideration to eligible and interested applicants within the division who volunteer for re-assignment. Every effort will be made to recruit from within the division in order to avoid 1) any adverse impact for RCS employees, should enrollment at the public charter result in a staff reconfiguration/reduction within the other division schools, and 2)
any unnecessary personnel expenses for BCS should the re-assignment result in a simple employee transfer within the division, requiring no additional RCS replacement hiring. Based on unsolicited communications from interested teachers, BCS is confident it will be able to recruit—and re-train—classroom teachers from within the division. To this end, all opportunities will first be advertised through internal division communications according to division procedures. Positions will then be advertised publicly (on the RCS website and in local papers) should both RCS and BCS deem it to be appropriate.

In order to secure leadership more familiar with charter school operation and/or Expeditionary Learning, BCS reserves the right to extend its search for lead administrator beyond the division, advertising the position nationally through the EL network as well as regionally, using both print and online media.

Although Rockbridge County Schools has the ultimate say in staff hiring by state law (since public charter employees are employees of the RCS division), BCS anticipates—and appreciates—considerable discretion afforded to BCS by the division in the selection process. To foster collaboration and ensure the most suitable candidates are selected, BCS will form a hiring team comprised of representatives from the BCS Board of Directors and an administrator from RCS. The BCS principal will join this personnel team once employed, and subsequently assist with teacher selection. All hiring decision ultimately rest with the Rockbridge County School board upon recommendation of division administrators.

XI. Employment Terms and Conditions: Provide an explanation of the relationship that will exist between the proposed public charter school and its employees, including evidence that the terms and conditions of employment have been addressed with affected employees. (Sections 22.1-212.13, 22.1-296.1 and 22.1-296.2, Code of Virginia) The following components must be addressed:

1. A plan that addresses the qualifications of teachers and administrators at the public charter school, including compliance with state law and regulation regarding Virginia Board of Education licensing endorsements.

As a public school operating within the Rockbridge County School division, BCS will abide by all directives, policies, and procedures of its division to ensure all BCS teachers and administrators are “highly qualified” as defined by state and federal regulations. This plan is described in detail in the Personnel Section of the RCS Policy Manual.

2. A plan to provide high-quality professional development programs (Section 22.1-253.15:5, Code of Virginia).

BCS will ensure its teachers and administrator participate in high-quality professional development in support of Section 22.1-253.15:5. This annual requirement will be met by a uniquely crafted plan combining division-wide professional development with BCS-specific professional development, an approach outlined below.

First, BCS acknowledges the role of the local division to provide high-quality professional
development as follows as set forth by state law and quoted below:

(i) in the use and documentation of performance standards and evaluation criteria based on student academic progress and skills for teachers and administrators to clarify roles and performance expectations and to facilitate the successful implementation of instructional programs that promote student achievement at the school and classroom levels;

(ii) as part of the license renewal process, to assist teachers and principals in acquiring the skills needed to work with gifted students, students with disabilities, and students who have been identified as having limited English proficiency and to increase student achievement and expand the knowledge and skills students require to meet the standards for academic performance set by the Board of Education;

(iii) in educational technology for all instructional personnel which is designed to facilitate integration of computer skills and related technology into the curricula, and

(iv) for administrative personnel designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel.

To this end, BCS further understands that annual professional development programs must focus on the following, as set for by state law and in the RCS Policy Manual:

(i) instructional content;

(ii) the preparation of tests and other assessment measures;

(iii) methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives;

(iv) instruction and remediation techniques in English, mathematics, science, and history and social science;

(v) interpreting test data for instructional purposes;

(vi) technology applications to implement the Standards of Learning; and (vii) effective classroom management.

As employees with the RCS division, BCS teachers will participate in professional development activities provided by the division to all RCS teachers/administrators for the purpose of adhering
to the Code of Virginia directives just described. Acknowledging the unique mission and educational approach of the public charter, however, BCS reserves the right to tailor the extent of its participation in this division-wide professional development. In collaboration with the division, BCS will identify which aspects of division-wide training BCS staff will participate in and which aspects BCS prefers to meet—and fund—through customized professional development of its own.

The BCS-specific professional development will address topics related to instructional content, student and institutional assessment and data interpretation, instructional methodologies, technology, and classroom management. This professional development will be provided by Expeditionary Learning as part of its a multi-year partner contract; additional professional development may also be provided by local partners Boxerwood Education Association, and by Washington and Lee Teacher Education program,

Like all Expeditionary Learning schools, BCS will place a high priority on teacher professional development that is research-based, effective, and sustained. Because the culture and educational program of EL schools differs significantly from more traditional public schools, teacher re-training (and continual learning) is essential. For this reason, all teachers and the administrator will be involved in professional development even before BCS opens. During each summer, all BCS educators will receive up to two weeks of professional development provided by EL and/or other BCS partners. This includes participation in 3- and 5-day residential institutes and/or seminars hosted across the county by EL on topics such as differentiation, reading strategies, authentic assessment of student learning, use of data, math, project-based methodologies, and other EL-specific best practices.

Follow-up training, consultation, and coaching will continue on-site during the school year also. In addition to more locally-based seminars, teachers will also meet and plan together weekly, supported by the designated EL school designer or other educational partners. Per EL design, all BCS teachers will released from all duties the same afternoon each week in order to reflect, plan, and learn together as they shape their school into a dynamic and highly effective learning community (students will be engaged in enrichment activities at this time). Specific EL training may include:

- Full staff training for improved school-wide implementation of the EL model
- Small team coaching sessions for curriculum planning
- Curriculum planning with individual teachers
- Demonstration lessons with students and follow-up debriefing sessions with teachers
- Targeted professional development around one of the key facets of our model, authentic student-engaged assessment
- Classroom observation and follow-up debriefing sessions with teachers
- Individual or small group meetings with school leaders or leadership teams
- Access to teaching resources, model student work, and EL Commons, the EL online forum for sharing knowledge and collaborative work space

Finally, recognizing the unique role of BCS within the RCS division, BCS will aim to open its professional development, as feasible, to other educators within the RCS division at no charge to
the division or its teachers. In this way, the public charter school will fulfill in part its mission to be an incubator for best practices and a contributor to division-wide excellence.

3. Provisions for the evaluation of staff at regular intervals and in accordance with state law and regulation.

Staff evaluation is an essential part of the BCS learning philosophy and BCS will include provisions for evaluation for the benefit of staff, for the school, and to comply with state law and regulation. To this end, BCS professional and support staff will be subject to the same practices and policies for evaluation as their peers at other RCS division schools, as outlined in the RCS Policy Manual (Foundations and Basic Commitments Section and Personnel Section). This includes written, dated, and signed evaluations, “with one copy going to the central office personnel file and one copy to the person being evaluated.” As also articulated in the RCS Policy Manual, “any teacher whose evaluation indicates deficiencies in managing student conduct may be required to attend professional development activities designed to improve classroom management and discipline skills.”

BCS teachers will also engage in evaluation specific to teaching BCS, in order to ensure their endeavors align with the BCS mission, principles, and goals, that high-quality instruction is provided for all learners, and that employment with BCS facilitates professional and personal growth throughout the school community. The BCS partner, EL, will oversee this aspect of teacher evaluation, and develop mechanisms for its productive implementation.

4. Provisions for a human resource policy for the public charter school that is consistent with state and federal law.

As a public school operating within the Rockbridge County School division, BCS will abide by all human resource policies set forth in detail in the Personnel Section of the RCS Policy Manual.

Like its division, an Equal Opportunity Employer, Buffalo Creek School is committed to encouraging applications and employment from persons who are groups that have traditionally been underrepresented based on race, color, national origin, religion, age, disability, or gender, and further will offer all programs and activities free from such discriminations. BCS will advertise any new (non-transferred) positions widely and publicly for the purposes of encouraging diverse applicants.

4. Notification to all school employees of the terms and conditions of employment.

Again, as a RCS division school, BCS will abide by the same policies and procedures in regard to terms and conditions of BCS employment as that followed by all RCS division schools. These terms and conditions are detailed in Personnel Section of the RCS Policy Manual.

5. A staffing chart for the school’s first year and a staffing plan for the term of the contract.
BCS plans a phased-in opening, starting with K – grade 3 for Year 1, adding grade 4 in Year 2, and grade 5 in Year 3 and onwards for term of the contract.

**PROPOSED BCS INSTRUCTIONAL STAFFING**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>.5 administrator</td>
<td>.5 administrator</td>
<td>.75 administrator</td>
<td>Administrator may also have teaching or other duties equivalent to full-time employment.</td>
</tr>
<tr>
<td></td>
<td>.5 federal start-up grant project director</td>
<td>.5 federal start-up grant project director</td>
<td>.75 clerical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.5 clerical</td>
<td>.5 clerical</td>
<td>.2 librarian</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.2 librarian</td>
<td>.2 librarian</td>
<td>.4 PE/music/art</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.2 PE/music/art</td>
<td>.25 PE/music/art</td>
<td>.25 tech support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.2 tech support</td>
<td>.25 tech support</td>
<td>.25 guidance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.1 guidance</td>
<td>.2 guidance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>1 full-time teacher for 1 mixed age class</td>
<td>1 – 2 teachers for mixed age class(es)</td>
<td>1 – 2 full-time teachers for mixed age class(es)</td>
<td>There will be a second K – 1 classroom if enrollment merits</td>
</tr>
<tr>
<td>1</td>
<td>1 full-time teacher for 1 mixed age class</td>
<td>1 – 2 full-time teachers for mixed age class(es)</td>
<td>1 – 2 full-time teachers for mixed age class(es)</td>
<td>There will be a second gr. 2 -3 classroom if enrollment merits</td>
</tr>
<tr>
<td>2</td>
<td>1 full-time teacher for 1 mixed age class</td>
<td>1 – 2 full-time teachers for mixed age class (es)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>NA</td>
<td>1 full-time teacher</td>
<td>1 full-time teacher</td>
<td>1 classroom only</td>
</tr>
<tr>
<td>4</td>
<td>NA</td>
<td>1 full-time teacher</td>
<td>1 full-time teacher</td>
<td>1 classroom only</td>
</tr>
<tr>
<td>5</td>
<td>NA</td>
<td>NA</td>
<td>1 full-time teacher</td>
<td>1 classroom only</td>
</tr>
</tbody>
</table>

**XII. Liability and Insurance:** Describe the agreement between the parties regarding their respective legal liability and applicable insurance coverage. ([Section 22.1-212.16, Code of Virginia](https://codeofvirginia.org)) The following components must be addressed:

1. The types of insurance for the public charter school, its property, its employees, the charter school management committee, and the board and the levels of
coverage sought. Types of insurance include, but are not limited to: a) general liability; b) health; and c) property.

As a RCS division school, BCS will be under the same insurance and worker’s compensation policies for all of the above as all other schools in the division, at the same level and to the same degree. As identified in post-charter negotiations and if the division requests it, BCS will reimburse RCS those insurance costs deemed the responsibility of the public charter and not the division.

Following the RCS Policy Manual (Support Section), “such insurance, including workers’ compensation and all property and casualty insurance, shall be placed with insurance companies authorized to do business in Virginia or provided by insurance pools, groups, or self-insured programs authorized by the state Bureau of Insurance.”

2. A justification for each type of insurance coverage sought.

BCS is a public school within the RCS division and thus will seek coverage in the same areas and to the same extent as currently existing schools within the division.

3. A description of any plans of the public charter school to provide indemnity for the local school division.

The Rockbridge County School Board will not be held liable for any contingency (claim, action, loss, damage, injury, liability, cost or expense of any kind) arising as a result of the operation of the Buffalo Creek School or actions by its agents, employees, invitees or contractors. Further the school itself shall be immune from liability to the same extent as all other schools in the RCS division and the staff, volunteers, and Board are similarly exempt from liability as those in any other public school in the Rockbridge County Schools division. As with other forms of insurance, BCS will secure the same level of liability coverage as its sister schools within the division, and reimburse RCS for those areas of coverage deemed the responsibility of the public charter and not the division. These arrangements will be agreed upon during post-award negotiations between the charter and Rockbridge County Schools.

