Virginia College Partnership Laboratory School Application

Approved by the Virginia Board of Education
July 26, 2012
Updated August 31, 2022

School Name: **The Lab School for Innovation & Career Exploration**

Date of Submission to Virginia Board of Education:

Name of Authorized Official: **Mark L'Esperance** **Date:** **9/27/2022**

Signature of Authorized Official:  **Date:**

Instructions

All applicants for a college partnership laboratory school should read the College Partnership Laboratory School Application Process before completing the application. The process is available on the Virginia Department of Education's website at the following link: **http://www.doe.virginia.gov/instruction/laboratory_schools/index.shtml**.

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

Completed applications and supporting documents must be submitted to labschools@doe.virginia.gov. The Department may return or reject applications that are incomplete.

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.

Part A: Applicant Information

School Information

School Name: The Lab School for Innovation & Career Exploration

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): Elkton, 22827
Broadway, 22815
Bridgewater, 22812
Penn Laird, 22846
Weyers Cave, 24486
Harrisonburg, 22801

Is the applicant a public, nonsectarian, nonreligious school in the Commonwealth established by a public institution of higher education; public higher education center, institute, or authority; or an eligible institution, as defined in § 23.1-628 related to the Tuition Assistance Grant Program? Yes

Proposed Opening Date (Date should be at least twelve (12) months from the date of this application.): August 2024

Grades to be Served for the Full Term of the Contract (Please Check All That Apply)*			
Pre-K	☐	Sixth Grade	☐
Kindergarten	☐	Seventh Grade	☐
First Grade	☐	Eighth Grade	☐
Second Grade	☐	Ninth Grade	☐
Third Grade	☐	Tenth Grade	☐
Fourth Grade	☐	Eleventh Grade	☐
Fifth Grade	☐	Twelfth Grade	☐

*If the college partnership laboratory 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.

If the college partnership laboratory 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:

The Lab School will be interdisciplinary and over the course of the Lab School contract will potentially address all content areas. The content areas ultimately identified for the school will be generated by community problems of practice, in partnership between James Madison University (JMU), Blue Ridge Community College (BRCC), Rockingham County Public Schools (RCPS), and industry. With career exploration as

the spirit of the Lab School, the following careers are anticipated to be the specialized areas of focus, based on the strengths of JMU and BRCC connections to the work:

- education professions (teaching and education-related fields)
- health professions (nursing, nutrition, occupational therapy, physical therapy)
- social services (social work, human services, etc.)
- government/public administration
- aviation maintenance

If the college partnership laboratory school is going to be in partnership with a local school division, please describe the partnership briefly.

The Lab School for Innovation & Career Exploration will be a partnership between James Madison University (JMU), Rockingham County Public Schools (RCPS), and Blue Ridge Community College (BRCC). Students who attend the Lab School will participate in a half-day model. In 9th and 10th grades, the half-day programming for the Lab School will occur within designated spaces at Broadway HS, East Rockingham HS, Spotswood HS, and Turner Ashby HS. In 11th grade, students will have the option to return to traditional high school programming, attend Massanutten Technical Center, Regional Governor's School, or continue to participate in a half-day model programming by taking courses at JMU or BRCC.

The intent of the program in 9th and 10th grades is to provide high school students with opportunities to explore a wide variety of careers, leveraging the strengths of JMU and BRCC, where programs, in partnership with industry in the community, will push into the high schools. Students will work with instructional teams that include licensed RCPS teachers, JMU/BRCC professors, industry experts, and paraprofessionals. This partnership in teaching and learning will be highly engaging, hands-on, and include relevant problem-solving of real-world community needs, blending content areas together that push beyond the traditional siloed model of school. As an additional value added to the instructional teams, pre-service teachers and other pre-professional students from JMU will be placed in the schools (as in-kind) to not only support the instructional teams but to learn about innovative teaching and learning through this interdisciplinary approach.

The purpose of the Lab School is two-part. The first is to create a space for innovation, where educators, industry, and pre-service professionals can learn about best practices in teaching and learning. The second is to create a space for students to engage in high-level application of real-world problem solving while working closely with professors, college students, and industry experts to provide pathways for college and career readiness.

Contact Information

Name of Individual/Organization Submitting Application:	**James Madison University**
Name of Contact Person for Application:	Mark L'Esperance
Title/Affiliation with Individual/Organization Submitting Application:	Dean, College of Education

Office Telephone:	**540-568-6572**	Mobile Telephone:	**252-412-1745**
Fax Number:	**540-568-4528**	E-mail Address:	**lesperme@jmu.edu**

Prior Experience

1. Has the applicant had any prior experience operating a college partnership laboratory 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 college partnership laboratory 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:

   The College of Education at James Madison University is home to the Young Children's Program (YCP). The YCP is the remnant of Anthony Seeger Campus School (PreK–7), a demonstration school that opened in 1958 and was affiliated with Madison College when the institution was one of several state Normal Schools for the preparation of teachers.

   Anthony Seeger was one of the last demonstration schools to close (1982) in the Commonwealth, and YCP remains open to this day and serves as an early learning program (laboratory school) operated by James Madison University's College of Education. Its curriculum, environment, and organization are based on professional standards and research related to learning and development of young children. The program operates Monday-Friday with two full day 4-year-old classes and a morning session for 3- and 4-year-olds.

   The Young Children's Program recognizes that children's development is best facilitated through cooperative efforts of families and school. Family members are welcome contributors to the ongoing curriculum and are encouraged to be involved in ways that support their children's adjustment and growth. Avenues for communication are varied and personal to meet the needs of all families. The YCP is accredited by the National Association for the Education of Young Children and licensed by the Virginia Department of Social Services.

3. Please describe the relevant experience of the members of the governing board:

   During his tenure at East Carolina University, Dean L'Esperance was a key leader in founding the ECU Community School, one of two university laboratory schools initially created by legislation for the University of North Carolina System as a platform for providing high-quality educational experiences for students in K-12, research-based practices to enhance teacher preparation, and a learning organization for aspiring principals (N.C.G.S. § 116-239.5(b) https://www.northcarolina.edu/unc-lab-schools). Dr. L'Esperance led a team of East Carolina University faculty, university administrators, and key community stakeholders, in partnership with Pitt County Schools, to create an innovative curricular alternative for elementary children attending a low-performing school, as designated by the NC Department of Public Instruction. School programming included interdisciplinary wrap-around supports in medical, mental health, and academic services through the lens of a community school teaching framework. School-level outcomes demonstrated "met growth" in the Education Value Added Assessment System, decrease in discipline referrals, increase in attendance, and increase in teacher attendance and effectiveness (https://education.ecu.edu/ecucs/). Dr. L'Esperance worked extensively with the University of North Carolina System office to develop an initial framework for scaling up the initiative including programmatic, policy, and legislative support.

   Dr. Larry Shifflett began his career with Rockingham County Public Schools in 1997 as a social studies teacher and coach at Wilbur S. Pence Middle School. He served in this role for five years before becoming a school administrator in 2002. Dr. Shifflett served four years as assistant principal at Montevideo Middle School. In July 2007, he was appointed as principal of South River Elementary School. During his tenure, the school became one of the most decorated in the Commonwealth of Virginia. These recognitions include: the National Blue Ribbon School of Excellence Award in 2012; the Highly Distinguished Title I Award in 2013; the Distinguished Title I Award in 2008, 2009, 2011, 2012, and 2014; the Governor's Award of Educational Excellence in 2009; and the Board of Education's Excellence Award in 2011. Dr. Shifflett completed his Doctorate of Education degree from The Curry School of Education at The University of Virginia. While a student at UVA, he was honored with the William H. Seawell Memorial Award in 2012. In 2014, Dr. Shifflett was appointed to the role of Director of Innovation and Learning for RCPS, where he helped lead the school division's digital conversion initiative. In 2018, he was promoted to the Assistant Superintendent of Innovation and Learning for RCPS. As of July 1, 2023, Dr. Shifflett serves as the Superintendent for Rockingham County Public Schools.

   Dr. John Downey serves as the fifth President of Blue Ridge Community College (BRCC), a position he has held since 2009. Prior to his service as president, Dr. Downey worked in a variety of capacities at BRCC, as well as at Bunker Hill Community College in Boston. He currently serves on several local boards, including the On The Road Collaborative Board, the Go Virginia Region 8 Board, the Harrisonburg-Rockingham Chamber of Commerce, the Shenandoah Valley Partnership, the Shenandoah Valley Workforce Development Board, the GenEdge Alliance, and the Voice of Business Committee of the Greater Augusta Regional Chamber of Commerce. Past board service

included the Harrisonburg Rotary Club and the Blue Ridge Area Food Bank Board. Dr. Downey completed his doctoral program in Higher Education Administration at the University of Virginia where he earned the Annette Gibbs Research Publication Award. He served as the Chair of the Virginia Community College System (VCCS) *Complete 2021* Strategic Planning Task Force and was a member of the *Achieve 2015* and *Opportunity 2027* strategic planning committees for the VCCS. Under his leadership, BRCC has garnered recognition for its progressive workforce initiatives and partnerships, and as a key player in local economic development. BRCC has been recognized frequently by the *Chronicle of Higher Education's* "Great Colleges to Work For" program. In 2010, Dr. Downey was recognized as the most supportive president of the year at the Enactus (formerly SIFE) National Exposition. In 2018, he was awarded the Business Leadership Award by the Greater Augusta Regional Chamber of Commerce, and in 2019 he received the Shirley B. Gordon Award of Distinction from the Phi Theta Kappa International Honor Society for his support of the BRCC Alpha Xi Xi chapter.

Contact Information – Institution of Higher Education Partner

Name of Contact Person for Application:		Mark L'Esperance	
Title/Affiliation with the Institution of Higher Education:			Dean, College of Education
Office Telephone:	**540-568-6572**	Cell Telephone:	**252-412-174554**
Fax Number:	**540-568-4528**	E-mail Address:	**lesperme@jmu.edu**

Part B: Narrative

The application narrative must contain all of the elements in § 22.1-349.5 of the *Code of Virginia*.

I. ***Executive Summary:*** Provide an executive summary that addresses the need for the college partnership laboratory school and its goals and objectives. (The suggested length is two pages.)

James Madison University (JMU), with a long history of preparing teachers for the workforce since 1908, submits this Lab School application in partnership with Rockingham County Public Schools (RCPS) and Blue Ridge Community College (BRCC), designed for high school students in grades 9-12. The Lab School for Innovation & Career Exploration (JMU Lab School or Lab School) will provide an innovative approach to teaching and learning, pushing boundaries beyond siloed content areas. The Lab School concept will deeply engage students in solving community needs by applying high-level academic skills with community and industry experts while leveraging the strengths of BRCC experts and JMU experts from multiple disciplines that include education, health professions, social services, government/public administration, aviation maintenance, automotive technology, business management, and information technology.

The Lab School, opening in 2024-2025, will start in 9th grade, where students admitted to the school will participate in a half-day model within renovated and enhanced RCPS high school spaces, starting with East Rockingham High School and Broadway High School in Year 1 (2024-2025), expanding to the other two high schools in Year 2. During the half-day Lab School model, students will interact with a team of instructional experts that include: licensed RCPS teachers, JMU professors, BRCC professors, industry experts, RCPS paraprofessionals, and as a value-added in-kind contribution, JMU pre-service students (from education, nursing, counseling, social work, and other disciplines as applicable).

When students are in 9th and 10th grades, during the half-day Lab School model, they will engage in interdisciplinary approaches to teaching and learning that are mostly hands-on. Opposed to the traditional model of school, where students have an English, Health/PE, Science, or Social Studies teacher for an assigned time block, students will be engaged in fluid and flexible groupings, where the content area teachers will work together as a team with the industry experts, professors, and paraprofessionals to offer learning spaces that are project-based, differentiated, and allow for small group, individualized, and cooperative learning. Pre-service students from JMU will have the opportunity to interact with these teams, providing additional support in the classroom, as well as role models for high school students.

High school students admitted to the Lab School will participate in 9th and 10th grades, exploring careers that leverage the strengths of JMU and BRCC programs as applicable programs will be integrated into the community-based problems of practice. In 11th grade, students will have the option to return to their traditional

high school model, attend BRCC, Massanutten Technical Center, a Regional Governor's School, or continue to take classes at JMU in disciplines to further explore careers. Pre-service professionals will be exposed to this different model as they will be assigned to the Lab School for practicum, student teaching, and internships, studying what works best in schools with a student-centered, problem-based approach to teaching and learning. The high school students will be exposed to career pathways, make connections to the community and industry workforce through their high school coursework in the Lab School, and explore interest in careers early through this model. This innovative approach to schooling, with learning at all levels (teacher learning, pre-service learning, student learning) will afford the opportunity for interdisciplinary research on evidence-based practices that have the potential to transform school, as well as identify effective pathways to college and careers.