XIII. Transportation: Describe how the public charter school plans to meet the transportation needs of its pupils. The following components must be addressed:

1. A description of how the transportation of students will be provided: a) by the local school division; b) by the public charter school; c) by the parent(s); or d) through a combination of these options.

BCS proposes to provide transportation in concert with Rockbridge County Schools. All RCS division full-time students enrolled at BCS may avail themselves of transportation provided to Buffalo Creek School by Rockbridge County Schools. These students may ride without charge daily buses already traveling from their zone school to a RCS division school located in Lexington. For 2012-13, the designated pick-up/drop-off school will be Rockbridge County High School; for 2013-14 and thereafter, the designated school will be the newly consolidated Maury River Middle School (MRMS) also in Lexington. BCS will contract with RCS to provide
bus transportation from MRMS to BCS (about ten miles one-way) and back again for each day’s program. Part-time RCS students may avail themselves of this same transportation option as full-time RCS students on a space available bases, but neither RCS nor BCS will make special accommodations for their unique schedules: private transportation not funded by BCS or the division may be the better option for part-time students.

Non-division full-time students may pick up the BCS-bound bus from Lexington or travel individually or via parent-organized carpool. Part-time students may avail themselves of any of these options, but no special accommodations will be made either by RCS or BCS for their unique schedules: again, private transportation may be the best option for part-time students.

Transportation for BCS during the day (e.g. for field trips) will be arranged and paid for by BCS in contract with RCS Transportation.

2. If transportation services will be provided by the public charter school, explain whether the school will contract for transportation with the local education agency or with another entity or have its own means of transportation and indicate whether transportation will be provided to all students attending the school.

BCS will be responsible for ensuring students travel to and from BCS via Rockbridge County High School or Maury River Middle School and will work out a contract with RCS for doing so, as described above. Transportation will be provided to all full-time division students as detailed above.

3. A description of transportation services for students with disabilities in compliance with Section 22.1-221 of the Code of Virginia and the Board’s Regulations Governing Special Education Programs for Children with Disabilities in Virginia.

Division students with disabilities as well as those without will share the same transportation unless a child’s IEP requires specialization. As dictated by law, RCS will also “ensure that a child with a disability is provided a commute to and from the education program that is comparable in length to the commute provided to children without disabilities, unless the child’s IEP team determines that a longer or shorter commute is necessary to ensure the child receives appropriate public education.” If special transportation arrangements are thus required for any BCS student with disabilities, it will therefore be the division’s responsibility to provide them at no cost to the student or BCS. In developing this policy, BCS has reviewed both Section 22.1-221 of the Code of Virginia and Regulations Governing Special Education Programs for Children with Disabilities in Virginia and possesses these documents as part of its records.

XIV. Residential Charter School: If the application is for a residential charter school for at-risk students, the following components must be addressed:

1. A description of the residential program to include: a) the educational program; b) a facilities description to include grounds, dormitories, and staffing; c) a program for parental education and involvement; d) a description of after-care initiatives; e) the funding the residential facility and other services provided;
f) any counseling and other social services to be provided and their coordination with current state and local initiatives; and g) a description of enrichment activities available to students.

Buffalo Creek School is not a residential charter school.

2. A description of how the facility will be maintained including, but not limited to: a) janitorial and regular maintenance services and b) security services to ensure the safety of students and staff.

Does not apply because BCS is not a residential charter school.

XV. **Disclosures:** Disclose ownership or financial interest in the public charter school by the charter applicant and the governing body, administrators, and other personnel of the proposed public charter school, and require that the applicant and the governing body, administrators, and other personnel of the public charter school shall have a continuing duty to disclose such interests during the term of the charter. The following components must be addressed:

1. A description of how the applicant and members of the management committee will disclose any ownership or financial interest.

In accordance with the Virginia Code, the applicant and members of the management committee (the BCS Board of Directors, excluding non-voting BCS staff members) as well as BCS employees will annually disclose in writing any ownership or financial interest in BCS using the forms provided to public boards by the Commonwealth no later than November 30 of each year, and will submit them to the relevant authorities on or before January 15 each year.

Furthermore, BCS will adopt and follow the same disclosure policies as articulated for RCS Board members and RCS staff in the RCS Policy, the only revisions being disclosures made by BCS board members will be made to the BCS Board of Directors and secured in office records kept by BCS—not the RCS Superintendent—unless the division wish it otherwise. In this scenario, the secretary of the BCS Board will serve the function of “clerk” detailed below.

The central piece of the disclosure policy set forth by RCS is quoted below, from Policy File BBFA (H):

**Disclosure Requirements for School Board Members**

1. School board members in each county, city or town with populations in excess of 3,500 will file, as a condition of assuming office, with the clerk of the school board a disclosure statement of their personal interests and other information as is specified on the form set forth in Va. Code § 2.2-3117 and shall thereafter file such statement annually on or before January 15.

2. Any board member or employee who is disqualified from participating in a
transaction under Section G.1.a. of this policy, or otherwise elects to disqualify himself, shall forthwith make disclosure of the existence of his interest, including the full name and address of the business and the address or parcel number for the real estate if the interest involves a business or real estate and such disclosure shall be reflected in the school board's public records in the division superintendent's office for a period of five (5) years.

3. Any board member or employee who is required to disclose his interest under Section G.1.b. of this policy shall declare his interest by stating:
   (i) the transaction involved,
   (ii) the nature of the board member's or employee’s personal interest affected by the transaction,
   (iii) that he is a member of a business, profession, occupation, or group the members of which are affected by the transaction, and
   (iv) that he is able to participate in the transaction fairly, objectively, and in the public interest.

   The board member or employee shall either make his declaration orally to be recorded in written minutes of the board or file a signed written declaration with the clerk of the board, who shall, in either case, retain and make available for public inspection such declaration for a period of five years from the date of recording or receipt. If reasonable time is not available to comply with the provisions of this subsection prior to participation in the transaction, the board member or employee shall prepare and file the required declaration by the end of the next business day. The board member or employee shall also orally disclose the existence of the interest during each School Board meeting at which the transaction is discussed and such disclosure shall be recorded in the minutes of the meeting.

4. A board member or employee who is required to declare his interest pursuant to subdivision G.1.c. of this policy shall declare his interest by stating
   (i) the transaction involved,
   (ii) that a party to the transaction is a client of his firm,
   (iii) that he does not personally represent or provide services to the client, and
   (iv) that he is able to participate in the transaction fairly, objectively, and in the public interest.

   The board member or employee shall either make his declaration orally to be recorded in written minutes of the board or file a signed written declaration with the clerk of the board who shall, in either case, retain and make available for public inspection such declaration for a period of five years from the date of recording or receipt. If reasonable time is not available to comply with the provisions of this subsection prior to participation in the transaction, the board member or employee shall prepare and file the required declaration by the end of the next business day.
2. Information regarding the frequency by which such disclosures will be made during the term of the charter (Section 2.2-3114, Code of Virginia).

Disclosure will take place annually for state purposes for the length of the charter. However, BCS Board members and others of the management committee (excluding non-voting BCS staff members) and BCS employees will be required to notify the BCS Board in writing or orally (as recorded in Board minutes) of any new potential conflicts of interest in an ongoing and timely manner, and certainly at or before discussion of the potential interest at any Board Meeting. These declarations will also remain part of the public record for five years. This practice will be recorded as part of BCS Board Policy.

3. A description of ownership or financial interest of the applicant and/or members of the management committee in the proposed charter school. This includes any relationships that parties may have with vendors performing services at the school.

None of the present BCS Board of Directors (the applicant and management committee) has any personal ownership in the proposed charter. Several, however, anticipate relationships with Buffalo Creek School via potential contracts with their businesses or employers.

Ms. Rabia Sandage, sole proprietor of Lessons in Literacy, may be contracted to provide literacy-based services as part of the BCS education program. Elise Sheffield, Education Director of Boxerwood Education Association (operating as Boxerwood Nature Center) may develop contracts with BCS, on behalf of her employer, and along with other Boxerwood staff, may provide services for the public charter school as provided in those organizational contracts. These Boxerwood services may include curriculum development, professional development, and student programming.

Both Ms. Sheffield and Ms. Sandage would certainly always recuse themselves from any BCS decision or action relating to contracts with their business (Ms. Sandage) or employer (Ms. Sheffield). Finally, Dr. Lenna Ojure, professor of teacher education at Washington and Lee University (WLU), will likely be engaged in pro-bono consultancy services for BCS on behalf of her employer; she will also be working with BCS to procure placement sites for WLU student interns and student practicum teachers.
Part C: Assurances

Assurances in the *Code of Virginia*: The assurances in the *Code of Virginia* represent the policies and procedures that must be developed and addressed in the application by the public charter school to carry out the provisions of the law. By signing and submitting this application for a public charter school, the applicant expressly assures the Board that:

1. No tuition will be charged to students attending the public charter school.

BCS affirms no tuition will ever be charged to students who attend this public charter school as long as they are deemed RCS students residing within the Rockbridge County School division. BCS does reserve the right, however, to charge tuition for non-division students in manner consistent with existing local precedent.

2. The school will be nonreligious in its admission policies, employment practices, instruction, and all other operations.

BCS emphatically affirms this school will be nonreligious in its admission policies, employment practices, instruction, and all other operations.

3. The public charter school policies and procedures will comply with the federal *Family Educational Rights* and *Privacy Act* (FERPA) and the records retention schedules for public schools, and that such policies and schedules will be acceptable to the local education agency.

BCS will follow the policies and procedures of Rockbridge County Schools in regard to all matters pertaining to records for BCS students, as set forth in the RCS Policy Manual, Student Section, under Student Records (JO and JO-R), which themselves comply with FERPA and all other state and federal regulations. Further, BCS will extend the same policies and procedures for employee records as also detailed in the RCS Policy Manual, Personnel Section (GBL).

4. The public charter school programs, services, and activities will operate in accordance with all applicable federal and state laws and regulations, including the federal *Americans with Disabilities Act* (ADA), the federal *Individuals with Disabilities Education Improvement Act* (IDEA), Section 504 of the federal *Rehabilitation Act of 1973*, and the Virginia *Freedom of Information Act*.

As detailed throughout the application, BCS will operate in accordance with all applicable federal and state laws and regulations, including the above Acts.

5. The applicant has knowledge of and will comply with the *Virginia Conflict of Interest Act* and the *Virginia Public Procurement Act*.

BCS has detailed its knowledge and compliance of these Acts in its responses for Section VIII, question 1.
6. Transportation will be provided consistent with state law and regulation. (Sections 22.1-176, 22.1-182, 22.1-186, 22.1-191, 22.1-221, 22.1-216, 22.1-218, Code of Virginia and the Virginia Board of Education’s Regulation Governing Pupil Transportation)

BCS has detailed its transportation plan in Section XIII and all plans are consistent with state law and regulation.

7. The applicant will provide information regarding the proposed term of its contract with a local school board and notification of closure, should the charter be revoked or fail to be renewed. (Section 22.1-212.12, Code of Virginia)

BCS proposed a contract of five years in the application and has detailed plans for LEA notification in the event of premature closing or non-renewal in Section IX.

Assurances approved by the Virginia Board of Education: By signing and submitting this application for a public charter school, the applicant expressly assures the Board that:

1. If the application is approved by the local school board, the applicant will take all actions necessary to enter into a contract with the local school board not later than nine months prior to the opening date of the public charter school.

BCS so affirms.

2. If the application is approved by a local school board, the school leadership of the public charter school will be retained on contract no later than 60 days prior to the opening date of the school.

BCS so affirms.

3. If the application is approved by a local school board, all requests for waivers from the Virginia Board of Education will be made by the local school board, on behalf of the applicant, no later than six months prior to the opening date of the school. (This does not preclude a public charter school from working with the local school board to request additional waivers once the school is operational.)

BCS so affirms.

4. Facilities information will be provided, including but not limited to:
   a. Suitable instructional space;
   b. Provisions for library services;
   c. Provisions for the safe administration and storage of student records and student medications;
   d. Information regarding compliance with building and fire codes and compliance with the federal Americans with Disabilities Act (ADA);
   e. General information on emergency evacuation plans;
   f. Information regarding site location and preparation;
   g. The structure of operation and maintenance services; and
h. Financial arrangements for facilities, including any lease arrangements with school divisions or other entities and whether debt will be incurred.

Please refer to Appendix E.

5. The public charter school will comply with all provisions of the Virginia Board of Education’s *Regulations Governing Special Education Programs For Children With Disabilities in Virginia*.

BCS is in possession of this document, has consulted it, and will comply with all provisions as a public charter school within the Rockbridge County School division.

6. The applicant will provide a model Student Code of Conduct policy that addresses student behavior, discipline, and participation in school activities. The plan should identify the role of teachers and administrators in discipline and mentoring and must demonstrate compliance with the code of conduct policy of the applicable school board.

Please refer to Appendix F.

Pursuant to the requirements, I hereby certify that to the best of my knowledge the information in this application is correct, and that the applicant has addressed all application elements that pertain to the proposed public charter school, and that the applicant understands and will comply with the assurances listed above.

Name of Authorized Official: Elise Sheffield           Title: Chair, BCS Board of Directors

Signature of Authorized Official:                                Date: 10/11/11
Appendix A: Resumes of Founding Board Members
Marnie P. Caldwell
248 Blue Grass Trail
Lexington, VA 24450
Phone: (540) 463 - 3880
E-mail: smpcaldwell@aol.com

Education
Virginia Polytechnic Institute and State University

Experience
Field Representative (July 2008 – Present)
Rockbridge Farmers Cooperative, (645 Waddell St., Lexington, VA 24450)
  • Assist producers with crop planning and selection
  • Advise producers on a range of topics from animal health to nutrient
    management plans
  • Conduct field work including soil sampling and crop yield estimates

Co-owner (August 2008 – Present)
Buffalo Creek Beef, (248 Blue Grass Trail, Lexington, VA 24450)
  • Produce and market all natural beef
  • Website maintenance and design
  • Related business paper work and accounting
**Research Specialist** (September 2001 - 2008)
Virginia Polytechnic Institute and State University (28 McCormicks Farm Circle, Steeles Tavern, VA)
- Responsible for day to day management decisions regarding research cow herd.
- Perform and oversee data collection.
- Collaborate with faculty regarding ongoing research projects.
- Assist with everyday farm duties, feeding cows, making hay and treating sick animals.

**Veterinarian Technician** (January 2001 - September 2001)
Blue Ridge Animal Clinic (133 Maury River Rd., Lexington, Va 24450)
- Assisted veterinarian in harvesting embryos.
- Performed related lab work ranging from identification to cryopreservation.
- Assisted in procurement of supplies and equipment.
- Billed clients and organized related paperwork.

**Community/Service:**
- Rockbridge County 4-H Livestock advisory Committee
- Virginia Forage and Grasslands, Board member
- Collierstown Presbyterian Church, Member, Sunday School teacher
Laura Henry-Stone, Ph.D.
Sustainability Educator
2659 Forge Road
Glasgow, VA 24555
540-817-0285
laurahenrystone@gmail.com

Work History

ACS Mellon Postdoctoral Fellow
Environmental Studies and Sustainability
Washington and Lee University
Taught core and elective courses in the Environmental Studies Program at Washington and Lee University. Conducted participatory action research in the local community and on campus related to environmental sustainability and education.

Term Assistant Professor
University of Alaska Fairbanks, School of Education
Aug 2008-June 2009
Taught core graduate courses for Masters of Education program and undergraduate courses for Elementary Education program, including Introduction to Applied Social Science Research and Assessment of Learning. Provided additional services related to student advising and record-keeping.

Rural Grants Manager
University of Alaska Fairbanks, School of Education
Jan-Aug 2008
Administered two U.S. Department of Education professional development grants to provide support to Alaska Native students to become certified teachers. Prepared quarterly, annual, and final reports.

Graduate Student Assistant
University of Alaska Fairbanks, School of Education
Jan-Dec 2006
Assisted with student record-keeping and data analysis for the Elementary Education Program.

Substitute Teacher
Fairbanks North Star Borough School District, all grades
Fairbanks, Alaska

Professional Intern
Youth Garden Supervisor, Employing Alaskan Teens in Gardening,
Calypso Farm and Ecology Center, Fairbanks, Alaska
May-Aug 2005
Supervised high school student employees and maintained school garden, growing produce for 20 customers.

Graduate Teaching Assistant
University of Alaska Fairbanks, Anthropology Department
Sept 2003-May 2004
Served as teaching assistant for Introduction to Anthropology in fall and co-taught Ecological Anthropology with dissertation advisor in spring.

Professional Intern
Natural Resources Intern, Council of Athabascan Tribal Governments, Fort Yukon, Alaska
June-Aug 2003
Conducted and synthesized interviews with 40 local residents about their perspectives on potential oil and gas development in the Yukon Flats.

Substitute Teacher
Line Mountain School District, all grades, Pennsylvania
Jan 2001-May 2002

Office Manager and Volunteer Coordinator
Northern Alaska Environmental Center, Fairbanks, Alaska
April 1998-Sept 1999

Education
Ph.D., Sustainability Education
University of Alaska Fairbanks, Center for Cross-Cultural Studies
Sept 2002-May 2008
Fellow in NSF IGERT Resilience and Adaptation Program
Dissertation: Cultivating Sustainability through Participatory Action Research:
Place-based Education and Community Food Systems in Interior Alaska

Master of Arts, Earth Literacy
Saint Mary-of-the-Woods College, Indiana
Master’s Project: A Natural History: Adventure on the Appalachian Trail
Sept 2000-July 2002

Bachelor of Arts, Biology
St. Mary’s College of Maryland
Magna Cum Laude, Honors Program
Senior Project: An Ecological Tour Guide to the St. Mary’s Campus
Sept 1993-May 1997

Field Course in Resource Management and Sustainable Development
Institute for Central American Development Studies, Costa Rica
Independent Project: Ecotourism and the Conservation Ethic at Santa Elena Cloud Forest Reserve
Jan-May 1996

Publications
Refereed Articles:


Other:


Presentations
Biennial Conference of the Association for the Study of Literature and
The Environment, Bloomington, IN
Presented: Finding and Growing Eco-cultural Identity through the Writings of Orion
Magazine AND Hemlocks, Adelgids, and People: Environmental Learning through a
Bioregional Triad.

Educating for Sustainability at W&L: Teaching our
Students how to be Mindful of the Future.
Co-facilitated: A colloquium series for faculty at Washington and Lee University.

Invited guest speaker at Sewanee: The University of the South.
Presented: Service Learning and Sustainability Education: Learning from Experience

Annual Meeting of the Association for the Advancement of Sustainability
in Higher Education, Denver, CO
Presented and Organized Panel: Infusing Sustainability into the Curriculum through Mellon
Post-doctoral Fellowships

Associated Colleges of the South, Programs in Sustainability and the Environment
Post-doctoral Fellows-Mentors Conference, San Antonio, TX
Presented: The Hays Creek Project: A Model for Collaborative Water Quality Restoration in the
Chesapeake Bay Watershed. Facilitated: Open discussion sessions with post-doc fellows.

Annual Symposium of the Journal of Energy, Climate, and the Environment
Washington and Lee University, Lexington, VA
Moderated Panel: Challenges of Clean Technology Implementation

- 3 -
Annual Meeting of the American Anthropological Association, San Francisco, CA  
Presented: Growing Sustainability through Place-based Education in Interior Alaska. Session: 
Deconstructing Traditional Research Methodologies.  
Nov 2008

Annual Meeting of the Arctic Division of American Association for the 
Advancement of Science, Fairbanks, AK.  
Presented: Growing Sustainability through Place-based Education in Interior Alaska. Session: 
Interdisciplinary Education.  
Sept 2008

Conference for Sustainability IGERT's, University of Alaska Fairbanks  
National Science Foundation, Integrated Graduate Education and Research Traineeship programs. 
Chair: First Day Session.  
Oct 2007

35th Annual Conference of North American Association of Environmental Education,  
St. Paul, MN 
Presented: Enhancing Food System Sustainability through Place-Based Education in Interior Alaska.  
Nov 2006

Annual conference of Society for Applied Anthropology, Santa Fe, NM.  
Presented: Place-Based Education in Interior Alaska. 
May 2005

Annual Conference of Pioneers in Alaska, Anchorage, AK  
Presented: Sustainability at Alaska’s Universities.  
Oct 2005

Fifth International Congress of Arctic Social Sciences, Fairbanks, AK  
Poster presented: Place-Based Education in Alaska’s Yukon Flats. 
May 2004

Committee Service
Rockbridge Master Naturalists, Steering Committee Member and Honorary Chapter Member (lifetime)  
This committee created and implemented a new Virginia Master Naturalist training program in 
Rockbridge County. I served on the original curriculum subcommittee, which was responsible for 
designing the first training course for the program. The newly formed chapter awarded me a lifetime 
honorary membership.  
Sept 2009-Oct 2010

Washington and Lee University Sustainability Committee, Education Subcommittee, Chair  
The goal of this subcommittee is to foster a stronger focus on sustainability education to complement 
the sustainability initiatives of the University Sustainability Committee.  
Sept 2009-Present

Hays Creek working group, Member  
A collaboration among public employees, university representatives and local citizens to create a 
watershed restoration plan for a local watershed of the Chesapeake Bay watershed.  
Sept 2009-Present

Lexington Go Green Committee, University representative  
Lexington, Virginia  
The Go Green committee advises the city manager on reducing carbon emissions.  
Sept-June 2009

Professional Development Committee  
UAF School of Education  
Sept 2008-June 2009
Sustainable Campus Initiative, Student Representative, Steering Committee, University of Alaska Fairbanks

Fairbanks Women Writers Group, Fairbanks, AK
Attended monthly meetings to critique submissions to writers workshop. Submitted pieces for review twice-yearly. Served as coordinator for one year.