The Lab School will be interdisciplinary and over the course of the contract will potentially address all content areas. The content areas ultimately identified for the school will be generated by community problems of practice, in partnership between JMU, BRCC, and industry. With career exploration as the spirit of the Lab School, the following careers are anticipated to be the specialized areas of focus, based on the strengths of JMU and BRCC connections to the work:

- education professions (teaching and education-related fields)
- health professions (nursing, nutrition, occupational therapy, physical therapy)
- social services (social work, human services, etc.)
- government/public administration
- aviation maintenance

Each designated space will be branded the same so that Lab School students who attend Broadway HS and East Rockingham HS during the half-day programming, for example, will easily identify a different learning environment from that of the traditional school. Spaces at JMU and BRCC will also be branded so that students and other community members who engage in Lab School programming will easily identify a different learning environment from that of the traditional school. Renovated spaces at JMU's Memorial Hall, the College of Education building, will include technology, where pre-service teachers/pre-professional students can observe Lab School remotely, adding relevant and real-time learning to their methods courses. These renovated spaces at JMU and BRCC will also provide high school students with a unique learning environment in 11th and 12th grades, building relationships with each other and JMU/BRCC professors and students.

While the learning environment will be different, the ways student learning is assessed will be different as well. The Lab School will include deep engagement in project-based learning. Furthermore, assessment of student learning will be conducted through portfolio evidence aligned with the Virginia Standards of Learning. Portfolio assessments will be used as formative measures of learning and summative for content areas where SOL assessments are not used.

The student body will be selected from a lottery system designed to remove admissions barriers and to represent the Commonwealth of Virginia. Admissions will be open to any student within the Commonwealth and will follow guidelines established by the Virginia Department of Education. Through clearly outlined and articulated MOUs between RCPS, JMU, and BRCC, students with disabilities and English Language Learners will be supported according to state and federal law, in addition to supports outlined by the offices of student disability services at JMU and BRCC.

At the conclusion of the Lab School contract (starting Year 6), per pupil costs for the 50% programming will be paid by RCPS to sustain the project. Fundraising to support sustainability will include leveraging existing federal and state funding (JMU College of Education is the highest earner of external funding at JMU, with nearly $11M per year to date in grants/contracts). Additional pursuit of state and federal grants will be ongoing. In-kind contributions from JMU, BRCC, and RCPS will be maintained to sustain Lab School beyond the five-year contract, including designated time/effort from personnel, designated spaces, and long-term relationships outlined in applicable MOUs between JMU, BRCC, and RCPS.

II. ***Mission and Vision:*** State the mission and vision of the proposed college partnership laboratory school, including identification of the targeted student population, must be included. The following components must be addressed:

1. A description of the college partnership laboratory school's mission and vision and how it is consistent with the Virginia *Standards of Quality* (SOQ), the Virginia *Standards of Learning* (SOL), and the Virginia *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA). (*See* § 22.1-349.3 of the *Code of Virginia*.)

   The mission of the Lab School is two-part. The first is to create a space for innovation, where educators, industry, and pre-service professionals can learn about best practices in teaching and learning. The second is to create a space for students to engage in high-level application of real-world problem solving while working closely with professors, college students, and industry experts to provide pathways for college and career readiness.

   The vision of the Lab School is to become an innovation hub for career exploration and workforce development through interdisciplinary, problem-focused application of solving community needs, leading to college and career readiness.

   The Lab School adheres to the overall goals of public education and will be consistent with the Virginia Standards of Quality, Virginia Standards of Learning, and the Virginia Regulations Establishing Standards for Accrediting Public Schools in Virginia.

RCPS will report on the compliance of the Lab School with Standards of Quality through its annual data reporting to the Virginia Department of Education. The Lab School will meet all applicable standards of quality through its programming as indicated below:

Standard of Quality	How They Are Addressed	Parties Responsible
Standard 1: Instructional Programs	All instructional programs offered by the Lab School support the Standards of Learning.	JMU Lab School Staff (Lead) RCPS Staff (Supporting)
	JMU Lab School personnel will be supported by the Lab School Executive Director to ensure high-quality instruction and appropriate salaries/benefits to promote a learning environment conducive to learning. Executive Director, Assistant Director (year 3), and Career Coach will receive training on appropriate leadership principles/practices.	JMU Lab School Staff (Lead) RCPS Staff (Supporting)
	Standards of Learning objectives in the Lab School curriculum will be designed and delivered as equivalent to and often exceeding Board requirements.	JMU Lab School Staff
	Standards of Learning will meet or exceed Board requirements and emphasize reading, writing, speaking, mathematical concepts and computational proficiency, scientific processes, essential skills and concepts of citizenship, health and physical education, environmental issues, and geography.	JMU Lab School Staff
	Standards of Learning will meet or exceed Board requirements for computer coding, foreign languages, economics, government, international cultures, fine and performing arts, career exploration, and economic self-sufficiency.	RCPS Staff (Lead) JMU Lab School Staff (Supporting)
Standard 2: Instructional, Administrative, and Support Personnel	JMU Lab School staff will be licensed instructional personnel qualified in relevant subject areas. Additional supports provided through JMU/BRCC professors, industry experts, and paraprofessionals will be considered value added to the instruction.	JMU Lab School Staff RCPS Staff JMU Lab School Staff

	Support for students with disabilities and English Language Learners will be met as contracted services by RCPS.	RCPS Staff
	All JMU Lab School ratios will be met according to Board approved ratios in grades 9-12.	JMU Lab School Staff RCPS Staff
	Basic, special education, gifted, and career and technical education will be implemented based on Board approved ratios.	JMU Lab School Staff RCPS Staff
	Prevention, intervention, and remediation will be provided for at-risk students by support at-risk students as identified by RCPS.	JMU Lab School Staff RCPS Staff
	Flexibility in instruction of English language learners will be provided by contracted services by RCPS.	JMU Lab School Staff RCPS Staff
	The Executive Director will be employed based on Board approved ratios; the Assistant Principal (Assistant Director) will be hired Year 3.	JMU Lab School Staff
	Librarian ratios will be met as contracted services by RCPS; School counselor ratios will be met as contracted services by RCPS.	RCPS Staff (Contracted)
Standard 3: Accreditation, Assessments, Other Standards	JMU Lab School will be fully accredited, as applicable, in accordance with Board regulations and standards.	JMU Lab School Staff
	Assessment methods will be met by evaluation of knowledge, application of knowledge, critical thinking, and skills related to Standards of Learning either through administered testing aligned by Board policies and/or through alternative methods as approved by Board.	JMU Lab School Staff RCPS Staff
Standard 4: Student Achievement and Graduation Requirements	Diplomas will be awarded by RCPS high schools. Lab School and RCPS will partner to ensure all graduation standards are met.	JMU Lab School Staff RCPS Staff
	Students who enroll in JMU Lab School grades 9-12 will be assured fulfillment of all graduation requirements, including advanced diplomas.	JMU Lab School Staff RCPS Staff

	Internships, externships, and credentialing will be incorporated through the career exploration pathways identified in instructional programming of JMU Lab School.	JMU Lab School Staff
	All JMU Lab School students will fulfill fine/performing arts or career and technical course, as well as two electives, as outlined in Board regulations.	RCPS Staff
	JMU Lab School students will complete dual enrollment: work-based learning experience or career and technical education.	JMU Lab School Staff BRCC Staff

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

   The Lab School, being a 50% school-day model, will address the following content areas in Years 1 & 2: English, Social Studies, Health/PE, and Science. Math, Foreign Language, and other electives will be offered during the other 50% of the traditional school day, not directly part of the Lab School programming; however, based on identified community needs and the potential for solving problems of practice, a needs assessment may indicate additional interdisciplinary content areas and restructuring of the traditional schedule beyond Years 1 & 2. In Years 1 & 2, the planning team will develop a plan for interdisciplinary approaches to learning, integration of JMU/BRCC programs, and connections with industry.

   The Lab School will be interdisciplinary and over the course of the contract will potentially address all content areas. The content areas ultimately identified for the school will be generated by community problems of practice, in partnership between JMU, BRCC, and industry. With career exploration as the spirit of the Lab School, the following careers are anticipated to be the specialized areas of focus, based on the strengths of JMU and BRCC connections to the work:

   - education professions (teaching and education-related fields)
   - health professions (nursing, nutrition, occupational therapy, physical therapy)
   - social services (social work, human services, etc.)
   - government/public administration
   - aviation maintenance

3. The college partnership laboratory school's core philosophy.

   The core philosophy of the Lab School is that all students, regardless of social status, deserve access to high-quality educational experiences that prepare them for college and/or careers.

4. Information about the college partnership laboratory school's targeted student population.

   The targeted student population shall be reflective of the demographics of the Commonwealth of Virginia. As a microclimate within each school, the Lab School demographics should reflect the demographics of RCPS. Year 1 will target up to 50 9th-grade students at two of the high schools: East Rockingham HS and Broadway HS. In Year 2, expansion to 10th grade at both high schools and initiation of 9th grade at the other two high schools (Spotswood HS and Turner Ashby HS) will begin. In Years 3 and 4, expansion to 11th and 12th grade (25 per grade, per school) will begin with pathways to JMU/BRCC as part of the Lab School program (or pathway to traditional options not funded by the Lab School fund). By Year 5, a total of up to 600 students will be served by the Lab School across all four high schools, grades 9-12.

   Student selection will occur via a lottery system and in accordance with VDOE guidelines.

Targeted Enrollment in Years 1-5

	2024-25		2025-26		2026-27		2027-28		2028-29	
High School	Target	Grades	Target	Grades	Target	Grades	Target	Grades	Target	Grades
East Rockingham	50	9	100	9-10	125	9-11	150	9-12	150	9-12
Broadway	50	9	100	9-10	125	9-11	150	9-12	150	9-12
Spotswood			50	9	100	9-10	125	9-11	150	9-12
Turner Ashby			50	9	100	9-10	125	9-11	150	9-12
Total	100		300		425		550		600	

III. ***Educational Program:*** State the goals and objectives to be achieved by the college partnership laboratory school, which must meet or exceed the SOL. The following components must be addressed:

1. A description of the college partnership laboratory school's academic program and how it is aligned with state standards.

   The academic program for the Lab School is intended to look and feel differently than that of a traditional school model. RCPS has experimented with fusion courses at Broadway HS and the essence of that approach is the spirit of the Lab School programming, where instead of siloed content areas being taught, an instructional team of licensed RCPS teachers from different content areas work closely with JMU and BRCC professors, along with industry experts, supported by

paraprofessionals and pre-service professionals, to offer the academic program from a holistic approach to teaching and learning. This team of professionals will work together with students in fluid and flexible groupings that allow for project-based, hands-on learning.

Since the Lab School programming is half-day, the time students spend in the Lab School will fulfill multiple content areas and standards during one interdisciplinary course. For Year 1, the course has already been planned with input from students, families, principals, and teachers from RCPS, as well as from faculty and academic leaders from JMU and BRCC. Year 1 & 2 content areas addressed in the Lab School will include: English, Social Studies, Health/PE, and Science. Math, Foreign Language, and other electives will be offered during the other 50% of the traditional school day, not directly part of the Lab School programming; however, based on identified community needs and the potential for solving problems of practice, a needs assessment may indicate additional interdisciplinary content areas and restructuring of the traditional schedule beyond Years 1 & 2. In Years 1 & 2, the planning team will develop a plan for interdisciplinary approaches to learning, integration of JMU/BRCC programs, and connections with industry.

The Lab School will be interdisciplinary and over the course of the contract will potentially address all content areas. The content areas ultimately identified for the school will be generated by community problems of practice, in partnership between JMU, BRCC, and industry. With career exploration as the spirit of the Lab School, the following careers are anticipated to be the specialized areas of focus, based on the strengths of JMU and BRCC connections to the work:

- education professions (teaching and education-related fields)
- health professions (nursing, nutrition, occupational therapy, physical therapy)
- social services (social work, human services, etc.)
- government/public administration
- aviation maintenance

The academic program for the Lab School will align with the Virginia Standards of Learning, as well as industry credentials associated with Virginia's Career and Technical Education programs. All students will meet and exceed the minimum requirements for the Advanced Studies Diploma (http://www.doe.virginia.gov/instruction/graduation/advanced_studies.shtml) or the Standard Diploma (http://www.doe.virginia.gov/instruction/graduation/standard.shtml).