Fellowships and Scholarships
Mellon Postdoctoral Fellowship, Associated Colleges of the South, Washington and Lee University
Thesis Completion Fellowship, University of Alaska Fairbanks (UAF)
NSF Fellowship, Integrative Graduate Education and Research Traineeship (IGERT), UAF Resilience and Adaptation Program
Ruth Croxton Memorial Fellowship (UAF)
Henry Collins Scholarship (UAF)
Honors Program Scholarship (St. Mary’s College of Maryland)

Professional Organizations
Association for the Study of Literature and the Environment
North American Association for Environmental Education
Society for Applied Anthropology
Alaska Association for Bilingual Education

Language Skills
Spanish—conversant;
Three semesters of college Spanish
One semester studying abroad in Costa Rica
Gwich’in Athabaskan—beginning;
Two semesters of college coursework
Two months living in Alaska Athabaskan community

- 5 -
EMPLOYMENT:

2008-current: Teacher, Rockbridge County Public Schools
Rockbridge County, Virginia
Assignments -- Rockbridge County High School, geography, history, and government – 2010-present
Rockbridge Middle School, geography, 2008-2010

2006-2008: Service Network Coordinator, Washington and Lee University
Lexington, Virginia
Assignments -- Coordinator of community-based research partnerships between university faculty and local non-profits
Director/mentor for Bonner and other student service-learning programs
Staff member, Shepherd Program in Poverty Studies
Grant administrator, Americorps-based service programs and foundation-supported service programs

2003-2006: Professor of Appalachian Studies, Warren Wilson College
Asheville, North Carolina


1993-1998: Graduate Teaching Assistant, UNC Chapel Hill
Assignments: Courses in history and women’s studies
Graduate master-teacher consultancy and training for new grad student teachers
EDUCATION:

Phd. 2002 – U. S. History -- University of North Carolina at Chapel Hill

Research – History of education in the U. S. south
Nexus of social class, education, and labor in the 19th and 20th century
U. S.
Student cultures and student experience in southern schools
Appalachian history
Dissertation-- “Not at the Top, But Climbing’: Region and Social Class at Berea
College, 1920-1940”

M. A. 1995 – U. S. History – University of North Carolina at Chapel Hill

Research – History of missions and antimissions movements in southern US
Protestantism, 19th-20th century
Gender and race in the U. S. South
Appalachian studies
Thesis--”Missions, Markets, and Men: Gender and Social Change in Primitive
Baptist Thought, 1800-1850”

B. A. 1993 – History, College of William and Mary, summa cum laude

Diploma 1989 – Lexington High School, Lexington VA

MEMBERSHIPS AND ORGANIZATIONS:

2009-present: Peace and Justice Committee, Maury River Friends (Quaker)

2006-2009: Board of Directors, Total Action Against Poverty, Roanoke, VA

2003-2007: Executive Steering Committee and Strategic Planning Committee,
Appalachian Studies Association, Huntington, WV

2003-2007: Editor, Journal of Appalachian Studies, Appalachian Studies Association

2005-2006: Faculty Co-Convener of Employee Forum, Warren Wilson College

2004-2006: Board of Directors, Western North Carolina Workers’ Center,
Morganton, NC

2003-2005 (filled term of a resigned board member): Board of Directors, Smith-
McDowell House Museum, Asheville, NC
HONORS AND AWARDS:

Award for Teaching Excellence, Warren Wilson College 2004

Phi Beta Kappa, College of William and Mary, 1993

Best Thesis, Department of History, College of William and Mary, 1993

CERTIFICATIONS: Virginia State Teaching Certificate, Endorsements in Social Studies

Grades 6-12, 2008-2013

List of publications and presentations available upon request.
Catherine L. Lueptow  
1010 Blacks Creek Road  
Lexington, VA 24450

**Education:**

1975-1979  Ripon Senior High School, Ripon, Wisconsin.


**Work Experience:**

1985-1987  Adjunct instructor of political science, Syracuse University, Syracuse, New York.


1992-1994  Full time instructor of political science, LeMoyne College, Syracuse, New York

1994-95  Full time instructor of political science, LeMoyne College, Syracuse, New York, tenure track position.

1996-1999  Administrative Director, Woods Creek Montessori School, Lexington, VA

1999-2011  Lead Teacher, Primary 1 classroom, Woods Creek Montessori School, Lexington, VA.

**References:**

Available upon request.
MICHAEL R. MEADS
103 Kygers Hill Road
Lexington, VA 24450
(540) 462-7788
michael.meads@edwardjones.com

EDUCATION:
Virginia Military Institute, Lexington, Virginia (www.vmi.edu)
Bachelor of Arts in Economics and Business
May 1998
- Chairman - Cadet Coeducation Committee At-Large
- Counselor - Drug and Alcohol Awareness Committee
- Member - VMI Community Outreach Committee

EMPLOYMENT:
Edward Jones Investments, Lexington, VA (www.edwardjones.com)
Financial Advisor, Branch Manager
May 2007 to date
- Assist select families & businesses in the community to achieve their financial goals
- Manage ethical profitable branch office
- Achieved in the top 25% of 11,000 offices in Client Service Excellence as graded by clients

Thermoseal Glass Corporation, Gloucester City, New Jersey (www.thermoseal.com)
Plant Manager
March 2006 to March 2007
- Execute tasks safely, quickly and efficiently
- Proven, deliberate, decisive leader with advanced decision making skills
- Implementing company wide Lean Manufacturing Transformation
- Responsible for Insulating Glass Window Production Operations
- Created a sense of purpose and urgency throughout the organization
- Improved information flow throughout organization
- Responsible for Maintenance Technician and care of two facilities to include several large production machines, storage of raw materials and one delivery truck
- Responsible for the health and welfare of 32 plant staff
- Responsible for submission of accurate weekly payroll
- Responsible for administering Teamster’s Union Contract
- Facility and production is, “Cleaner that it has ever been.” “Managed better than ever.”
- Board of Directors quoted in October 2006, “Best quarter of plant improvements we’ve seen in 10-years”
- Responsible for coordination and pricing of all outside maintenance assets
- Firm grasp of output rates of plant machines
- Instills pride, self-esteem and self-confidence in the work force, while maintaining firm, fair discipline. Challenges subordinates to achieve greater output
- Partners with Volunteer’s of America to provide steady, reliable work force
- Fosters an environment of continuous improvement by reviewing defective units, retraining wayward staff members and supervisory training for work leaders
- Lead weekly plant staff meeting to communicate the company ‘message’ to the work force. This fosters trust and informs the work force to better handle change
- Agent of positive change in the organization. Methodically completing open tasks overdue for several quarters. Approach daily duties as if I am the owner

Thermoseal Glass Corporation, Gloucester City, New Jersey
Quality Manager
March 2003 to June 2004
- Reported directly to the Chief Executive Officer
- Facilitated ISO 9001:2000 Quality Management System from start of project to KEMA certification in 8 months. Certification in such short time is unheard of in the industry.
- ISO 9001:2000 Coordinator for the company
- Traveled on behalf of company to several customers to address out of specification units, or explain our ISO Quality Management System. Helmer, Pike Doors, Royal Vendors
Michael R. Meads
103 Kyger Hill Road
Lexington, VA 24450
(540) 462-7788
michael.meads@edwardjones.com

- Traveled to conduct supplier evaluations of several float glass plants and roll-formed metal plants. PQX, Guardian, Allmetal, Hygrade, Furniture City Glass.
- Responsible for training and maintaining proficiency of all employees.
- Wrote and administered two-week long, New Management - Immersion Training Program.
- Responsible for plant safety, disposal of non-hazardous waste, Fire Marshall inspection.
- Cross trained front office staff in plant operations utilizing walkthroughs of the plant.
- Traveled with key plant staff members to key customers to gain customer perspective.

Thermoseal Glass Corporation, Gloucester City, New Jersey
Assistant Manufacturing Manager
June 1999 to July 2001
- Promoted from Production Supervisor in one year.
- Responsible for top end rebuild of Bilco Flat Glass Washer, this machine is the franchise.
- Responsible for improving work in process flow through innovative WIP labeling.
- Responsible for setting up, staffing and managing the Sub-Zero Wine Cooler Glass Door Line. Hired, trained, and started a night shift during peak production cycle.

U.S. Army National Guard, Drexel Armory, Philadelphia, Pennsylvania
Company Commander – Captain, Combat Engineer
May 2001 to April 2006
- Trained and deployed company of 96 soldiers to Iraq from June 2004 – November 2005.
- Trained and deployed detachment of 33 soldiers to Bosnia from July 2002 – March 2003.
- Responsible for the training, welfare and combat operations of a 96 soldier Motorized Combat Engineer Company in Iraq. Responsible for route clearance and reconstruction.
- Plan and supervise the execution of all aspects of the Company’s combat and state-mandated missions.
- Currently serve as Battalion Assistant Operations Officer.

Marsh & Legge Land Surveyors, Winchester, Virginia (www.marshallegge.com)
Land Survey Crewman - Extensim
May 1998 to January 1999
- Assigned to a survey crew performing house loc, topo, and construction stake-out surveys.
- Used GPS equipment, and limited experience in reading elevation levels.

Organizations:
- Board Member – The Corp. of the First Regt. Infantry, Philadelphia, PA – 2007 to date.
- Member - American Society for Quality.
- Board Member - Advisory Board – Dept. of Econ. & Bus., VML, 1999 to date.
- Board Member - Nature Camp Foundation, Vesuvius, Virginia.
- Life Member - 82nd Airborne Division Association.
- Board Member – Habitat for Humanity – Lexington, VA 2008 to date.
- Volunteer - Firefighter – Middletown, VA 1990.
- Board Member – Bonerwood Education Association, 2008 to date.

Other Information:
- Completed Lean / Six Sigma Green Belt Course w/ Lockheed Martin – Rutgers July, 2006.
- Maintain SECRET Department of Defense security clearance 1994 to date.
- Awarded the Bronze Star Medal for combat service in Iraq, 2005.
- Served Enlisted from Private to Sergeant in the 82nd Airborne Division.
- Completed Army Sniper School and Army Jumpmaster Course; 44 Jumps.
Lenna Ojure, Ph.D.
Director of Teacher Education
Washington and Lee University
Lexington, VA 24450
540-458-8249
ojurel@wlu.edu

Residence: 163 Wineberry Lane
Lexington, VA 24450
540-463-9645

Education

   Curriculum and Instruction
   Concentration in Educational Psychology.
   Dissertation: An Investigation of the Relationship Between Teachers’
   Participation in #MAT Fundamentals Training and Teachers’ Perception of
   Teacher Efficacy

   Reading.

Secondary Teaching Certification, State of Massachusetts, 1973
   English, History, Social Studies and Reading

B.A. cum laude, Harvard University (Radcliffe College), Cambridge, MA, 1970.
   English History and Literature,
   Honors thesis on Joseph Conrad as a political critic.

Professional Experience

Director of Teacher Education
Washington and Lee University
Lexington, Virginia
2006-present

Direct teacher education program during a period of expansion. Develop and lead an educational
   consortium with two other colleges that is applying to the Commonwealth of Virginia to become
   an approved teacher licensure program. Administer the current teacher education program under
   the auspices of Mary Baldwin College, teach core education courses, and advise and supervise
   student teachers and practicum students. Also serve on the advisory committee for the gifted
   program for Rockbridge County Schools.
Courses currently teaching:  
- Foundations of Education  
- Teaching the Exceptional Learner  
- Secondary Content Area Reading and Writing  
- Seminar for Student Teaching

Consultant  
1984-present  
Private educational consulting practice. Test elementary, middle and secondary students to determine achievement levels and diagnose learning problems. Provide tutoring and design educational programs for students experiencing learning problems. Also serve as a consultant for local school systems on curriculum development and learning issues. (Part-time)

Director of Disabilities Services and Teacher Certification  
Instructor in Psychology and Education  
Virginia Military Institute, Lexington, Virginia  
1997-2006  
Provided services for students with disabilities; established and updated college disability policy and procedures; assisted students with special learning needs; designed learning assistance programs for the general student body; administered and updated teacher certification program.

Courses developed and taught:  
- General Psychology  
- Educational Psychology  
- Developmental Psychology  
- Cognitive Psychology  
- Teaching Exceptional Individuals  
- Foundations of Education  
- Practicum in Education  
- Content Area Reading

Committees:  
Chair, Disability Advisory Committee  
Member, Miller Academic Advisory Board

Special Assignments: Arranged services for parents with disabilities whose children attended VMI.

Talent Search Program Tutor  
1996-1997  
Dabney S. Lancaster Community College, Clifton Forge, Virginia. Instructed minority, at-risk, and low-income high school students.

Director of Developmental English  
1988-1992  
Southern Virginia College for Women (Southern Seminary), Buena Vista, Virginia. Designed program requirements and taught in a developmental language arts program for students with reading and writing deficits.
Development Specialist  
AFS International/Intercultural Programs, Southwest Virginia.  
Facilitated the start-up of new AFS chapters; recruited host families and high school students for international exchange program.

SAT Instructor  
Rockbridge County Schools, Rockbridge County, Virginia. SAT  
Taught test-taking strategies for verbal section of the SAT.

GED Instructor for Aid to Dependent Children recipients  
Instructor/Assistant Coordinator, Youth Employment Training Program  
Upward Bound Instructor  
Evening Program Instructor  
Director of Instruction/Instructor, Summer Youth Employment Program  
Dabney S. Lancaster Community College, Clifton Forge, Virginia  
1977-1985

Employment Skills Program: tested all program participants and supervised literacy tutoring.

Youth Employment Program: assisted in design of a youth program that combined work experience with GED instruction; taught GED courses and did diagnostic testing of participants.