In addition to meeting state standards, the Lab School will provide unique opportunities for high school students to interact with professionals and industry experts to collaboratively solve community needs through problem- and project-based education. Career exploration will be made possible through the partnerships of JMU, BRCC, RCPS, and community industry and organizations. The Lab School

will provide a vast array of career exploration in 9th and 10th grades, with deeper learning through college-level courses at JMU or BRCC in 11th and 12th grades.

All Lab School programming will be aligned with state standards that meet or exceed minimum requirements for each content area, as indicated in the response to the next prompt, #2.

2. An overview of the curriculum and teaching methods to be used at the college partnership laboratory school and a description of the learning environment and instructional strategies to be used at the college partnership laboratory school, including scientifically research-based instructional strategies to ensure that student engagement and achievement are occurring.

   To demonstrate the curriculum and teaching methods, instructional strategies, and learning environment of the Lab School, a description of what an entire day looks like for a Lab School student (50% of the school day is Lab School; the other 50% is the traditional school day).

   Lab School Curriculum Example-9th Grade

   RCPS is on an A/B block schedule, meaning classes are year-long, meeting every other day. The Lab School programming accounts for this type of schedule.

   The four classes identified for 9th grade students to take in the Lab School setting are:
   - World Geography
   - Environmental Science
   - English 9
   - Health and PE*
     - *How Health and PE standards are met in this type of programming is explained below by the Health/PE teacher who will be assigned to the Lab School

   Health & Physical Education 9 & Environmental Science Fusion
   Background of how H/PE & Environmental Science are taught together in RCPS currently

   Health & Physical Education and Environmental Science have curricula that can benefit greatly from being combined into a fusion course. We are currently piloting this at East Rockingham High School with one 9th grade fused course. This fused course consists of 40 students. This class meets every day together for 80 minutes five days a week. The chart below shows several examples of units that we have fused together to enhance learning for students.

   Some highlights of the course so far have included tracking health behaviors on Welnet, with plans to have students analyze and graph this data for their personal wellness projects. Students will practice creating and analyzing pie graphs, line

graphs, and bar graphs through both PE and Science content. On the physical education side is being able to calculate various fitness measurements such as heart rate, water consumption, sleep cycles, calories, by using these graphing skills they will form throughout the course. Another highlight of the fused curriculum is the lab safety, Safety Data Sheets (SDS), and first aid skills unit. Students will use their safety knowledge in the gym and labs. Teaching these units together allows students to make connections to real scenarios, such as future careers, where they may need to use their first aid, SDS, and safety skills.

A highlight on the physical education side of the curriculum, is the ability to fuse a lifetime fishing unit with the water cycle unit in science. This fused unit will allow students to learn how to fish and protect the environment. As a requirement of the Department of Virginia Education students in Environmental Science class are expected to complete a MEWE lesson. This outdoor water experience will be greatly enhanced with the lifetime fishing unit.

Lastly, there is a significant connection with the community and environmental health standards. As a final project for the course, we would like to have students complete a project with an emphasis on how humans can impact the environment. In addition to all of the fused units, we plan to include movement and hands-on learning in every lesson possible, to keep students engaged. We will also be focusing on using Claim-Evidence-Justification teaching strategies to break misconceptions in both content areas. Based on all of the standards, assessments, and learning activities we have already aligned, a fused curriculum has a great deal of potential. We hope that this curriculum will assist students with making real-world connections between their health and the environment.

Essential Understandings Alignment for HPE 9 & Environmental Science		
	Health & Physical Education	**Environmental Science**

Year Long Assignments:
 	
Tracking Health Behaviors & Data Collection/ Graphing
	Physical Health
	
	● **Tracking Health Behaviors - Sleep, Hydration, Activity Logs**
	  ● ***Every class period on Welnet Focused Fitness***
	● **Personal Wellness Plan**
	  ● ***End of Year Project***
	
	PE SOLs
	● 9.3a
	● 9.3f
	● 9.5b
	● 9.5d
		Science Investigation
		
		● Data Collection & Graphing
		  ● Collect Welnet Data and Graph Improvement Results
		● Creating Claims
		● Gathering and Analyzing Evidence
		● Writing Justifications to dispute common misconceptions.

	Health SOLs ● 9.1d: Consequences of bad health behaviors ● 9.2d: Physical, Mental, Academic benefits of proper health behaviors ● 9.3d: Design a wellness plan for physical activity, sleep, and nutrition	
Lab Safety & First Aid Skills Unit	**Safety & Injury Prevention/First Aid Skills** ● 9.1k: Behaviors leading to injuries ● 9.2k: Long-term injury consequences ● 9.3k: Demonstrate CPR/AED, first aid skills for choking, bleeding, contusions, fractures, and anaphylactic shock	**Lab Safety** ● Safety Expectations/Procedures ● Emergency Procedures & First Aid ● Lab Equipment ● Bunsen Burners ● Safety Data Sheet

Nutrition, Minerals, Food Sources, Energy Balance, and Food Careers Unit	**Nutrition**
	● Health SOLs
	  ● 9.1b: Fat-Soluble vs Water Soluble Vitamins, Food/Non-Food sources of vitamins, role of vitamin/mineral supplements, and DRIs
	  ● 9.2b: Analyze daily intake for vitamins and minerals
	  ● 9.3b: SMART Goals for Vitamins and Minerals
	  ● 9.1c: Organic, fresh, farm-raised, "lite", low-fat, and fat-free foods
	  ● 9.2c: Explore community resources for locally grown food
	  ● 9.3c: Explore careers associated with food (*Environmental Science Career)
	● PE SOLs
		Periodic Table - Mineral Identification
		● Periodic Table Basics
		● Protons, Neutrons, Electrons
		● Elements vs Compounds
		● Homogeneous vs Heterogeneous Mixtures
		  ● Chemicals vs food/drink items
		● Minerals and Vitamins
		  ● Which ones are in our food?
		  ● Which ones are on the periodic table?
		
		Food Sources
		● Where is food found in the environment?
		● Plants in ecosystems where food items are found.
		● Biomes
		● Factors that affect personal growth/decline rates.

	● Energy Balance	● Factors that affect population growth/decline rates. **Energy Balance** ● Calories to Joules of Energy ● Kinetic Energy ● Gravitational Potential Energy ● Work ● Law of Conservation of Energy ● Renewable vs Nonrenewable energy sources **Careers** ● Careers in Environmental Science ● Careers Renewable Energy Technologies ● Careers in Conservation ● Careers Endangered Species Repopulation ● Careers in Water Quality

Mental Wellness & Intro to Science Skills /Investigation	**Mental Wellness/Social & Emotional Skills**
	
	● Time Management
	  ● 9.2o: Time Management & Stress Reduction
	  ● 9.3o: Managing Deadlines
	● Social Media
	  ● 9.1o: Positive and Negative of Social Media
	  ● 9.2p: Limitations to effective communication online
	  ● 9.3p: Strategies to manage personal information and communicate effectively online and balance technology use
	  ● *Officer Wharwood - Internet Safety Presentation
	● Mental Illnesses
	  ● 9.1p: Signs and Symptoms
		Introduction to Science in 9th Grade
		
		● Time Management
		● How to Study
		● Study Skills
		  ● Claim, Evidence, Justification - Best Study Skills
		● Working with a Group/Team & Conflict Resolution
		● Basic google sheet graphing and table making (Pie Graphs, Bar Graphs, Line Graphs)
		● Growth Mindset learning through reassessments on assessments
		
		Science Investigation
		
		● Social Media Connection - Claim, Evidence, Justification for Social Media and Screen Time OR survey and present

	of Mental Illnesses ● 9.2q: Resources Available ● 9.3q: Promote Resources ● Conflict Resolution ● 9.1q: Conflict & Emotions ● 9.2r: Resolution of Conflict ● 9.3r: Apply conflict resolution skills	data for class screen time averages ● Mental Illnesses Connection - Present data on an infographic for a mental illness ● Physical and Mental health sustainability ● How does sustainability apply to ecosystems on Earth?
Violence Prevention & Risky Behaviors for Environment	**Violence Prevention** ● 9.1s: Identify risky behaviors ● 9.1r: Identify types of gangs, behaviors & consequences ● 9.2s: Explain consequences ● 9.3s: Create a message *Guest presentation - Officer Wharwood	**Science Investigation** ● Violence Prevention Connection - Survey students on most risky behaviors for teens and present data on graph/infographic ● Analyze Data from Youth Risk Behavior Survey ● How students can adapt their behaviors vs how animals in ecosystems adapt their behaviors to survive. ● Risky behaviors that contribute to climate change ● Risky behaviors that contribute to pollution in the ecosystem they live in.
Substance Abuse Prevention & Science of Addiction/Human Actions	**Substance Abuse Prevention** ● 9.1h: Explain how substances increase injury ● 9.2h: Effects of substances on human body ● 9.3h: Reporting substance abuse to adults ● 9.1i: Analyze consequences of binge drinking ● 9.2i: Personal standards to resist substances ● 9.3i: Personal plan to prevent substance use	**Science of Addiction** ● How do people get addicted? ● What effect does it have on the body? ● Effects of Substance Abuse on Body ● Mixing Substances Together ● Substance Abuse & Mental Health Effects ● The Worst Drug ● Claim, Evidence, Justification ● How do these human actions of

	● 9.1j: Explain opioids and why teens are vulnerable ● 9.2j: Addiction and Mental Health ● 9.3j: Research consequences of drug abuse	addiction affect wildlife in our home towns?
Community/Environmental Health & Human Impact Unit	**Community/Environmental Health** ● 9.1u: Identify global environmental health issues ● 9.2u: Examine impact of global environmental health issues on local communities ● 9.3u: Promote global environmental health projects	**Human Impact** **Environmental Science Final Project (MEWE):** ● How do humans impact the Chesapeake Bay Environment? ● Emphasis on improving the health of the bay ● Includes Eutrophication, Urbanization, Over-Harvesting, Pollution, Land Use Decision, and Policy ● Outdoor water experience
Disease Prevention/Health Promotion & Science Investigation Unit	**Disease Prevention/Health Promotion** ● 9.1e: Identify Chronic Diseases ● 9.2e: Behaviors that contribute to Chronic Disease ● 9.3e: Personal Risk Factors ● ● 9.1f: Herd immunity ● 9.2f: Difference between an epidemic and a pandemic ● 9.3f: Analyze data on spread of disease and develop personal prevention plan ● 9.1g: Health habits to promote vision, hearing, and dental health ● 9.2g: Strategies to protect vision, hearing, and dental health ● 9.3g: Promote vision, hearing, and dental health	**Science Investigation** ● Data collection and graphing on diseases/health promotion ● Create visuals to post around the school with data ● How do diseases transfer among wildlife? ● How diseases contribute to population decline. ● Origins of disease in animals that transferred to humans.
Body Systems & Living World Unit	**Body Systems** ● 9.2a: Identify & describe major structures and functions of	**The Living World** ● Movement of energy ● Succession factors that

	endocrine system ● 9.2b: Identify health risks and other factors that affect endocrine system ● 9.3b: Promote behaviors that protect endocrine system health	influence succession and biodiversity ● Adaptations of organisms to the environment ● Limiting Factors
Fitness & Science Measurement Unit	**Fitness Measurement & Activities** ● Anatomical Basis of Movement SOLs ● Fitness Planning/Calculations ● Heart Rate ● Blood Pressure ● Training Zones ● Available Tech for these calculations	**Science Measurement** ● Track Activity ● Distance vs Displacement ● Mass vs Weight ● Exploring Gravity **Science Motion** ● Velocity, Speed, Acceleration, Position, Time ● Kinematics ● Motion in one-dimension ● Motion in two-dimensions ● Scalar vs Vector **Mechanical Energy** ● Calculating work ● Kinetic and Potential Energy ● Positive & Negative Work
Fishing & Physical World Unit	**Fishing - Lifetime Activities** ● 9.1 Motor Skill Development ● 9.2 Anatomical Basis of Movement ● 9.4 Social Development *National Fishing in Schools Grant	**Physical World** ● Water Cycle ● Properties of water ● Distribution of water on Earth ● Plate Tectonics and Rock cycles ● Biogeochemical cycles
Lifetime Net Games & Forces Unit	**Spikeball/Pickleball - Lifetime Net Games** ● 9.1 Motor Skill Development ● Create a Practice Plan ● How to Give Feedback ● 9.2 Anatomical Basis of	**Forces** ● What are common forces? ● Connection between Motion, Forces, and Energy ● Newton's Laws of Motion ● Strong Person Challenge Lab

	Movement ● Movement Directions ● 9.4 Social Development	
Fitness/Other Units	**Fitness/Movement Games** ● **Any science content that is not fused easily we will create movement games/activities to incorporate these with movement*	**Classification of Matter** ● Introduction to What is Matter ● Mass, Volume, and Density ● Physical and Chemical Properties ● Physical and Chemical Changes ● Law of Conservation of Mass ● Monopoly Movement Game with Periodic Table **Thermal Energy** ● Introduction to Thermal Energy ● Temperature and Specific Heat ● States of Matter and Phase Changes ● Reading Heating and Cooling Curves ● Conduction, Convection, and Readitation ● Thermal Energy Bar Charts and Calculations

This model of content fusion is an example of how more than one content can be taught together and how it will apply in the Lab School programming.

Sample schedules for grades 9-12 are presented in prompt #7.

3. A plan for using internal and external assessments to measure and report student progress in accordance with the SOL.

   The Lab School educational team, in conjunction with JMU and BRCC faculty, will develop assessments to measure and report student progress. An assessment inventory will capture the name of the assessment, type of assessment used,

intended purpose, grade levels, frequency, standards addressed, and data provided. All results will be made public to Lab School stakeholders, with compliance for the Family Educational Rights and Privacy Acts. Thus, only educators with legitimate educational interest in individualized data will have access. Students, parents, and families will have access to their individual data and the data will be used educatively to help make decisions about instructional planning and delivery.

Assessments used in the Lab School will be designed so that student learning is assessed according to Virginia's 5C's: 1) critical thinking, 2) creative thinking, 3) communication, 4) collaboration, and 5) citizenship.

Formative and summative assessments will be used to monitor student progress in alignment with the Standards of Learning.

Research and evaluation will be a core purpose of the Lab School, where empirical study of teaching and learning will occur through a quasi-experimental design that measures growth in student learning as well as effectiveness of teaching. As part of the quasi-experimental design, review of formative and summative assessments will be used. Lab School cohorts will be kept together for the purposes of tracking longitudinal data. With this research design, JMU will gather both short-term baseline data as well as longitudinal data. JMU intends to seek IRB approval to study the teaching and learning happening at the Lab School.

4. A description of plans for identifying, evaluating, and successfully serving students with disabilities, students who are English Language Learners, students who are academically behind, and gifted students. Such plans must comply with applicable laws and regulations.

   All students in the Lab School will retain their home status as RCPS students. The Lab School will work in consultation with RCPS officials to ensure that students with disabilities, students who are English Language Learners, students who are academically behind, and gifted students receive the services outlined in their Individual Education Plan, Language Instruction Educational Program, 504 plan, and any academic improvement plan agreed upon by the student, family, and school officials. All staff working with Lab School students who are English Language Learners, students with disabilities, students who are academically behind, and gifted students will be qualified to serve students according to § 22.1-253.13:2.

   Because of the partnership nature of the Lab School and RCPS, RCPS services for students with disabilities, English Learners, students who are academically behind, and gifted students will be served by the qualified staff employed by RCPS, as outlined in clear contract of services via MOU for the Lab School. Students enrolled in the Lab School program will receive the supports from the RCPS experts during the time they are enrolled in the Lab School program. These experts will work with the Lab School teachers and educational team to train, mentor, and support the teachers to ensure the least restrictive environment and most appropriate educational experience is provided. RCPS teachers who serve ELL students and

students with disabilities will be staffed in the Lab School during the day to serve these students. Since the Lab School programming is 50% of the instructional day, RCPS staff assigned to work with ELL students and students with disabilities will be assigned to the Lab School to serve such students during the time they are in Lab School programs.

Additionally, JMU is home to the VDOE's Region 5 Technical Training and Assistance Centers (TTAC), where supports are provided to teachers and students to scaffold and differentiate instruction, while implementing high-leverage practices. All TTAC regions provide in-school support for teachers who work with students with disabilities as an in-kind service. TTAC will be leveraged to assist with professional development, based on findings in the work in the Lab School.

5. An explanation of the procedures for corrective actions needed in the event that pupil performance at the college partnership laboratory school falls below the standards outlined in the SOA. (*See* Part VIII of the SOA.)

   The Lab School will implement the standards by which the Virginia Tiered Systems of Supports is in alignment across the Commonwealth. Additionally, the Lab School will work closely in consultation with RCPS officials to implement Response to Intervention as an approach to identify and address students who may struggle with literacy. This includes providing training for teachers and educational teams. The Lab School believes that all students can learn, and that the entire learning community is essential to support students who do not meet standards.

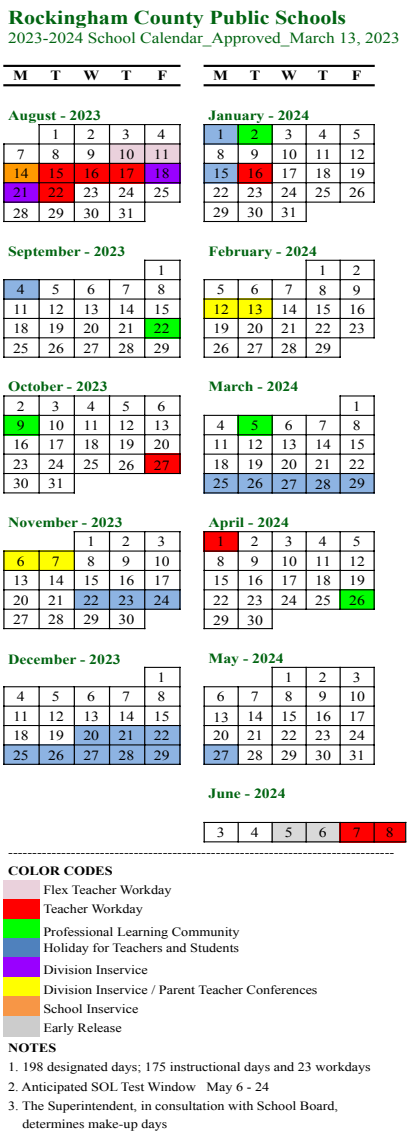
6. Information regarding the minimum and maximum enrollment per grade for the full term of the contract as well as class size and structure for each grade. (*See* § 22.1-253.13:2 of the *Code of Virginia*.)

Targeted Enrollment in Years 1-5

	2024-25		2025-26		2026-27		2027-28		2028-29	
High School	Target	Grades	Target	Grades	Target	Grades	Target	Grades	Target	Grades
East Rockingham	50	9	100	9-10	125	9-11	150	9-12	150	9-12
Broadway	50	9	100	9-10	125	9-11	150	9-12	150	9-12
Spotswood			50	9	100	9-10	125	9-11	150	9-12
Turner Ashby			50	9	100	9-10	125	9-11	150	9-12
Total	100		300		425		550		600	

7. The proposed calendar and sample daily schedule.

The Lab School will follow the RCPS calendar. Below is the current 2023-2024 calendar, which will be modified and adjusted to account for holidays in 2024-2025.



Rockingham County Public Schools
2023-2024 School Calendar_Approved_March 13, 2023

August - 2023

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

September - 2023

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October - 2023

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November - 2023

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

December - 2023

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

January - 2024

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

February - 2024

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

March - 2024

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April - 2024

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

May - 2024

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

June - 2024

M	T	W	T	F
3	4	5	6	7	8

COLOR CODES

- Flex Teacher Workday
- Teacher Workday
- Professional Learning Community
- Holiday for Teachers and Students
- Division Inservice
- Division Inservice / Parent Teacher Conferences
- School Inservice
- Early Release

NOTES

1. 198 designated days; 175 instructional days and 23 workdays
2. Anticipated SOL Test Window May 6 - 24
3. The Superintendent, in consultation with School Board, determines make-up days

AUGUST	
10 - 11	2 Flex Teacher Workdays (July 10-August 11)
14	School Led Inservice
15 - 17	Teacher Workday
18 & 21	County Led Division Inservice
22	Teacher Workday
23	First Day of School
SEPTEMBER	
4	Holiday for Students & Teachers
22	No School for Students - PLC Day for Teachers
25	Interim Reports Issued
OCTOBER	
9	No School for Students - PLC Day for Teachers
26	End of 1st Grading Period - 44 Days
27	No School for Students - Teacher Workday
NOVEMBER	
6 - 7	No School for Students
6	Elementary Parent Conference Day 12:00 - 7:00 pm
6	Secondary County Led Inservice
7	Elementary County Led Inservice
7	Secondary Parent Conference Day 12:00 - 7:00 pm
13	K-12 Report Cards Issued
22 - 24	Holiday for Students and Teachers
DECEMBER	
4	Interim Reports Issued
20 - 29	Winter Break: No School for Students & Teachers
JANUARY	
1	Winter Break: No School for Students & Teachers
2	No School for Students - PLC Day for Teachers
12	End of 2nd Grading Period - 40 Days
12	End of 1st Semester - 84 Days
15	Holiday for Students & Teachers
16	No School for Students - Teacher Workday
29	K-12 Report Cards Issued
FEBRUARY	
12	No School for Students - Parent Conferences 12:00 - 7:00
13	No School for Students - County Led Division Inservice
26	Interim Reports Issued
MARCH	
5	No School for Students - PLC Day for Teachers
22	End of 3rd Grading Period - 45 Days
25 - 29	Spring Break *Possible Make-up Days*
APRIL	
1	No School for Students - Teacher Workday
15	K-12 Report Cards Issued
26	No School for Students - PLC Day for Teachers
MAY	
6	Interim Reports Issued
27	Holiday for Students & Teachers
JUNE	
5	Early Release
6	Early Release
6	End of 4th Grading Period - 46 Days
6	End of 2nd Semester - 91 Days
7	Teacher Workday *Possible Make-up Day*
8	Teacher Workday
	School decides additional work hours after 3 pm to substitute a 7-hr day for June 8

Below is a sample of the potential daily schedule for students enrolled in the Lab School. Students will be enrolled 50% in the Lab School course and 50% in their elective courses, where all Lab School students will be a cohort based on their elective choices.

9th/10th Grade Schedule (Starting in Year 1 & Year 2 of Lab School Contract)

BLOCKS	A DAY	B DAY
1	LAB SCHOOL	LAB SCHOOL (Floating Planning)
"Advisory"	If students remain with the Lab School, two of the four teachers are assigned. (Alternate with the other two.) Otherwise, teachers will not be assigned an Advisory to allow for additional common planning.	If students remain with the Lab School, two of the four teachers are assigned. (Alternate with the other two.) Otherwise, teachers will not be assigned an Advisory to allow for additional common planning.
2	LAB SCHOOL	LAB SCHOOL
3	Teach Class	Common Planning for all four teachers
4	Teach Class	Teach Class

11th Grade Schedule (Starting in Year 3 of Lab School Contract)

BLOCKS	A DAY	B DAY
1	JMU / BRCC / MTC extension classes - could be on JMU/BRCC campus or virtual	JMU / BRCC / MTC extension classes - could be on JMU/BRCC campus or virtual
"Advisory"	Not scheduled - off campus	Not scheduled - off campus
2	JMU / BRCC / MTC extension classes - could be on JMU/BRCC campus or virtual	JMU / BRCC / MTC extension classes - could be on JMU/BRCC campus or virtual
3	VA/US History	English 11
4	Math class: Algebra II, Statistics, AFDA, etc.	Science class: Astronomy, Chemistry, Adv. Biology, Physics, etc.

12th Grade Schedule (Starting in Year 4 of Lab School Contract)

BLOCKS	A DAY	B DAY
1	VA/US Government	English 12
"Advisory "	Placed in a regular Advisory	Placed in a regular Advisory
2	Math class: Algebra II, Statistics, AFDA, etc.	Science class: Astronomy, Chemistry, Adv. Biology, Physics, etc.
3	JMU / BRCC / MTC extension classes - could be on JMU/BRCC campus or virtual	JMU / BRCC / MTC extension classes - could be on JMU/BRCC campus or virtual
4	JMU / BRCC / MTC extension classes - could be on JMU/BRCC campus or virtual	JMU / BRCC / MTC extension classes - could be on JMU/BRCC campus or virtual

Math is not selected for Lab School programming, as students are on various math tracks entering high school. "Advisory" consists of Mental Health Mondays, Club and Vendor meetings, and special activities.

Students with disabilities, students who are at risk, and English Language Learners will be provided services according to their IEP and other applicable educational plans. Services will be provided by RCPS in 9th-12th grades, through a clearly-developed MOU that outlines such services in accordance with state and federal guidelines. For students who attend JMU, JMU professors who are licensed have potential to be part of the educational support team for students with disabilities and English Language Learners. Additionally, the JMU Office of Disability Services will work with the instructional team to identify supports and accommodations aligned with the IEP for students with disabilities. BRCC Office of Student Accessibility Services will do the same.