Upward Bound: designed and taught in a remedial English and reading program for minority and low-income high school students.

Evening Program: GED Instructor.
Summer Youth Employment Program: Director of instruction and language arts instructor for high school summer program; designed language arts projects for students at all levels.

Instructor  
Rockbridge County Schools Adolescent Day Treatment Program.  
1983-1984

Taught high school courses to emotionally disturbed adolescents in a special program at the local mental health center.

Director, Summer Program  
Origins, Inc., Salem MA  
1976

Designed and directed special summer job training/growth program for adolescent female Comprehensive Employment Training Act (CETA) workers.

Counselor  
RASTA House, Middleton, MA  
1974-1976

Performed referral work, individual and group counseling, volunteer training and house management in temporary shelter for runaway adolescents.
Student Coordinator  
Salem Youth Commission, Salem, MA 
Coordinator of student group involved in designing an alternative high school program. 

Reading Teacher  
Salem High School, Salem, MA 
Taught English and Remedial Reading. 

Presentations and Publications 


*Access to Postsecondary Education for Individuals with Disabilities: A Summit on Removing Barriers to Access: Addressing Documentation Issues*, a meeting with the Virginia Department of Education, school administrators, and other stakeholder agencies in Virginia to improve transition to higher education for students with disabilities. As a member of the summit committee, wrote materials and assisted in summit design; facilitated in organization of proceedings notes for summit. Richmond, Virginia, November, 2007.


Learning Styles: why teachers love a concept research has yet to embrace, by Ojure, L.P. & Sherman, T. Education Week, November 28, 2001.


Awards and Honors


March 2003 Invited to participate in the Oxford Round Table on Special Education.

October 1998 Second Place Outstanding Doctoral Dissertation Award in Phi Delta Kappa’s District VIII.

Grants

Summer 2010, 2011 RE Lee student research grants: supervised students who were completing research on foreign language instruction on the elementary level and developing a program for the local elementary schools.

Summer 2002, 2003 Summer Undergraduate Research Grant at VMI to co-mentor psychology majors in undergraduate research.
2004 & 2005

June 2004 Virginia Military Institute Grant-in-Aid of Research grant to investigate the role of personality differences in mathematics anxiety.

March 2004 Virginia Military Instructional Technology Grant to research effective methods for producing and using video clips in classroom instruction.

June 1999 Virginia Military Institute Grant-in-Aid of Research grant to participate in on-going research project on Neurotherapy treatment for adults with ADHD.

Professional Activities

1999-present Member of HELP, Higher Education Leadership Partners, a statewide working committee with members from SCHEV, Virginia Rehabilitation, and Virginia colleges and universities under the auspices of Virginia Commonwealth University. The committee meets to research and promote best practices for students with disabilities on the post-secondary level.

2004-2005 Summer School Task Force Committee at VMI. Committee charged with evaluating and redesigning the summer school program at VMI.


Professional Development


2008 Workshop on Differentiation with Carol Tomlinson, a pre-conference workshop at the Association for Teacher Educators spring meeting; Washington, DC, June 2008

2004 *All Kinds of Minds*. Week-long course taught by Mel Levine at the Cape Cod Institute on learning disabilities and differing modes of learning, Cape Cod, MA.

2002-3 Part I and II of *Psychological Assessment of Learning Disabilities for Psychologists* at the Lab School of Washington, Washington, DC.

2002 *Connecting the Mind, Brain, and Education*. Harvard Graduate School of
Education Summer Institute, Cambridge, MA.


2000  *On Course Workshop: Strategies for Promoting Student Academic Success in College,* Dr. Skip Downing, Columbia, Maryland.

1998  Completed level one of Coaching the A.D.D.er by Sandy Manard of Catalytic Coaching, Fairfield, VA. Coaching techniques for assisting adults with ADHD.

1995-6  Fundamentals and Level II training in 4MAT, an instructional model based on learning-style theory. Charlotte, NC.

1994  Completed beginning-level training in consensus decision-making and mediation. Lexington, VA.

1991-3  Received on-the-job training in using Jungian type theory as defined by the MBTI to plan curriculum for college students with learning difficulties; completed workshop on using the *Myers Briggs Type Indicator (MBTI)* to understand student learning styles.

1992  Three-credit graduate seminar on the use of manipulatives in elementary and middle school mathematics instruction with Math Their Way. Blacksburg, VA.

1975-76  Received on-the-job training in crisis intervention and active listening.

Community Service

2011 to present  Member of the Board of Directors for Boxerwood Education Association

2003 to present  Member of Land Use Committee, Rockbridge Area Conservation Council. Currently investigating land use policies for Rockbridge County and providing outreach and education on land use issues.

2007 to present  Advisor to the E-mentoring program run by W&L students who mentor local high school students through a special e-mail system that was developed for the program.

1997 to Present  Volunteer instructor of techniques for growing organic fruit with the Rockbridge County Master Gardener program.

2004 to 2006  Advisor to VMI’s Big Brother/Big Sister Club; supervised cadets who acted as tutors and mentors for children in the local school systems.
2001-04  President on Board of LEAP, an after-school reading program for low-income K-8 students in Rockbridge County.

1989-98  Founding board member and president, Snakefoot Educational Association, an alternative school program in Rockbridge County, VA. Snakefoot was cited in the April, 1994, *Sunday Washington Post* as an innovative educational experiment. Designed the mathematics curriculum for all grades, after doing extensive research on mathematics instruction. Applied for and received grant money to expand Snakefoot's programs.

1988-90  Secretary, Rockbridge Area Recycling, a volunteer organization that initiated the start-up of a county-wide recycling program that was later managed by the local government. Co-authored a newspaper column on recycling issues.

1986-88  Director of after-school film series as a volunteer with the Rockbridge Regional Library. Also assisted in Literacy Volunteer workshops.

1979    Board member, Rockbridge Food Cooperative during time of expansion.

1976-77  Volunteer counselor at Reach Out, a local crisis hotline in Lexington, VA.

1975-76  Founding board member of a counseling and referral center for women in Salem, MA. Applied for and received grant monies for initial start-up costs and for program expansion.
Profile

As an experienced educator of students with language processing issues, my focus is creating opportunities for students to embrace their learning process and grow. Along with coaching students through a skills-based curriculum tailored to their needs, I consult with schools and organizations that want to design, restructure, or update their literacy services.

Education

<table>
<thead>
<tr>
<th>Postgraduate Professional Teaching License</th>
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<tbody>
<tr>
<td>Commonwealth of Virginia</td>
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<tr>
<td>Summer 2008</td>
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<table>
<thead>
<tr>
<th>Master of Science in Education: Moderate Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy, Methodology, &amp; Assessment</td>
</tr>
<tr>
<td>Simmons College, Boston, MA</td>
</tr>
<tr>
<td>Spring 2006</td>
</tr>
</tbody>
</table>

| Trained, Lindamood-Bell Learning Processes           |
| Landmark Outreach, Prides Crossing, MA              |
| Spring 2007                                          |

| Trained, multiple, Orton-Gillingham-based instructional tools |
| Landmark Outreach, Prides Crossing, MA               |
| Fall 2003-Spring 2006                                  |

| Bachelor of Arts in Literature and Anthropology     |
| Double Major                                        |
| Bard College                                        |
| Armondale-on-Hudson, NY                             |
| Fall 2000                                           |

Honors

| Teacher of the Month, Spring 2009                    |
| Dedication and innovation                           |
| Rockbridge County High School                       |

| Silver Bullet, Spring 2005                          |
| Professionalism and excellence                      |
| Landmark School                                     |

Education Experience

<table>
<thead>
<tr>
<th>Teacher, Lessons in Literacy, Summer 2005-present</th>
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<tbody>
<tr>
<td>Rockbridge County, VA</td>
</tr>
<tr>
<td>• Design prescriptive lessons to remediate literacy deficits</td>
</tr>
<tr>
<td>• Conduct formal, informal, and criterion-referenced assessments</td>
</tr>
<tr>
<td>• Write progress reports based on qualitative and quantitative data</td>
</tr>
</tbody>
</table>
Rabia Sandage, M.S.Ed.
43 Buggtselle Lane
Rockbridge Baths, VA 24473
www.lessonsinliteracy.com
rabia@lessonsinliteracy.com
540.460.6102

Education Experience continued

Consultant, Lessons in Literacy, Summer 2009-present
Southwest Virginia
- Collaborate with education professionals regarding:
  - data collection
  - writing and implementation of IEPs
  - program and lesson design
  - literacy training
  - researched-based instruction
- Provide school teams and parents with tools to support their students

Teacher, Rockbridge County High School, 2006-2009
Lexington, Virginia
- Created a remedial literacy program
- Pioneered school-wide literacy assessment
- Developed literacy curricula for students grades 9-12
- Taught skills-based Reading and English classes, grades 9-12
- Founded a tutorial center for remediation in literacy
- Recruited, screened, and trained volunteers
- Monitored student progress through formal assessment process

Case Manager, Rockbridge County High School, 2006-2009
Lexington, Virginia
- Evaluated and mentored students with Specific Learning Disabilities
- Ensured implementation of IEPs
- Collaborated with colleagues, parents, and service agencies

Teacher, Landmark School, 2003-2006
Prides Crossing, Massachusetts
- Taught written composition to students with language processing issues
- Assisted residential students with time management, social interactions, and academic work
- Designed systematic, sequential Language Arts curricula
- Tutored adolescent, nonreaders, in a one-to-one setting using a research-based approach
CURRICULUM VITAE

PATRICIA LEE SCHIRMER, M.D.

PERSONAL INFORMATION

Date of birth: February 7, 1962
Place of birth: Belvidere, IL
Citizenship: U. S. A.
Home Address: 9 Camp Cawthorn Lane
Lexington VA 24450
Telephone: (540) 463-5076 Home
(540) 570-5075 Cell
Marital Status: married with three children
Personal Interests: community oriented primary care, wilderness medicine/rural health, health
education, gardening, forestry (member of Forestry Stewardship Program),
children’s literature and literacy, elementary school education/active tutoring, art
and art education

EDUCATION

Undergraduate: University of Arizona, Bachelor of Arts, 1985
Medical: Vanderbilt University School of Medicine, Nashville TN
August 26, 1985-May 12, 1989
Residency: Strong Memorial Hospital, Rochester, NY
July 1, 1989-June 30-1993
Fellowships: Pearson Fellowship in Nutrition, 1987
Malnutrition in West Bengal, India
Fellowship in Public Health 1986
Appalachian Student Health Coalition

Honors and Awards: Canby Robinson Society Award 1989, Vanderbilt University School of Medicine
Undergraduate honors in Biochemistry, Redavid Research, U. of Arizona
Phi Beta Kappa, Phi Beta Phi
PROFESSIONAL WORK EXPERIENCES

January 7, 2011-present: Lexington Virginia Emergency Physicians, LLP
Stonewall Jackson Hospital
Lexington VA
Physician Partner

1993-2000: Stonewall Jackson Hospital
Lexington VA
ED Physician

1992-1993: Urgent Care
Student Health (during residency training)

1985-1987: Early Support Project/Nashville General Hospital Research in Pulmonary
Medicine (during medical school)

1983-1985: Southern Arizona Rescue Association
Mountain Search and Rescue Team (unpaid experience as EMT)

PROFESSIONAL ASSOCIATIONS

American College of Physicians, ASIM, American Academy of Pediatrics – Fellow, Rockbridge County
Medical Society, Medical Society of Virginia

Chief of Staff, Carilion Stonewall Jackson Hospital, January 1, 2005-January 1, 2006

Medical Director PALS education/PALS instructor

PROFESSIONAL CERTIFICATIONS

ABIM Issue date: January 1, 1993 Exp. date: December 31, 2013
ABPed Issue date: January 1, 1993 Exp. date: December 31, 2014
ACLS Issue date: September 16, 2003 Exp. Date: February 2013
PALS Instructor Issue date: May 26, 2000 Exp. Date: January 2013

MEDICAL LICENSES:
Virginia: DEA License # BS3898775, MS License # 0101049967
PUBLICATIONS:


REFERENCES
Available upon request.
ELISE SPRUNT SHEFFIELD

CONTACT INFORMATION
One South River Road, Buena Vista, VA 24416; (540) 261-4306; eric@rockbridge.net

EDUCATION
• Harvard Divinity School  Cambridge, MA
  1990, Masters in Theological Studies, with additional graduate credits from the Harvard
  Graduate School of Education and MA teacher certification, gr. 9 - 12
• Brown University  Providence, RI
  1984, A.B., English and American Literature, magna cum laude

CURRICULUM & DEVELOPMENT
Education Director  Boxwood Nature Center and Woodland Garden  2005 – present
Lexington, VA
Oversee implementation of a highly-regarded environmental education program involving ten
local schools and 2,000 K – 7 students annually; write and administer numerous competitively
awarded state and federal grants, manage $160,000 budget, supervise two educators and twenty
volunteers; collaborate with partner organizations; provide teacher professional development;
design and evaluate standards-correlated elementary and middle school programs focusing on
ecological literacy and stewardship. Present at national environmental education conferences.