To maximize planning for the Lab School in 9th and 10th grades, each of the teachers will have a daily 'floating' planning block during 1st and/or 2nd blocks. Teachers will work this out among themselves while planning. This will give each teacher two full planning opportunities to use for the Lab School or for their other classes. (Possibly additional planning time during Advisory.). Below is an example of a teacher schedule, showing 50% assigned to Lab School and 50% assigned back to the traditional school model. The Lab School students will be cohorted and scheduled together.

Teacher Schedule

BLOCKS	A DAY	B DAY
1	LAB SCHOOL	LAB SCHOOL (Floating Planning)
"Advisory"	If students remain with the Lab School, two of the four teachers are assigned. (Alternate with the other two.) Otherwise, teachers will not be assigned an Advisory to allow for additional common planning.	If students remain with the Lab School, two of the four teachers are assigned. (Alternate with the other two.) Otherwise, teachers will not be assigned an Advisory to allow for additional common planning.
2	LAB SCHOOL	LAB SCHOOL
3	Teach Class	Common Planning for all four teachers
4	Teach Class	Teach Class

When students attend BRCC or JMU in 11th and 12th grades, they will take classes scheduled specifically for them using existing coursework.

A sampling of eligible courses students may take at JMU is included below, with more courses added to the list during Years 1 & 2 from across the university.

JMU
EDUC 100: The Study of the Future (3 credits)
EDUC 165: Social Foundations of Exceptionalities (3 credits)
EXED 200: Foundations of Exceptional Education (3 credits)
EDUC 200: Foundations of Education (3 credits)
EDUC 490: Special Topics in Education (3 credits)
HRD 101: Introduction to Leadership (1 credit)
HRD 201: Leadership Styles Theory and Application (2 credits)

Students who attend BRCC in 11th and 12th grades will participate in coursework that leads to multiple pathways as provided at the link below:

https://www.brcc.edu/admissions/high-school-students/

8. A description of the performance-based goals and related measurable educational objectives to be achieved by the school. (*See* § 22.1-253.13:1 B of the *Code of Virginia*.)

   Years 0-1 Performance-based goals and related measurable educational objectives align to § 22.1-253.13:1, where the Standards of Learning will be measured and assessed are highlighted below. Years 2-5 will be adjusted and informed by findings from Year 1. Performance-based assessments will be used, including portfolios and projects that demonstrate evidence of learning. Goals and objectives for the Lab School include:

   Goal 1: The Lab School for Innovation & Career Exploration will become the premier innovation hub for research and development in teaching, learning, and leadership.

   Objective 1: The Lab School will develop, implement, and evaluate the effectiveness of instructional programs.
   - Measure 1.1: Structured classroom observations will indicate 100% of teachers have demonstrated evidence of having met all evidence of performance standards by the 3rd classroom observation by the end of Year 1.
   - Measure 1.2: Student perceptions survey will indicate at least 75% satisfaction with Lab School programming by the end of Year 1.
   - Measure 1.3: Climate survey (parents, students, staff) will indicate at least 75% satisfaction with Lab School programming by the end of Year 1.
   - Measure 1.4: Teacher focus groups will generate patterns of qualitative data to improve Lab School programming in December and May of Year 1.
   - Measure 1.5: Administrator focus groups will generate patterns of qualitative data to improve Lab School programming in December and May of Year 1.

   Objective 2: The Lab School will contribute to the education field through peer-reviewed publications, studies, and presentations of evidence-based findings from its implementation.
   - Measure 2.1: At least 2 published scholarly works will be submitted for peer review (journals, book chapters) by the end of Year 1.
   - Measure 2.2: At least 2 refereed presentations on findings (state/national conferences) will be submitted to a professional conference by the end of Year 1.
   - Measure 2.3: At least 1 white paper will be submitted to the VDOE to inform state policy by the end of Year 1.

   Objective 3: The Lab School will create frameworks of support for teachers and principals to maximize their efficacy and growth.
   - Measure 3.1: Coaching framework for teacher growth will be completed by the end of Year 0.
   - Measure 3.2: Coaching framework for principal/administrator growth will be completed by the end of Year 0.

- Measure 3.3: Annual professional development plan based on needs will be developed by the end of Year 0.

Goal 2: The Lab School for Innovation & Career Exploration will maximize all students' potential academic and social growth.

Objective 1: The Lab School will demonstrate growth in student achievement for all students, as measured by performance-based assessments aligned with the Standards of Learning.

- Measure 1.1: SOL test results will demonstrate passing rate for 85% students by the end of Year 1 in English and Science.
- Measure 1.2: Portfolio assessment results will demonstrate growth in learning for 100% of students by the end of Year 1 in all subject areas.
- Measure 1.3: Reading diagnostic scores will demonstrate growth in reading ability for 100% of students by the end of Year 1.

Objective 2: The Lab School will prepare graduates to begin college or career pathways upon completion of high school.

- Measure 2.1: High school graduation rate measures will be developed in Year 3.
- Measure 2.2: Dual enrollment participation will be developed in Year 2.
- Measure 2.3: Student GPA data will demonstrate an aggegrate average of 3.25 or higher by the end of Year 1.
- Measure 2.4: College coursework grade analysis will be developed in Year 3.
- Measure 2.5: Tracking of pathways after 10th grade (BRCC, JMU, other) will be developed in Year 2.

Objective 3: The Lab School will improve social responsibility in its students.

- Measure 3.1: Student attendance data will demonstrate 90% of students absent 2 days or less.
- Measure 3.2: Student perceptions survey will indicate at least 75% satisfaction with Lab School programming by the end of Year 1.
- Measure 3.3: Discipline referral data will indicate 5% or less of students were issued a referral by the end of Year 1.
- Measure 3.4: Number of community problems improved from student work will be assessed by and reported in the white paper outlined in Measure 2.3

9. For each grade or course in the college partnership laboratory school, please provide a detailed description of how the SOL and the corresponding SOL Curriculum Framework will be used as the foundation for curricula to be implemented. Include within the description how the goals and objectives of the curricula will meet or exceed the 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 on the Department's website for more information about the SOL.)

The Lab School Curriculum for Year 1 is included below, reflecting fused, interdisciplinary curriculum that is crosswalked to the applicable Standards of Learning. The purpose of the curricular approach, problem-based and interdisciplinary, is to understand what the real-world problems are that need to be addressed. For example, one issue might be well-being. The Health/PE standards will be fused throughout this course to show how well-being is addressed and aligned with our environment (Environmental Science). This could tie into comparing/contrasting world issues (World Geography), while students make arguments and persuade policy makers to implement change locally (English 9). This is just an example of what could be developed in Year 0 to prepare for Year 1 opening. JMU faculty and industry experts are an important piece of this. This curricular example is just an example of what interdisciplinarity could look like at the Lab School.

My Place in This World I (9th Grade)
This is an interdisciplinary course that combines the curriculum frameworks from English 9, World Geography, Environmental Science and Health/PE 9. Students will engage with the scientific principles, concepts, and methodologies required to understand the interrelationships between the natural world and human interaction, including their own well-being as a productive member of society. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. The interdisciplinary nature of this course will employ a project-based learning approach to address the standards for each content area and to build upon the 5 Cs: communication, critical thinking, collaboration, creativity, and citizenship.

Potential industry connections in this course include:

- education professions (teaching and education related fields)
- health professions (nursing, nutrition, occupational therapy, and physical therapy)
- social services (social work and human services)
- government/public administration
- aviation maintenance
- automotive technology
- business management
- information technology

English 9, Environmental Science, World Geography, and Health/PE 9* will be taught during Blocks 1 and 2. While there will be a teacher of record for each of these content areas, the traditional schedule during this time will not be broken into content silos. The teachers will bring their content expertise together as a team, addressing the standards in each of the respective contents, to the problem-based,

community-focused learning to be addressed. This allows for all content teachers to provide fluid and flexible student grouping to focus on real-world problems, applying the content every day. Each teacher on the team will be responsible for addressing all standards of learning from their respective content area, while working together as a team to make learning hands-on and meaningful for students. All learning standards and objectives, as well as assessments for each of the content areas will be monitored by the Lab School Executive Director and each teacher will be accountable to ensuring all content standards for each content are addressed during the My Place in This World Course. This interdisciplinary course will be led by the teachers, and supported by the educational team, which includes industry experts, JMU and Blue Ridge Community College faculty, paraprofessionals, and pre-service professionals.

*Refer to pages 17-24 on the explanation of Health/PE standards met through this model.

The crosswalk below shows a sample Lab School course that aligns with the Standards of Learning.

Crosswalk Between Courses and Standards of Learning/Frameworks

Lab School Course	Standards of Learning*	Curriculum Framework
My Place in the World	English 9 World Geography Environmental Science Health & PE 9	English 9 World Geography Environmental Science Health 9 Physical Education 9

The following demonstrates how the curriculum will progress from initiating to embedded in a course, creating a model for teaching and learning through a problem-based approach. Additional curriculum development will occur during Year 0 (start-up year—2023-2024).

* Standards of Learning will be addressed in the Lab School at every grade level. Each Lab School course developed, as shown above, will be aligned to the applicable Standards of Learning for the content area and grade level. For example, all Standards of Learning for Grade 9 will be addressed for all Lab School students upon completion of Grade 9 (addressed in the half-day Lab School model and in the RCPS programming for the other 50% of the day). Standards of Learning assessments will be delivered to students. All state/federal testing requirements will be met.

My Place in This World Implementation Framework

Activity	Implementation Type
Identify problem of practice	Initiating
Provide foundational knowledge/inquiry	Developing
Application of related indicators within applicable Standards of Learning	Developing
Experiential learning; internships; externships	Embedded

This framework of implementation is transferable across any Lab School course, aligned with the applicable Standards of Learning.

*Standards of Learning will be addressed in the Lab School at every grade level. Each Lab School course developed, as shown above, will be aligned to the applicable Standards of Learning for the content area and grade level. For example, all Standards of Learning for Grade 9 will be addressed for all Lab School students upon completion of Grade 9 (addressed in the half-day Lab School model and in the RCPS programming for the other 50% of the day). Standards of Learning assessments will be delivered to students. All state/federal testing requirements will be met.

10. A description of the school's assessment plan to obtain student performance data, which would include how these data will be used to monitor and improve achievement and how program effectiveness will be measured. The applicant must also provide benchmark data for how student achievement will be measured over a specified period of time. The applicant must address how these data will be established and documented in the first year of operation and how the data will be measured over the successive four-year period before the contract of such school is renewed by the Board. The benchmark data should address targets for student improvement to be met in each year.

    Given the heavy emphasis on project-based learning, performance assessments will align with the VDOE's guidelines for performance assessments, including all elements from the Virginia Quality Criteria Review Tool for Performance Assessments found at https://doe.virginia.gov/testing/local_assessments/index.shtml#any. These elements include: 1) Standards/Intended Learning Outcomes; 2) Authenticity; 3) Language Use for Expressing Reasoning; 4) Success Criteria for Students; 5) Student Directions, Prompt, and Resources/Materials; 6) Accessibility; and 7) Feasibility.

    As curriculum is developed for the Lab School, assessments will be developed with the intention to provide benchmark data for student progress and to monitor progress over time. As the entire curriculum is developed, an assessment inventory

will be created using the VDOE tool found at https://doe.virginia.gov/testing/local_assessments/index.shtml#any. The Lab School plans to offer a balanced assessment plan to ensure that multiple data points are gathered to make decisions about instructional programming and student progress, both within the first year and across the subsequent four years to measure growth over time.

All assessment data, within Year 1 and through Year 5, will be analyzed for gaps in achievement, disaggregated by subgroups to determine effectiveness of instruction.

11. A description of any assessment other than the SOL that may be used to measure progress during the academic year.

    With learning set in an interdisciplinary context, assessments to measure progress will be derived from multiple data points which include:

    - initial assessments
    - student projects (formative/summative)
    - student writing samples (formative)
    - anecdotal notes (formative)
    - student study meetings (formative/summative)
    - portfolio assessments (formative)—see below.

    Examples of types of products related to interdisciplinary assignments aligned with SOLs include group projects with formative and summative products, individual & group criteria for completion, constructive response papers, reports, brochures, strategic plans to investigate issues, multimedia (technological) products, artwork, debates, oral reports, dramatic readings or renditions, quiz, and tests.

    Examples of criteria to assess and evaluate formative and summative interdisciplinary units & assignments include holistic rubrics, analytical rubrics, constructive response rubrics, quiz or test criteria, pre/post diagnostic or skill checklists.

    Additionally, ePortfolios will be utilized by partnership school students to showcase understanding (student learning) related to interdisciplinary units and lessons aligned with the Standards of Learning. ePortfolios are a purposeful collection of student work assembled by the students themselves that intentionally highlights their progress and achievements through the process of analysis and self-reflection.
    ePortfolios are a toolbox for the students as they move forward, not an evaluation tool for public display.

E-portfolios are a purposeful collection of student work, over a two or three year period, this work can be examined from a research standpoint to help inform and drive pedagogy and instruction. From a student standpoint, the portfolios will help students consider different career choices through self-reflection. Portfolios will be used for a formative purpose, not as a summative form of accountability.

The student participants will utilize a technology-based platform to collect and store artifacts and evidence related to successfully completing the assignments and aligned assessments of units. The students will provide audio, visual, and/or written ongoing self-reflection related to their experiences. The students will have an opportunity at several points throughout the semester to make ongoing analysis of artifacts and products to identify and select items that showcase their understanding of the course content in multiple categories.

The following example highlights these concepts and how teachers will capture data points related to the skills and essential understandings:

Name of Course	Standard of Learning Strand					Teacher Notes
My Place in the World	English 9	Physical Science	World Geography	Physical Education	Health	Skills & Essential Understandings
Description/ Goals & Objectives of Assignment	9.1 9.2 9.3 9.4 9.5 9.6 9.7 9.8 9.9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	9.1 9.2 9.3 9.4 9.5	9.1 9.2 9.3	

The following components should be addressed if applicable to the college partnership laboratory school:

12. A detailed description of any alternative accreditation plan, in accordance with the SOA (8VAC20-131-420), for which the college partnership laboratory school will request approval from the Board.

    N/A

13. A general description of any incentives/partnerships that the college partnership laboratory school intends to have with school divisions to enhance both the educational program of the college partnership laboratory school and the partnering school division(s).

    Stipends for school teams will be provided to RCPS teachers whose 50% time/effort is Lab School, industry experts, paraprofessionals, and JMU/Blue Ridge faculty members. Additionally, students in grades 11-12 will have the opportunity to enroll in up to 15 credit hours per year at either JMU (for pre-professional career exploration courses) or Blue Ridge (for general education courses).

14. If the college partnership laboratory school plans to use virtual learning in its educational program, a description of how virtual learning will be used and estimates of how many students will participate.

    Distance and hybrid learning are viable options to expand the level of engagement with learners across the Commonwealth. A needs assessment will be implemented to determine whether virtual learning will be a part of the educational program. In the event the needs assessment indicates there is a need, virtual learning options will be planned. While JMU Lab School may offer distance and hybrid options, these options *will not* duplicate or directly compete with the already available options through Virtual Virginia.

IV. ***Governance:*** The following components must be addressed:

1. Background information on the proposed founding governing board members and, if identified, the proposed school leadership and management team. (*See* § 22.1-299.2 B of the *Code of Virginia*.)

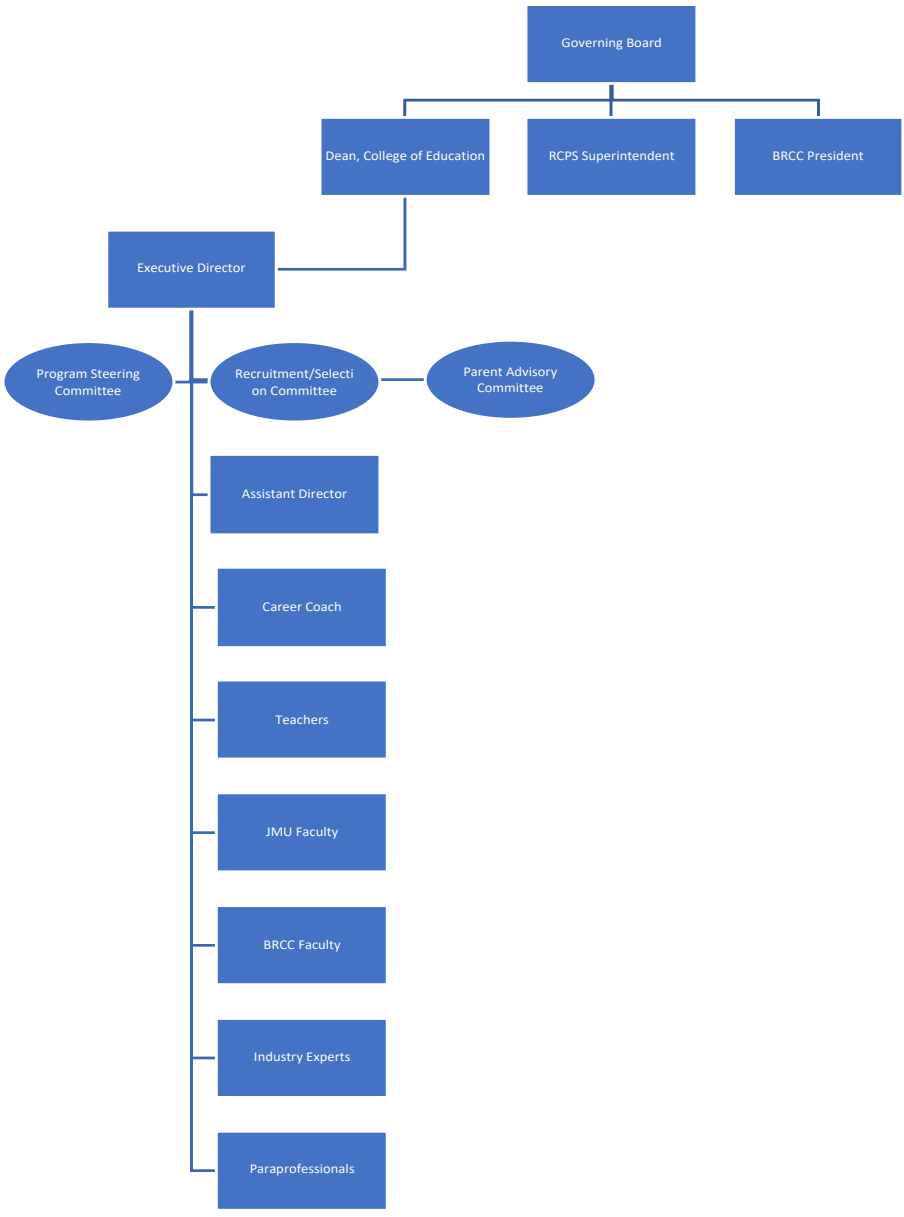
   The governing board of the Lab School will operate and control the Lab School pursuant to § 22.1-26 and Regulations of the Virginia Board of Education. The board will be comprised of:

   - James Madison University President (or designee)
   - James Madison University Alumni Representative

- James Madison University Community Stakeholder
- Rockingham County Public Schools Superintendent (or designee)
- Rockingham County Public Schools Board Member
- Rockingham County Public Schools Community Stakeholder
- Blue Ridge Community College President (or designee)

2. A chart that clearly presents the school's organizational structure, including lines of authority and reporting between the governing board, staff, any related bodies such as advisory bodies or parent and teacher councils, the Board, and any external organizations that will play a role in managing the school.

   The following organizational chart shows the reporting structures of JMU Lab School:



3. A clear description of the roles and responsibilities for the governing board, the school's leadership and management team, and any other entities shown in the organization chart. This includes a description of the functions, roles, and duties of the governing board and its proposed composition and bylaws. The description must detail the specific role of the governing board in the operation and oversight of the college partnership laboratory school.

   ***Governing Board**:* The governing board is comprised of members approved by the Virginia Department of Education and represents voices from stakeholders associated with JMU Lab School. The board will provide shared governance of the Lab School, including the establishment and revision of school policies and recommend significant and strategic decisions for the school. The governing board will be the authority to which school leadership is accountable for the instructional and operational aspects of the Lab School. Before acting on any policy proposal, the governing board will seek recommendations of the Executive Director and applicable committee. The governing board may also establish special committees for specific purposes and such committees will be dissolved upon completion of the assigned tasks. The governing board will meet no less than once per month and follow procedures for governing boards outlined by the Code of Virginia.

   Dean of the College of Education: The Dean of the College of Education at James Madison University will provide oversight of the instructional aspects of the Lab School, including supervision of the school Director. The Dean will serve as liaison between the JMU College of Education, Superintendent of Rockingham County Public Schools, and Blue Ridge Community College President. The Dean will secure university resources and facilitate partnerships with other university colleges/divisions. The Dean will report progress/updates to the Lab School governing board.

   ***Rockingham County Public Schools Superintendent*:** The Superintendent will serve as liaison between the Lab School and the Rockingham County School Board, providing updates to the School Board on Lab School progress, data analyses, and transferable practices that could be implemented across the division. The Superintendent will secure division resources and facilitated partnerships with industry, the university colleges/divisions, and BRCC. The Superintendent will report progress/updates to the Lab School governing board.

   Blue Ridge Community College President: The BRCC President will provide oversight of instructional programming related to pre-professional pathways and dual enrollment processes at the community college. The President will secure BRCC resources and facilitate partnerships between the school division, university colleges/divisions, and industry partners as applicable to the instructional programming of the school. The President will report progress/updates to the Lab School governing board.

Executive Director: The Executive Director of the Lab School will be an administrative employee of the James Madison University College of Education, reporting directly to the Dean of the College of Education. The Executive Director will provide oversight of the instructional programming and operational aspects of the Lab School. The Executive Director will serve as a liaison between the Lab School, Rockingham County Public Schools, and Blue Ridge Community College. The Executive Director will provide supervision of faculty work at the Lab School and any school staff employed by the JMU College of Education. The Executive Director will evaluate the performance of Lab School teachers using a rubric of professional progressions aligned with Lab School goals and Virginia teaching standards.

Program Steering Committee: The Program Steering Committee will be comprised of interdisciplinary experts that include at least 2 experts from the JMU College of Education, 2 experts from one of the academic units within the JMU community, 2 experts from BRCC, and 2 teacher leaders from RCPS. The steering committee will facilitate the development of policy and frameworks and make recommendations to the Executive Director.

Recruitment and Selection Committee: The Recruitment and Selection Committee will be comprised of 1 liaison from BRCC, 1 liaison from JMU, and 1 School Counselor from RCPS. Students applying to the Lab School will be selected based on a lottery system that follows VDOE guidelines. The recruitment and selection committee will provide recommendations to the Executive Director and ensure equitable, fair, and legal processes.

Parent Advisory Committee: The Parent Advisory Committee will be comprised of at least 5 family representatives of children from the Lab School. The committee will provide recommendations to the Executive Director and lead family engagement activities during the year.

Career Coach: The Career Coach will serve as the liaison between the industry experts and instructional team to help connect students with college and career opportunities, including college applications, internships, externships, and volunteer opportunities.

Teachers: Lab School teachers will be selected by, hired, and report to the Executive Director for the 50% of their time/effort spent on Lab School. Teachers assigned to the Lab School will receive a stipend from JMU to fulfill the duties associated with Lab School planning, professional development, and curriculum development. All Lab School teachers will be qualified per § 22.1-253.13:2.

Teachers will be trained initially in Year 0, as well as be part of the curriculum development process, where they will help shape what the instructional program will look like. Good professional learning is when adults can teach what they learned, so the teachers involved in creating the curriculum will have stronger understanding of the instructional program since they will be part of shaping its

development. In future years, this team of initial teachers will serve as a train-the-trainer approach for the additional teachers who are engaged in the Lab School. Because JMU has developed the Virginia New Teacher Support Program, which includes an explicit unpacking of the Virginia teaching standards, all teachers will be able to identify their strengths and areas of growth aligned with the standards. This alignment is referred to as the professional practice progressions, where coaches (who are already working with this particular program) will engage with the Lab School educational team to apply those progressions in this unique setting.

JMU Faculty: JMU professors (Faculty) will be selected in collaboration between the Executive Director and College of Education Dean for reassignment of a portion of their university load to work with the Lab School for purposes of leading curriculum development, providing professional learning opportunities for teachers, and studying and informing evidence-based practices that occur at the Lab School. JMU Faculty assigned to the Lab School will report to the Executive Director. JMU Faculty assigned to the project will serve as liaison between the instructional programming at the school and pre-professional programming within the university. JMU Faculty assigned to the project will facilitate learning opportunities for pre-service university students to learn from and interact with elements of the Lab School.