Instructor  Southern Virginia University  1998 – 2005
Buena Vista, VA
As coordinator of the writing program, developed a curricular blue-print for Freshman
Composition specifically noted for its quality by the school’s accrediting agency.

Curriculum Specialist  George C. Marshall Foundation  1999 - 2002
Lexington, VA
Authored four, 50-page units supporting 20th Century Virginia Role Models, a statewide initiative
in social studies and character education endorsed by the Virginia Department of Education.

Curriculum Writer  World Wise Schools/Peace Corps  1993 - 1995
Washington, DC
Researched, wrote, and edited five study guides for a global awareness program involving
elementary and secondary schools across the United States.

Head Teacher  Snakefoot/Main Street Community School  1990 - 1995
Lexington, VA  1997-1998
Created and implemented a multi-subject curriculum for as many as twenty home-schooled
students enrolled in this K – 8 classroom-based educational cooperative.

Peace Corps Volunteer  Lesotho, southern Africa  1985 - 1987
Taught biology and English language (ESL) at a high school in a remote village.

COMMUNITY ORGANIZING
Elementary school PTA president (2001-2003), founding member (1999) and former chair of
Hull’s Drive-In Theatre, the nation’s only successfully operating non-profit community-owned
drive-in, founding member and steering committee chair, Rockbridge Master Naturalists (2010).
A Second Look

Fresh Air

Think back, way back, to when you were sitting in your elementary school classroom. It was a good school. You enjoyed the teachers and your classmates. And your mom and dad were satisfied. You were going okay.

Then one day someone opened the window and fresh air filled the classroom. It was a climate change. It was another kind of change. You were stimulated to find new ways to learn things. Almost everyone in your classroom, particularly your teacher, caught the fresh breeze. You noticed an extra spring in everyone’s step. And mom and dad got involved in the life of your classroom, maybe for the first time.

So goes when a child attends a public charter school. Here in paradise, in Rockbridge County to be more precise, we have an opportunity to make such an experience happen — and open the windows of a multi-million dollar investment. A new and different kind of learning can be the light in a place that has been dark for too long.

Two faces to know before the first kid walks through the door of the county’s first public charter school: (1) all charter schools are public schools; (2) charter schools never charge to dive, and all charter schools are designed to boost student achievement.

Interested? Then let’s continue. Tall people need to take some big steps to help the short people. If you and I do not, it won’t happen. But, if we do, the Buffalo Creek School could be the start of something big. That something comes in two parts: (1) the public schools that we have always wanted and (2) the local jobs that our children deserve.

The first organizing steps for Buffalo Creek School have already taken place and the political stars are aligned to keep the process going.

The timing for starting a public charter school could hardly be better. Not a bad beginning.

But before we get carried away, let’s go back again, not all the way back to your childhood, but a couple of years ago when the Richies audience was packed with angry citizens attempting to keep a community school open. The emotions ran high — but the numbers were low. Eighty-eight and falling was not enough to keep Effinger Elementary School open. Parents and community leaders drove home from the Richies meeting hearts broken. Effinger closed.

The climate has changed. Fresh air is on the way. Now there is a reason for the entire county to be upbeat. A well designed, centrally located new middle school in in our very near future, hopefully along with a public charter elementary school.

But for now, let’s mention two concerns in getting a public charter school up and running. First, a major misconception concerns educational funding. The Buffalo Creek School organizers told a small gathering, one that included the Rev. Howard Derry of Trinity Church and Janice Mergens who is running for county supervisor, that they may have less funding available than a regular public school. So be it, there’s a study where there is a correlation between money spent and learning gained. Naturally, last year we spent $2,502 per public elementary and secondary school student. As many employers, every company knows and every college admission officer knows, the value received for this tidy sum is depressingly low.

The Bill and Melinda Gates Foundation is attempting to upgrade our public schools through reported by funding a massive ($400 million plus) study to see what works in the classroom. No theory. No why’s. Just discovering what works and doing it.

However, the real school test is involvement. Unlike throwing money at schools, putting parents and the community involved does make a difference. With all due respect to the Rockbridge County Education Foundation, which raises money for otherwise unfunded needs recommended by teachers, there is no substitute for having parents and community actively involved in their child’s education. For charter schools, it’s even more critical. Some years ago a charter school was attempted by the Golden community. It never made it. The support just wasn’t there. Maybe Golden did not do its homework.

Now we have another chance. The most recent mandated Creek school organizing session was held at the rural Community Center, the first school ever held, named after the Rev. Benjamin Palmer. Starting a high school wasn’t easy as the Rev. Derry pointed out, but I’m sure it was much harder than what we are doing today in creating a new elementary school.

We kind, Word hard, Get money.” That is the motto of a district of Columbia public charter school where a disgruntled parent tries first grade. She loves the school and her parents find it “amazing.” It is a word cloud associated with Washington, DC public schools.

My space in up. I thank you for your time. Use it to make a difference.
A Looming ‘Storm’ in Effinger?

A perfect storm — not a good storm this time — is coming together so fast that a proposed charter school for Rockbridge County has a realistic chance of being more than just idle talk among interested educators.

Effinger Elementary, which closed its doors last year after having undergone comprehensive renovations just five years earlier at a cost of more than $3 million, would need little additional money to reopen. The refurbished historic schoolhouse seems an ideal setting for innovative learning. A push for access to the school has been available for years.

Sheffield, an enthusiastic supporter of charter schools, could prove to be an influential force who might be able to find money in the state coffers to get the idea off the drawing board. The governor couldn’t ask for a more promising model than what’s being proposed here.

The Buffalo Creek School, as envisioned by a seven-member steering committee of local volunteer educators, would be open to all students in kindergarten through fifth grade in the county’s division area, including those who are home-schooled. If too many students try to enroll, a lottery would be held to determine who gets to attend the school.

There could be a downside: While there’s the prospect of state money being available to launch the charter school, it could eventually become a financial drain on the school system, taking money away from the division’s other schools. Would the state ultimately shortchange the school, as it has education in general in recent years?

Certainly this is a valid concern that needs to be carefully considered. However, everyone who’s been involved in the process is to be commended for their inventiveness in taking an unfortunate situation — the closing of Effinger Elementary — and turning it into the hopeful prospect of establishing an innovative educational institution here.

Those who want to push this perfect storm along, or learn more about the plan, should attend the next informational session tomorrow, Thursday, Aug. 4, from 6:10 to 8:10 p.m., at the Palmer Community Center.
Appendix C: Sample HOME Lessons

Sample Boxerwood/BCS Outdoor Lesson One

Lesson Title: Habitat Scientists (best done in small groups of, each with 1 adult or older student assistant)

Grade Level(s): grade 3

Subject(s): Science

Lesson Topic: Habitat, Scientific Investigation

Learning Standards Addressed:
Scientific Investigation, Life Processes, Living Systems, Resources

Performance Objective(s): Students will be able to:
1. Follow basic steps of a scientific investigation while working as a group.
2. Accurately assess suitability of a specific site as potential habitat for a given species, relying on observation of environmental characteristics.
3. Demonstrate an understanding of their conclusion by proposing and enacting a follow-up activity meant to improve the identified habitat for the selected species.

Required Materials for each student:
Clipboards
Data Gathering Sheet (attached)
Investigation Sheet (attached)
Pencils

Anticipatory Activity
After reviewing behavior expectations of outdoor learning, take group to a pre-selected natural area (we use a wooded hillside). Once settled, ask students what animals they think would likely thrive in this habitat: is it good for whales? Elephants? Squirrels? Songbirds? Why or why not? Once they select a likely species (we recommend squirrels or birds), ask them how as scientists they could find out if this was a good habitat for say, squirrels. If they don’t see squirrels, could it still be a good habitat for them? By what criteria? Basically, you first need to review the four elements of a good habitat and second, introduce the concept that scientists require proof of their findings, not just hunches, and that this group can be scientists too if we follow scientific procedures to get our answer.

Lesson Activities and Procedures (outdoors)
1. Using the Investigation Sheet briefly review with students the steps of being a scientist as you work as a group to “design” their habitat investigation.
   - Formulating an investigative question
   - Making a prediction
   - Making a plan for gathering evidence
   - Analyzing the evidence to make a conclusion
   - Sharing or acting on the conclusion

2. Divide group into smaller teams (if possible), each with their own adult. Explain to students that they will gather their evidence by walking around and observing. Specifically, they will be observing and recording sources of food, water, shelter, and oxygen that they encounter suitable for their species. Students will briefly sketch each example in the data-gathering sheet with the goal of compiling as many examples on their sheet as possible.
3. Give each observation team about 15 minutes to walk around a specified area gathering “data”.

4. Reconvene all groups at a central area to share findings in a “scientific conference” in which each group shares its observation and the group as a whole then considers all the evidence for a conclusion, using the Scientific Investigation sheet.

5. Review the scientific process students used to arrive at their data-based conclusion.

**Plans for Independent Practice – n/a**

**Closure**
Ask students for recommendations, based on what they observed, on what they could do to improve one of the elements (shelter, food, water, air) that support life of their chosen species. This could be as simple as bringing out a water dish or as complex as planting more trees. As feasible, complete one action item as a group so students understand the connection between knowledge and service.

**Assessment and Follow-up**
Successfully completing the data sheet is its own assessment. For follow-up, see closure.

**Adaptations/Accommodations**
This activity works especially well with learners who are not yet fluent in writing or reading, as it is observation and sketch-based, with oral discussion and minimal writing. Ensure area selected accommodates those with movement disabilities.

**Enrichment Activities**
Apply this same process to assessing other areas of the schoolyard, for a different species (e.g. pollinators). Follow up with brief or extended habitat improvement project (e.g. planning butterfly garden, creating bird feeding stations, and so on).
Habitat Data Collecting Sheet

*(draw small sketches of examples you actually see)*

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<tbody>
<tr>
<td></td>
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<table>
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<th>oxygen</th>
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</tbody>
</table>
Habitat Scientists

1. Our investigating **Question:**
   Is the Boxerwood woodland a good habitat for ____________ (type of animal)?

2. Our **Plan** *(we will walk, look, and draw evidence of good habitat)*

3. Our **Evidence** *(data)*
   How much is here for a good habitat?
   *(give a check based on group’s decision after discussing evidence)*

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4. Our **Conclusion**
   The Boxerwood woodland is a good/not good (circle one) habitat for ________________.
SAMPLE Boxerwood/BCS-Led Outdoor Lesson Two

Lesson Title: Save Our Soil (best done in small groups of 6 – 10, each with 1 – 2 adult leaders)

Grade Level(s): grade 3

Subject(s): Science; Language Arts (reading/writing)

Lesson Topic: Erosion Prevention Activity

Learning Standards Addressed:
Earth Systems (Soil), Resources; Reading; Writing

Performance Objectives(s): Students will be able to:
1. Demonstrate understanding of our direct and indirect dependence on soil in many facets of living.
2. Successfully identify an example of soil erosion.
3. Working as a group, properly sequence steps for addressing minor soil erosion via grass planting.

Required Materials per group of 6 – 10 students:
Grass planting materials: watering can, caution tape & small marker flags, grass seed, spades (for loosening soil), plastic buckets for gathering compost or leaf mulch; paper for writing/drawing

How To Plant Grass:

- Find a bare patch of ground
- Loosen the soil so air and water can get in
- Scatter the seed
- Cover the seed with leaf mulch or compost (plant food)
- Water the seeds to help them grow
- Do not walk on the freshly planted grass

Anticipatory Activity (indoors or out)
1. Play a thinking game with children that helps them realize the value of soil to all of life. Write a list of common items on the board (e.g. oak tree, deer, robin, cotton sock, school principal, chocolate ice cream, pizza). Taking one item at a time, discuss: does this item depend (need) soil? Why or why not? Kids enjoy debating the more complex items but soon come to realize everything (almost) comes from soil. Therefore, soil is something to be protected (conserved) from erosion (science concept).

2. Prepare students for an outside investigation: expected behaviors, etc.

Lesson Activities and Procedures (outdoors)
1. Lead children on a tour outside looking for signs of soil erosion—we walk children along a grassy hillside at our nature center, but a schoolyard will do just fine. Have students identify areas where soil is washing away and why that is a problem for the hillside AND for the waterways below.

2. Invite problem-solving: what could we do as a group to keep soil in its place? What role might plants (grass) have? Would group be interested in planting grass? Where? Have group work together to choose one plot needing re-seeding (usually a rectangle about 2 ft by 6 ft is best).

3. Gather materials. Return group to starting point to get the materials needed to complete the project. Kids will shortly carry all the supplies to their chosen work site (make sure everyone carries something to feel important), but first, introduce the grass planting direction board.
4. Invite group sequencing of grass planting directions. Distribute one laminate direction card to each student. Challenge them to work together to sequence the directions in the proper order, placing them on the felt board. Review their work and correct/discuss as needed. This quick activity puts kids in the drivers’ seat, responsible for their own learning—make them figure it out themselves and refer back to the board when wondering what to do next during the project.

5. Have students take all materials to the work site including the direction board. Once on site, tell kids they will all work together step by step. Help them arrange themselves safely in the work area, give demonstration of how to use spades, then proceed through the directions on the work board (find site, hand till soil, scatter seed, cover with leaf mulch, water, cordon off in a rectangle with 4 flags and caution tape)

6. Once done, celebrate team-work and a job well done (a chant for the planted seeds works well), then return to start site with all materials.

**Plans for Independent Practice – n/a**

**Closure**
Have students draw a sketch of one thing they did as part of the grass-planting project. Then ask them to write 1 – 2 complete sentences explaining their drawing.

**Assessment and Follow-up**
For assessment, the actual activity as well as the writing prompt above works, but post-activity you can also give students a written scrambled sequence of the 6 directions for planting grass and ask them on paper to number them in the correct order. Logical follow-up would be to return to the planting site over a period of weeks to monitor the new grass growth: this thrills kids.

**Adaptations/Accommodations**
This activity works well with all kinds of learners and with the physically challenged. Everyone has a role to play, even if it is modified to so that those in wheelchairs carry the materials with them on their laps, or only do the activities that don’t require bending down—we’ve had fine success that way!

**Enrichment Activities**
This was a nature-center based activity, but several teachers extended the activity back at school by taking their class on schoolyard expeditions and erosion remediations. The schoolyard project can be one-day or multi-day depending on needs of teacher. Students can draw maps, write the principal, plan and secure the materials, etc.
## Appendix D - Budget Spreadsheets and Student Enrollment Spreadsheet

### Charter Budget YEAR ZERO -DRAFT EXPENSES -

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<tr>
<td>Health insurance per employee</td>
<td>13,923</td>
<td>$13,923</td>
<td>0</td>
</tr>
</tbody>
</table>

- **INSTRUCTION & SUPPORT PERSONNEL**
  - **Teachers**: 2 FT teachers @ $40K (avg. 0 - 20 yrs); assumes worst case of zero RCS transfer.
  - **Guidance counselor**: transferred hours of currently contracted RCS employees.
  - **Tech Support/Resource**: transferred hours of currently contracted RCS employees.
  - **Principal**: full salary est. $60,000; principal may also be .5 time CSP project director.
  - **Clerical**:
  - **Substitutes**: Subs for pd days funded by grant.

- **Fundamentally**:
  - **Benefits** budgeted for 19.86% RCS value FY 2012, for 3.2 equivalent positions.
  - **0.08 FICA** for clerical and subs.
  - **$4,351 each** for 3.2 contract positions and 1.
<table>
<thead>
<tr>
<th>Subtotal Benefits</th>
<th>42,529</th>
<th>$42,529</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Equipment</td>
<td>30,000</td>
<td>$30,000</td>
<td>0</td>
</tr>
<tr>
<td>*Textbooks</td>
<td>5,000</td>
<td>$5,000</td>
<td>0</td>
</tr>
<tr>
<td>*Materials &amp; Supplies</td>
<td>9,000</td>
<td>$9,000</td>
<td>0</td>
</tr>
</tbody>
</table>

**Subtotal INSTRUCTION** 239,529 227,529 $12,000

**TECHNOLOGY**

*Technology Materials and Supplies $0 0 0 captured in equipment line above.

**OPERATIONS**

Janitor (.25) $7,500 $7,500 $0 FT est. 30K

Benefits (.08) $600 $600 $0

Health Insurance $4,351 $4,351 $0 $4351 for each RCS position as above

Purchased Services $7,000 $0 $7,000

Electrical (& Heating) $56,000 $20,000 $36,000 BCS portion funded by CSP grant

Telecommunications $4,000 $2,000 $2,000 BCS portion funded by CSP grant

Janitorial Supplies $3,000 $2,000 $1,000 original was 5K; CSP
<table>
<thead>
<tr>
<th>Maintenance &amp; Repair</th>
<th>$3,000</th>
<th>$2,000</th>
<th>$1,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Outlay Expenses</td>
<td>$2,000</td>
<td>$0</td>
<td>$2,000</td>
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<tr>
<td></td>
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<tr>
<td><strong>Subtotal OPERATIONS</strong></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>FOOD SERVICE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manager</td>
<td>$0</td>
<td>$0</td>
<td>0</td>
</tr>
<tr>
<td>Food Supplies @ $250/person</td>
<td>$0</td>
<td>$0</td>
<td>0</td>
</tr>
<tr>
<td>Worker</td>
<td>$0</td>
<td>$0</td>
<td>0</td>
</tr>
<tr>
<td>Supplies</td>
<td>$0</td>
<td>$0</td>
<td>0</td>
</tr>
<tr>
<td>Small Wares</td>
<td>$0</td>
<td>$0</td>
<td>0</td>
</tr>
<tr>
<td>Capital Outlay Expenses</td>
<td>$0</td>
<td>$0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Subtotal FOOD SERVICE</strong></td>
<td>$0</td>
<td>$0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TRANSPORTATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General transport within division</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Purchased Services</td>
<td>$10,000</td>
<td>$10,000</td>
<td>0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>10000</td>
<td>10000</td>
<td>0</td>
</tr>
<tr>
<td>OTHER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Advertising &amp; Printing &amp; Postage</td>
<td>$2,000</td>
<td>$2,000</td>
<td>0</td>
</tr>
<tr>
<td>Postage</td>
<td>$1,000</td>
<td>$1,000</td>
<td>0</td>
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<tr>
<td>Travel</td>
<td>$10,200</td>
<td>$10,200</td>
<td>0</td>
</tr>
<tr>
<td>Stipends</td>
<td>$4,500</td>
<td>$4,500</td>
<td>0</td>
</tr>
<tr>
<td>CSP project director (USED grant)</td>
<td>31,000</td>
<td>$31,000</td>
<td>0</td>
</tr>
<tr>
<td>Benefits (.08)</td>
<td>2,480</td>
<td>$2,480</td>
<td>0</td>
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<tr>
<td>Fundraising</td>
<td>$500</td>
<td>$500</td>
<td>0</td>
</tr>
<tr>
<td><strong>Subtotal Other</strong></td>
<td><strong>$51,680</strong></td>
<td><strong>$51,680</strong></td>
<td><strong>$0</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PURCHASED SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
</tr>
<tr>
<td>Annual Audit</td>
</tr>
<tr>
<td>Legal Fees</td>
</tr>
<tr>
<td>Expeditionary Learning</td>
</tr>
<tr>
<td>Boxerwood Education Association</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Website Development</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td><strong>Subtotal Purchased Services</strong></td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>INSTRUCTION &amp; SUPPORT PERSONNEL</strong></td>
</tr>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Librarian .2</td>
</tr>
<tr>
<td>PE/art/music .25</td>
</tr>
<tr>
<td>Guidance counselor .2 (3 hrs/week)</td>
</tr>
<tr>
<td>Tech Support/Resource .25</td>
</tr>
<tr>
<td>Principal (.5)</td>
</tr>
<tr>
<td>Clerical (.5)</td>
</tr>
<tr>
<td>*Substitutes (4 staff @ $1K ea.)</td>
</tr>
<tr>
<td><strong>Subtotal Personnel</strong></td>
</tr>
<tr>
<td><strong>3%annual increase</strong></td>
</tr>
<tr>
<td><strong>Total Instructional Personnel</strong></td>
</tr>
<tr>
<td>Benefits per contract employee</td>
</tr>
<tr>
<td>Item</td>
</tr>
<tr>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Benefits for non-contract employee</td>
</tr>
<tr>
<td>Health insurance per employee</td>
</tr>
<tr>
<td><strong>Subtotal Benefits</strong></td>
</tr>
<tr>
<td>*Equipment</td>
</tr>
<tr>
<td>*Textbooks</td>
</tr>
<tr>
<td>*Materials &amp; Supplies</td>
</tr>
<tr>
<td><strong>Subtotal Instructional Items</strong></td>
</tr>
</tbody>
</table>

**TECHNOLOGY**

*Technology Materials and Supplies        | $0       | 0        | captured in equipment line above NB: additional school bldg brings $20K annually to RCS |

**OPERATIONS**

Janitor (.4)                                | $12,000  | $12,000  | FT est. 30K                                |

Benefits (.08)                               | $960     | $960     |                                            |

Health Insurance                            | $4,569   | $4,569   | $4,569 per RCS position as above           |

Purchased Services                          | $7,000   | $0       | $7,000                                     |