BRCC Faculty: BRCC professors (Faculty) will be selected in collaboration between Executive Director and President of BRCC for reassignment of a portion of their work load to work with the Lab School for purposes of leading curriculum development, providing professional learning opportunities for teachers, and studying and informing evidence-based practices that occur at the Lab School. BRCC Faculty assigned to the Lab School will report to the Executive Director. BRCC Faculty assigned to the project will serve as liaison between the instructional programming at the school and pre-professional programming at BRCC. BRCC Faculty assigned to the project will facilitate learning opportunities for BRCC students to learn from and interact with elements of the Lab School.

Industry Experts: Industry Experts will be selected in collaboration between the Executive Director and Superintendent of RCPS for reassignment of a portion of their workload to work with the Lab School for purposes of leading curriculum, providing professional learning opportunities for teachers, and informing curricular matters relevant to the interdisciplinary focus of the school. Industry Experts assigned to the Lab School will report to the Executive Director. Industry Experts will help facilitate externships, internships, and field experiences for Lab School students to apply their learning in real world settings.

Paraprofessionals: Paraprofessionals will be selected by, and report to, the Executive Director. Paraprofessionals assigned to the Lab School will receive a stipend from JMU to fulfill the duties associated with Lab School planning, professional development, and curriculum development.

Pre-Service Professionals: Pre-service professionals will be placed as in-kind to the programming, according to their program of study in their respective program. JMU has a program sequence for each pre-service program; students placed in practica and student teaching have a basic foundation of planning, instruction, and assessment prior to placements in schools. Pre-professional programs such as counseling and social work will follow programmatic guidelines aligned with approved program standards.

****Assistant Director:*** The Assistant Director will be added to the organizational chart in Year 3 and will report to the Executive Director.

4. A description of the governing board's relationship with the affiliated public or private institution of higher education and its Board of Visitors, any local school boards, parents, and community organizations.

   The governing board represents a shared model of governance with stakeholders from JMU, RCPS, and BRCC. One JMU Alumni representative will be appointed by the Virginia Department of Education to serve on the governing board. One RCPS School Board member will be appointed by RCPS to serve on the governing board. The community stakeholders representing JMU and RCPS may be community industry partner (appointed by the JMU President) and a parent (appointed by the RCPS School Board).

V. ***Management Structure:*** The following components must be addressed:

1. A staffing chart for the school's first year and a staffing plan for the term of the contract.

   Teachers hired for the Lab School will teach 50% in RCPS and 50% for the Lab School, with 100% of salary/benefits paid by RCPS. Teachers will earn an additional adjunct salary for the extra work required for the Lab School that includes planning, professional development, and community outreach that is above and beyond the normal contract hours of a RCPS teacher. The same contract will apply for paraprofessionals, with added duties/responsibilities. JMU/BRCC faculty are part of the staffing plan, as they will receive compensation via overload payment. Industry experts will receive an adjunct contract.

   For feasibility of start-up and planning, the ratio of teacher to students is 1:13. The ratio of teacher to student thereafter is 1:16. This ratio exceeds Virginia's requirements of teacher to students. This ratio is lowered when adding JMU/BRCC faculty, industry experts, and paraprofessionals.

   The following positions are critical personnel of the Lab School and are explained in prompt #2 of the ***Management Structure*** section.

- Executive Director
- Assistant Director (starting in Year 3)
- Career Coach
- Graduate Assistants
- Licensed RCPS Teachers
- JMU Professors
- BRCC Professors
- Industry Experts
- Paraprofessionals
- Pre-service teachers/pre-professionals (*in-kind by JMU)
    - Pre-service teachers/professionals assigned will complete student teaching or practicum, depending upon the program of study in which they are enrolled. With JMU as the 2nd largest public producer of teachers in the Commonwealth, there is capacity to place nearly 200 pre-service teachers in the Lab School.
    - Potential pre-service teachers/pre-professionals may be assigned for student teaching in Secondary Education. For practicum, there is capacity to provide many more who need to complete field experiences and practicum from Elementary Education, Special Education, Music Education, Art Education, Counselor Education, Nursing, and School Social Work.

A staffing chart is shown below for each respective year of the Lab School contract. While pre-service teachers/professionals are part of the staffing plan, they are in-kind contributions by JMU to the Lab School, with no charge to the Lab School state funds. Rather, they are included in the cash flow charts as in-kind contributions showing the value they add to the staffing of the Lab School.

Year 1 Staffing Plan

Position	Number
Executive Director	1
Career Coach	1
Teachers	8
Paraprofessionals	2
Industry Experts	4
JMU Faculty	2
Blue Ridge Faculty	2
Graduate Assistants	2
JMU Student Teachers	*4
JMU Practicum/Field Placement Students	*25

Year 2 Staffing Plan

Position	Number
Executive Director	1
Career Coach	1
Teachers	18.75
Paraprofessionals	4
Industry Experts	8
JMU Faculty	4
Blue Ridge Faculty	4
Graduate Assistants	4
JMU Student Teachers	*18
JMU Practicum/Field Placement Students	*50

Year 3 Staffing Plan

Position	Number
Executive Director	1
Assistant Director	1
Career Coach	1
Teachers	26.5
Paraprofessionals	6
Industry Experts	8
JMU Faculty	6
Blue Ridge Faculty	6
Graduate Assistants	4
JMU Student Teachers	*26
JMU Practicum/Field Placement Students	*100

Year 4 Staffing Plan

Position	Number
Executive Director	1
Assistant Director	1
Career Coach	1
Teachers	34.375
Paraprofessionals	8
Industry Experts	8
JMU Faculty	8
Blue Ridge Faculty	8
Graduate Assistants	4
JMU Student Teachers	*34
JMU Practicum/Field Placement Students	*200

Year 5 Staffing Plan

Position	Number
Executive Director	1
Assistant Director	1
Career Coach	1
Teachers	37.5
Paraprofessionals	8
Industry Experts	8
JMU Faculty	8
Blue Ridge Faculty	8
Graduate Assistants	4
JMU Student Teachers	*37
JMU Practicum/Field Placement Students	*200

2. Plans for recruiting and developing school leadership and staff.

   Plans for recruiting and developing school leadership and staff are described below in preparation for Year 1 opening; however, dates and timelines, plus additional personnel, will be replicated in applicable years.

   The Executive Director position will be advertised in JMU's Job Link platform by December 2023. A search committee will include stakeholders from JMU, RCPS, and BRCC. The Director will be hired no later than January 2024.

   Career Coach position will be advertised in JMU's Job Link platform by December 2023. As search committee will include stakeholders from JMU, RCPS, and BRCC. The Career Coach will be hired no later than January 2024.

   JMU and BRCC Faculty will be identified and hired no later than March 2024.

   Teachers will be identified and hired no later than April 2024.

   Paraprofessionals will be identified and hired no later than April 2024.

   Industry experts will be identified and hired no later than May 2024.

   JMU pre-service professionals, to include school counseling and teacher education programs, will be identified and assigned to the Lab School by June 2024.

   Graduate Assistants will be recruited through the JMU Graduate School and identified no later than June 2024.

   Instructional staff (Executive Director, Lead Teacher, JMU Faculty, BRCC Faculty, Industry Experts) will begin work on curriculum development in June

2024, including identifying community needs for an interdisciplinary project-based focus. JMU/BRCC Faculty will lead professional learning opportunities for all instructional staff. Professional learning and training will begin July 2024. All members of the educational team will engage in July training (including paraprofessionals and pre-service professionals).

An Assistant Director will be recruited for and identified by May 2026, in preparation for Year 3.

3. A description of the academic/professional experience/qualifications of the college partnership laboratory school's leadership and proposed faculty who will teach at the school.

   The Executive Director will possess the following qualifications:
   - minimum of master's degree in educational leadership or related field
   - professional Virginia educator's license with endorsement in Administration/Supervision (preferred)
   - demonstrated record of significant leadership and teaching experience, preferably in the P-12 setting
   - demonstrated knowledge/experience in working with higher education partners
   - demonstrated commitment to improving school quality and teacher effectiveness

   The Assistant Director will possess the following qualifications:
   - minimum of master's degree in educational leadership or related field
   - professional Virginia educator's license with endorsement in Administration/Supervision (preferred)
   - demonstrated record of significant leadership and teaching experience, preferably in the P-12 setting
   - demonstrated knowledge/experience in working with higher education partners
   - demonstrated commitment to improving school quality and teacher effectiveness

   The Career Coach will possess the following qualifications:
   - minimum of bachelor's degree in education or related field
   - experience working with adolescents in career planning/life coaching
   - ability to make connections with community partners
   - demonstrated knowledge/experience in working with higher education partners
   - demonstrated commitment to improving school quality and teacher effectiveness

Teachers at each school will possess the following qualifications:

- bachelor's degree in education or related field; master's preferred
- professional Virginia educator's license
- 5 years of successful teaching experience
- demonstrated record of improving student achievement
- demonstrated record of building relationships with students, families, and other community/school members
- demonstrated ability to lead teams
- willingness to reflect on feedback provided and demonstrated ability to give effective feedback to team members

JMU Faculty will possess the following qualifications:

- master's degree in related field; doctoral degree preferred
- demonstrated successful record of teaching in public schools
- significant contributions to teaching, scholarship, and service in the areas of professional expertise
- strong background in curriculum development
- ability to work well with teams
- ability to create high-quality professional learning for educators
- ability to provide high-quality professional learning experiences for educators
- willingness to reflect on feedback

BRCC Faculty will possess the following qualifications:

- master's degree in related field; doctoral degree preferred
- demonstrated successful record of teaching in content/subject area
- strong background in curriculum development
- ability to work well with teams
- ability to create high-quality professional learning for educators
- ability to provide high-quality professional learning experiences for educators
- willingness to reflect on feedback

Industry Experts will possess the following qualifications:

- credentialed in the field of expertise, as recognized by industry standards
- ability to effectively work with children
- at least 3 years of experience in the field of expertise
- ability to work well as a team member
- willingness to reflect on feedback

Paraprofessionals will possess the following qualifications:

- ability to work well as a team member
- previous experience in effectively working with high school students
- willingness to reflect on feedback

Pre-service professionals will possess the following qualifications:

- Pre-service professionals will be placed according to their program of study in their respective program. JMU has a program sequence for each pre-service program. Students placed in practica and student teaching have a basic foundation of planning, instruction, and assessment prior to placements in schools.

4. An assurance that the applicant will meet the conditions in § 22.1-349.9 of the *Code of Virginia*, which states that "teachers who work in a college partnership laboratory school shall hold a license issued by the Board or, in the case of an instructor in the Board-approved teacher education program of the institution of higher education, be eligible to hold a Virginia teaching license. Teachers working in a college partnership laboratory school shall be subject to the requirements of §§ 22.1-296.1, 22.1-296.2, and 22.1-296.4 that are applicable to teachers employed by a local school board."

   Teachers who work in the Lab School will be required to hold a license issued by the Board or, in the case of an instructor in the Board-approved teacher education program of the institution of higher education, be eligible to hold a Virginia teaching license. Teachers working in the Lab School will be subject to the requirements of §§ 22.1-296.1, 22.1-296.2, and 22.1-296.4 applicable to teachers employed by a local school board. JMU faculty will not be instructors of record; rather, they are supporting the instructors of record as additional experts in the planning, instruction, and professional development. iPAL and MSC data will be captured by RCPS and included in the overall data reporting for RCPS.

   The Lab School will comply with all federal, state, and local laws regarding background checks for those adults in direct contact with students enrolled in the laboratory school. Background checks will be monitored through the College of Education's Education Support Center for JMU Faculty, staff, and students; background checks will be monitored through Rockingham County Public Schools for Lead Teachers, Industry Experts, School Counselors, School Nurse, Social Workers, and Paraprofessionals.

   JMU faculty, BRCC faculty, industry experts, and paraprofessionals will not be considered teachers of record. They will be part of the educational team for the interdisciplinary nature of the instructional programming. The teachers of record will be eligible for state incentives, including RIPE and NBCT. MSC and IPAL data will be collected collaboratively between RCPS and JMU and reported directly by RCPS.

   The school's leadership and teacher employment policies, including performance evaluation plans. Such performance evaluation plans must be consistent with the policies of the institution of higher education.

   The Executive Director, Assistant Director, and Career Coach of the Lab School will be classified as Administrative and Professional Faculty and will follow all

guidelines for personnel in accordance to JMU policy, as outlined in the JMU Administrative and Professional Faculty Handbook at https://www.jmu.edu/humanresources/handbooks/ap-faculty/index.shtml. Performance appraisals will occur in alignment with JMU timelines, policies, and procedures and will be conducted by the Dean of the College of Education.