Electrical (& Heating)                      | $56,000  | $20,000  | BCS portion funded by CSP grant            |
<table>
<thead>
<tr>
<th>Category</th>
<th>Line 1</th>
<th>Line 2</th>
<th>Line 3</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telecommunications</td>
<td>$4,000</td>
<td>$2,000</td>
<td>$2,000</td>
<td>BCS portion funded by CSP grant</td>
</tr>
<tr>
<td>Janitorial Supplies</td>
<td>$3,000</td>
<td>$2,000</td>
<td>$1,000</td>
<td>original was 5K; CSP</td>
</tr>
<tr>
<td>Maintenance &amp; Repair</td>
<td>$3,000</td>
<td>$2,000</td>
<td>$1,000</td>
<td>funded by CSP grant, includes learning lab equipment (store)</td>
</tr>
<tr>
<td>Capital Outlay Expenses</td>
<td>$2,000</td>
<td>$0</td>
<td>$2,000</td>
<td>RCS equivalent to mothballing costs for school year; BCS covers above this amount</td>
</tr>
<tr>
<td><strong>Subtotal Operations</strong></td>
<td><strong>$92,529</strong></td>
<td><strong>$43,529</strong></td>
<td><strong>$49,000</strong></td>
<td></td>
</tr>
<tr>
<td>FOOD SERVICE</td>
<td>$0</td>
<td>$0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Manager</td>
<td>$0</td>
<td>$0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Food Supplies @ $250/person</td>
<td>$0</td>
<td>$0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Worker</td>
<td>$0</td>
<td>$0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td>$0</td>
<td>$0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Small Wares</td>
<td>$0</td>
<td>$0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Capital Outlay Expenses</td>
<td>$0</td>
<td>$0</td>
<td>0</td>
<td>suspended until higher enrollment; should be self-supporting</td>
</tr>
<tr>
<td><strong>Subtotal Food Service</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>TRANSPORTATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General transport within division</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>no impact on overall division expense</td>
</tr>
<tr>
<td>Purchased Services</td>
<td>$10,000</td>
<td>$10,000</td>
<td>0</td>
<td>RCS transport to/from BCS plus field trips</td>
</tr>
<tr>
<td><strong>Subtotal Transportation</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>OTHER</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><em>Advertising &amp; Printing &amp; Postage</em></td>
<td>$2,000</td>
<td>$2,000</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Postage</td>
<td>$1,000</td>
<td>$1,000</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>$10,200</td>
<td>$10,200</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Stipends</td>
<td>$6,000</td>
<td>$6,000</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>CSP project director (USED grant)</td>
<td>32,000</td>
<td>$32,000</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Benefits (.08)</td>
<td>2,560</td>
<td>$2,560</td>
<td>0</td>
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</tr>
<tr>
<td>Fundraising</td>
<td>$500</td>
<td>$500</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal Other</strong></td>
<td><strong>$54,260</strong></td>
<td><strong>$54,260</strong></td>
<td><strong>$0</strong></td>
<td></td>
</tr>
</tbody>
</table>

**PURCHASED SERVICES**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>$10,000</td>
<td>$10,000</td>
<td>0</td>
</tr>
<tr>
<td>Annual Audit</td>
<td>$5,000</td>
<td>$5,000</td>
<td>0</td>
</tr>
<tr>
<td>Legal Fees</td>
<td>$500</td>
<td>$500</td>
<td>0</td>
</tr>
<tr>
<td>Expeditionary Learning</td>
<td>$30,000</td>
<td>$30,000</td>
<td>0</td>
</tr>
<tr>
<td>Boxerwood Education Association</td>
<td>$10,000</td>
<td>$10,000</td>
<td>0</td>
</tr>
</tbody>
</table>

Funded by CSP grant

Board/teachers professional development and conferences; lodging, meals, travel expenses: CSP

training stipends for 3 BCS teachers10 days @ $150/dy, summer 2012: CSP

.5 PTE, 100% funded by USED grant; includes benefits: CSP

CSP

accounting and bookkeeping services;

charter start-up consultant; prov dev: CSP

education services: prov devl, curriculum dev; CSP
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount 1</th>
<th>Amount 2</th>
<th>Amount 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website Development/IT consultant</td>
<td>2,000</td>
<td>$2,000</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>3,000</td>
<td>$3,000</td>
<td>0</td>
</tr>
<tr>
<td><strong>Subtotal Purchased Services</strong></td>
<td><strong>60,500</strong></td>
<td><strong>$60,500</strong></td>
<td><strong>0</strong></td>
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<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td><strong>$515,704</strong></td>
<td><strong>$439,924</strong></td>
<td><strong>$75,780</strong></td>
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</table>
## Charter Budget YEAR THREE - EXPENSES -

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>BCS Cash</th>
<th>RCS In-Kind</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td><strong>INSTRUCTION &amp; SUPPORT PERSONNEL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>160,000</td>
<td>160,000</td>
<td>$0</td>
<td>4 FT teachers @ $40K (avg. 0 - 20 yrs); assumes worst case of zero RCS transfer</td>
</tr>
<tr>
<td>Librarian .2</td>
<td>8,000</td>
<td>8,000</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>PE/art/music .4</td>
<td>10,000</td>
<td>10,000</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Guidance counselor .25</td>
<td>10,000</td>
<td>0</td>
<td>$10,000</td>
<td>transferred hours of currently contracted RCS employees</td>
</tr>
<tr>
<td>Tech Support/Resource .25</td>
<td>10,000</td>
<td>0</td>
<td>$10,000</td>
<td>transferred hours of currently contracted RCS employees</td>
</tr>
<tr>
<td>Principal (.75)</td>
<td>45,000</td>
<td>$45,000</td>
<td>0</td>
<td>full salary est. $60,000; principal may also teach part-time</td>
</tr>
<tr>
<td>Clerical (.75) @ $12K</td>
<td>18,000</td>
<td>$18,000</td>
<td>0</td>
<td>full salary est. $24K</td>
</tr>
<tr>
<td>*Substitutes (5 staff @ $1K ea.)</td>
<td>5,000</td>
<td>$5,000</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal Personnel</strong></td>
<td>266,000</td>
<td>$246,000</td>
<td>$20,000</td>
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</tr>
<tr>
<td><strong>3 % annual increase</strong></td>
<td>7,980</td>
<td>$7,380</td>
<td>$600</td>
<td></td>
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<tr>
<td><strong>Total Personnel</strong></td>
<td>273,980</td>
<td>$253,380</td>
<td>$20,600</td>
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<tr>
<td>Category</td>
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<td>Cost</td>
<td>Benefits</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------</td>
<td>-------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Benefits per contract employee</td>
<td>49,708</td>
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<tr>
<td>Benefits for non-contract employee</td>
<td>1,895</td>
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<tr>
<td>Health insurance per employee</td>
<td>28,062</td>
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</tr>
<tr>
<td>Subtotal Benefits</td>
<td>79,665</td>
<td>$79,665</td>
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</tr>
<tr>
<td>Equipment</td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Textbooks</td>
<td>1,000</td>
<td>$1,000</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Materials &amp; Supplies</td>
<td>3,000</td>
<td>$3,000</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Subtotal instruction items</td>
<td>4,000</td>
<td>4,000</td>
<td>$0</td>
<td></td>
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<tr>
<td>TECHNOLOGY</td>
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<td></td>
</tr>
<tr>
<td>Technology Materials and Supplies</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>OPERATIONS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Janitor (.5)</td>
<td>$15,000</td>
<td>$15,000</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Benefits (.08)</td>
<td>$1,200</td>
<td>$1,200</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Health Insurance</td>
<td>$4,797</td>
<td>$4,797</td>
<td>$0</td>
<td></td>
</tr>
</tbody>
</table>

- 19.86% RCS value FY 2012, for 5.85 equivalent positions
- .08 FICA for clerical and subs
- $4,797 each for 5.85 contract positions and 1 clerical position (5% annual increase)
- Maintenance only
- Classroom supplies and learning lab materials
- Captured in equipment line above NB: additional school bldg brings $20K annually to RCS
- FT est. 30K
- $4797 for each RCS employee as above
<table>
<thead>
<tr>
<th>Purchased Services</th>
<th>$7,000</th>
<th>$0</th>
<th>$7,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical (&amp; Heating)</td>
<td>$56,000</td>
<td>$20,000</td>
<td>$36,000</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>$4,000</td>
<td>$3,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>Janitorial Supplies</td>
<td>$4,000</td>
<td>$2,000</td>
<td>$2,000</td>
</tr>
<tr>
<td>Maintenance &amp; Repair</td>
<td>$4,000</td>
<td>$2,000</td>
<td>$2,000</td>
</tr>
<tr>
<td>Capital Outlay Expenses</td>
<td>$2,000</td>
<td>$0</td>
<td>$2,000</td>
</tr>
</tbody>
</table>

**Subtotal Operations** | $97,997 | $47,997 | $50,000 |

RCS covers equivalent to mothballing costs for school year; BCS covers above this amount

**FOOD SERVICE**

<table>
<thead>
<tr>
<th>Manager</th>
<th>$0</th>
<th>$0</th>
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**Subtotal Food Service** | $0 | $0 | 0 |

suspended until higher enrollment; should be self-supporting

**TRANSPORTATION**

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no impact on overall division expense
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from RCS: 1 daily round-trip ($9,000) plus school year field trips ($1000)

Board/teachers professional development and conferences; lodging, meals, travel expenses

training stipends for 5 BCS teachers 10 days @ $150/dy, summer

grant ended

bookkeeping services;


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**Subtotal Purchased Services** 34,000 $34,000 0

**TOTAL EXPENSES**  $520,642  $450,042  $70,600
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**Not able to be addressed:** RCS Insurance, RCS Admin, RCS HR
### WORKSHEET: PROJECTED ANNUAL BCS STUDENT ENROLLMENT BY SUB-TYPE

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Appendix E—Information About Proposed Facility

a. Suitable instructional space;

Buffalo Creek School proposes to use a presently vacant facility maintained by Rockbridge County Schools. The facility was renovated in 2005 and formerly housed an elementary school which closed in 2010. At the time of closure, total student enrollment was about 80 students. The 2-story building accommodates between 100 and 120 students maximum. The building has sufficient number of classrooms for the maximum proposed by BCS, as well as space for a non-BCS affiliated pre-school and a BCS affiliated community grocery store. It has a gym, playground, cafeteria, kitchen, restrooms, office space, library and small meeting rooms.

b. Provisions for library services;

As mentioned, the facility has designated library space. It is BCS’ understanding that some library materials are still housed at this facility but BCS has not been able to verify this. BCS has received CSP funds to enhance library offerings. BCS will employ a part-time librarian.

c. Provisions for the safe administration and storage of student records and student medications;

The facility has a centralized office for these provisions and BCS will equip the office with secure storage units for the purposes above.

d. Information regarding compliance with building and fire codes and compliance with the federal Americans with Disabilities Act (ADA);

The facility is ADA compliant and met fire codes while previously operating as an elementary school.

e. General information on emergency evacuation plans;

Should BCS be granted use of this facility, BCS will develop emergency evacuation plans based on those developed for the former elementary school. Notably, safe haven is directly across the rural road in a facility hosting the Effinger Volunteer Firehouse.

f. Information regarding site location and preparation;

The facility is located ten minutes from Lexington at the confluence of two creeks in a low populated area. The site has been maintained by RCS for the past year and a half in a “mothballed” condition – i.e. it has been minimally heated and maintained as necessary. BCS will work with RCS Maintenance to identify needs for re-opening should the facility be made available to the public charter.

g. The structure of operation and maintenance services; and
BCS will form an Operations Committee tasked in part with facility decision-making and maintenance. The committee will consult and collaborate with RCS Maintenance on such services as the charter application proposes joint care of the facility. Details of this arrangement will be worked out as part of the charter negotiation. BCS is prepared to employ its own custodian, and to supplement care of the facility with parent volunteer help.

h. Financial arrangements for facilities, including any lease arrangements with school divisions or other entities and whether debt will be incurred.

BCS has proposed in this application a cost-sharing agreement related to maintenance and operation of the facility. BCS does not anticipate any lease agreement with its division and indeed it is BCS’ understanding that such agreements are prohibited by Virginia public charter law. Cost-sharing details will be worked out as part of charter negotiations. BCS will assume no debt and the facility will continue to be owned by Rockbridge County Board of Supervisors, as operated by Rockbridge County Schools for educational purposes.
Appendix F: Information About Student Conduct Manual

The applicant will provide a model Student Code of Conduct policy that addresses student behavior, discipline, and participation in school activities. The plan should identify the role of teachers and administrators in discipline and mentoring and must demonstrate compliance with the code of conduct policy of the applicable school board.

Upon charter approval, BCS will develop a Student Code of Conduct that addresses the above elements in consultation with its proposed school design partner, Expeditionary Learning, and its LEA. This Code of Conduct will be provisionary until school opening (Fall 2012) and BCS reserves the right to continue to make changes, based on input from its principal and BCS teachers, once hired. At minimum, the BCS Student Code of Conduct will hold students to the same level of expectations (and consequences) as articulated in the RCS Policy Manual, Section J (Students), and shared in the RCS Code of Conduct familiar to all students in the division. A complete draft of the BCS Student Code of Conduct will be available for public inspection prior to the spring enrollment period, 2012.