All teachers, industry experts, and paraprofessionals for the Lab School will be considered JMU employees for their work associated with the Lab School. Teachers will adhere to all JMU policies as outlined at https://www.jmu.edu/humanresources/handbooks/ap-faculty/index.shtml. Performance appraisals will occur in alignment with JMU timelines, policies, and procedures. Performance appraisals will be conducted by the Executive Director.

All JMU/BRCC faculty working with the Lab School will be hired/evaluated by the Executive Director during their assigned time at the Lab School. Their work in the Lab School, as an overload or course reassignment will follow faculty handbook policies as outlined at https://www.jmu.edu/faculty/handbook/index.shtml and https://www.mybrcc.edu/about-brcc/policy-index/human_resources_policy/index.php

5. A plan that addresses the qualifications of the teachers and administrators at the college partnership laboratory school, including compliance with state law and regulations regarding Board licenses and endorsements. (*See* § 22.1-349.9 of the *Code of Virginia*.)

   All qualifications of the teachers and administrators at the Lab School will comply with state regulations. For positions that require licensure and endorsement areas, employees will be monitored by the JMU Educational Support Center, a direct liaison with the Virginia Department of Education's Office of Licensure.

6. A plan to provide high-quality professional development programs (*See* § 22.1-253.13:5 of the *Code of Virginia*.)

   High-quality professional development programs will be provided for all staff members of the Lab School team. This includes alignment to the Standards of Quality (Standard 5) on quality of classroom instruction and educational leadership. This will be achieved in the following ways:

   - engagement of instructional staff in the Virginia New Teacher Support Program, with coaching support aligned with the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*
   - engagement of Executive Director, Career Coach, and Assistant Director with the Virginia Principal Support Program, with coaching support

aligned with *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*

- engagement of both instructional staff and Executive Director in analysis of formative and summative assessments to determine patterns/trends in teaching and learning
- reciprocal professional learning between JMU Faculty, BRCC Faculty, instructional staff, and school leadership, including professional learning communities that study teaching and learning effectiveness at the Lab School
- establishing professional learning needs in consultation and collaboration with RCPS administrators
- holding weekly professional learning community meetings for high-quality professional learning, contextualized to school and community needs

To further expand on the Virginia New Teacher Support Program (VANTSP) mentioned in the first bullet above, VANTSP is a model of professional development that includes instructional coaching provided by JMU using a coaching framework that JMU has developed, and will be a part of the professional development for Lab School teachers. JMU began the program in 2019-20 in partnership with the VDOE. JMU has built this service into the Lab School budget and will provide the framework and support for Lab School teachers. The support for administrators through the Virginia Principal Support Program has also been built into the Lab School budget, also developed by and provided by JMU.

7. Provisions for the evaluation of staff at regular intervals.

   All staff will be evaluated regularly by the Executive Director. While official performance appraisals will be conducted in accordance with university policy, ongoing feedback will be part of the norm and the culture of the Lab School. This includes formative, anecdotal, and formal feedback, with the goal of feedback serving as educative for professional growth.

   Evaluation of staff will always include multiple data points, rather than snapshots in time. These data points will include:

   - instructional coaching (at least once a week)
   - learning walks (weekly)
   - classroom walk-throughs (weekly)
   - professional learning communities (weekly)
   - peer observation (monthly)
   - assignment analysis (bi-weekly)
   - equity audits (bi-weekly)
   - formal evaluations (four times a year)

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

   All personnel human resources will be consistent with state and federal law and will be aligned with JMU policy for personnel.

   JMU HR Policies for the Executive Director and Career Coach are located at https://www.jmu.edu/humanresources/handbooks/ap-faculty/index.shtml.

   JMU Policy 2014 applies to those on adjunct contracts (BRCC faculty, industry experts, teachers, and paraprofessionals) are located at

   The HR policies outlined at the link above are comprehensive, robust, and meet state/federal law.

9. An explanation of any partnerships or contractual relationships central to the college partnership laboratory school's operations or mission, including information regarding any partnerships with school divisions to provide educational or ancillary services. Contractual relationships include procuring the services of an education management organization, food services, transportation, school health services, custodial services, and security services. (*See* § 22.1-349.3 C of the *Code of Virginia*.)

   Contractual relationships that will be central to the Lab School program include:

   - MOU between JMU, RCPS, and BRCC describing the roles/responsibilities of each entity for the general operation of the Lab School (this will include how all services provided for students will part of the RCPS services, including food, school health, custodial, and security services when students are in RCPS spaces, JMU spaces, and BRCC spaces)
     - The MOU will outline how services for students with disabilities and English Language Learners will be met and in compliance with state/federal guidelines.
   - MOU between JMU and RCPS outlining transportation procedures/guidelines in 11th and 12th grades
   - MOU between RCPS and BRCC on transportation to BRCC in 11th and 12th grades

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

    The Executive Director, Assistant Director, and Career Coach will receive an Administrative Professional Faculty contract that outlines the terms and conditions of employment.

    Teachers, industry experts, and paraprofessionals will receive an adjunct contract that outlines the terms and conditions of employment.

    JMU Faculty and BRCC Faculty will receive an internal MOU that outlines the terms and conditions of their work with the Lab School and either receive a course reassignment or a course overload contract.

    Pre-service professionals will not be considered employees of the Lab School

11. Information and materials indicating how parents, the community, and other stakeholders were involved in developing the application for the college partnership laboratory school. 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.

    Rockingham County School Board has been an integral partner in the development of this application. The concept of the Lab School has been part of the RCPS School Board agendas and working sessions for more than one year.

Parents have had the opportunity to comment through public comments on the Lab School, as well as through their School Board representative.

Given the research on the value-added by parents and guardians active in the education of their children, the Lab School will strive to foster, nurture, and sustain strong relationships with the parents and guardians of students. Additional opportunities for parent and community involvement will occur through serving on the Parent Advisory Committee. The Committee will play a critical role in developing plans to engage families in the development of the Lab School's educational and operational program. The Committee will coordinate efforts, in collaboration with school leadership, to recruit students for the Lab School. Parents will be invited to participate in curriculum planning and development and will support the process for determining the problems of practice to be studied with industry experts, based on community needs. The Committee will be an integral part of helping to shape school improvement.

Townhall meetings, informational brochures, social media, and community announcements will begin immediately upon approval of the Lab School application to gather input from families as critical information in developing the school. There will be information meetings held in all RCPS middle schools as a recruitment tool, in collaboration between school counselors, family/community liaison in the school division, and JMU Lab School staff. Community members will be instrumental in developing curriculum since the curriculum is focused on problem-based application.

12. Plans and timelines for student recruitment and an open enrollment process for any child who is a resident of the Commonwealth, including lottery procedures if sufficient space is unavailable. Please include a description of the lottery process to be used to determine school enrollment on a space-available basis and a time line 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. (*See* § 22.1-349.3 of the *Code of Virginia*.)

    A lottery system will be used and the system for student selection will follow guidelines established by the Virginia Department of Education.

13. 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. Consistent with a college partnership laboratory school's mission and purpose that may address special populations of students, the applicant must indicate how to ensure that community outreach has been undertaken so that special populations are aware of the formation of the college partnership laboratory school and that enrollment is open to all students residing in the Commonwealth. Pursuant to § 22.1-349.3 B of the Code of Virginia, enrollment in a college partnership laboratory school "shall be open through a lottery process on a space-available basis to any student who is deemed to reside within the Commonwealth. A waiting list shall be established if adequate space is not available to accommodate all students whose parents have requested to be entered in the lottery process. Such waiting list shall also be prioritized through a lottery process, and parents shall be informed of their student's position on the list."

    To reduce undue and unreasonable stress on parents/guardians, younger siblings in the same household as students enrolled at the Lab School will be given priority for admission into the laboratory school. All enrollment-related policies and procedures will be consistent at all Lab School sites and aligned with § 22.1-349.3

14. 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. The plan must also identify disciplinary policies for special education students.

    All policies addressing student behavior, discipline, and participation in school activities will follow the Rockingham County Public Schools guidelines, found at https://go.boarddocs.com/va/rockingham/Board.nsf/goto?open&id=B56373056CE5.

15. A detailed school start-up plan that identifies tasks, timelines, and responsible individuals.

    JMU applied for a planning grant. Should the planning grant be approved, the following timeline for start-up will occur:

Timeline	Action
November 2023	Upon grant acceptance, recruitment of Executive Director will begin
December 2023	Executive Director will be identified and hired
December 2023	Roles/responsibilities of JMU, BRCC, and RCPS will be identified/outlined in draft MOU(s)
December 2023	Governing Board representatives identified
December 2023	Initial industry partners identified
January 2024	Marketing Plan developed

January 2024-March 2024	Marketing executed
January 2024	Recruitment Plan developed
January 2024-August 2024	Recruitment executed
March 2024	Applications open for students
March 2024	JMU/BRCC faculty identified for Lab School engagement
March 2024-May 2024	Initial Curriculum Development
April 2024-May 2024	Instructional teams (teachers, paraprofessionals, industry experts) identified/hired
May 2024	Pre-service professionals identified for fall/spring placements
June 2024	Curriculum Guides/Course Guides finalized
July 2024	Professional learning for all Lab School staff
August 2024	Lab School Opens to first 50 students

If the planning grant is not approved, the following timeline will occur:

Plan for start-up during Year 0, leading to opening of Year 1

Tasks	Start-Completed	Responsible Individuals
Governing Board Established • Confirmation of governing board members	Oct. 2023-Jan. 2024	Dean, JMU Superintendent, RCPS President, BRCC
Recruitment and Selection Committee Established • Confirmation of committee members	Oct. 2023	Dean, JMU Superintendent, RCPS President, BRCC
Instructional Space Preparations • Identification of space at East Rockingham HS and Broadway HS	Jan. 2024	Principals, East Rockingham/Broadway
Instructional Space Renovations • Renovate spaces for Lab School instruction	Jan. 2024-Jun. 2024	Principals, East Rockingham/Broadway Superintendent, RCPS Dean, JMU
Executive Director Search • Form search committee, post position, conduct interviews, offer contract	Dec. 2023-Jan 2024	Dean, JMU Superintendent, RCPS
Career Coach Search • Form search committee, post position, conduct interviews, offer contract	Dec. 2023-Jan 2024	Dean, JMU

Student Recruitment Plan • Develop plan for recruiting 9th grade class	Dec. 2023	Recruitment and Selection Committee
Student Recruitment • Conduct recruitment events for 9th grade class	Jan. 2024-Jul. 2024	Recruitment and Selection Committee Executive Director
Teacher Selection • Identify and select lead teachers	Apr. 2024	Executive Director
JMU/BRCC Faculty Recruitment • Identify faculty for Lab School engagement	Mar. 2024	Executive Director Dean, JMU President, BRCC
Industry Experts Recruitment • Identify industry experts for Lab School engagement	May 2024	Executive Director RCPS Superintendent
JMU Pre-service Recruitment • Identify pre-service professionals for Lab School placements	Jun. 2024	Executive Director Dean, JMU
Curriculum Development • Develop curriculum framework for 2023-24 year	Jun. 2024	Executive Director JMU Faculty BRCC Faculty
Professional Development • Training of staff on curriculum framework	Jul. 2024	Executive Director JMU Faculty BRCC Faculty Industry Experts
Year 1 Open	Aug. 2024	Executive Director

16. A description of co-curricular and extracurricular programs and how these programs will be funded and delivered.

    Co-curricular and extracurricular programs will be offered through RCPS. Students attending JMU Lab School will be able to participate in regularly scheduled athletic programs, band, and agricultural and interest clubs/groups. Students at the Lab School will have opportunities for co-curricular programming at James Madison University and Blue Ridge Community College, funded by start-up funds and project per pupil expenditures for field trips

17. A general description of any operational incentives/partnerships that the college partnership laboratory school intends to have with school divisions to enhance both the educational program of the college partnership laboratory school and the partnering school division(s).

    In addition to financial incentives for JMU Lab School staff (adjunct faculty employment), opportunities for collaboration across disciplines with industry

experts and university/college faculty are part of the operational partnerships that are natural for the Lab School. Funding for curriculum development, collaborative planning, professional learning, and shared governance are all operational incentives included with the Lab School concept. Support for early career teachers and principals, study of what works best, grounded in evidence, and dissemination of those practices across the Commonwealth and nation, will help to transform teaching and learning, not only in the Commonwealth, but also beyond.

VI. ***Financial and Operations Information:*** The following components must be addressed:

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

   JMU will serve as the fiduciary for the Lab School program. To ensure that our Lab School funding model is strong and sustainable, JMU intends to charge the Lab School fund a per pupil cost per year (approximately 50% of the value of the RCPS ADM on average). In addition to helping to cover operating expenses, funds collected would also pay the tuition for students to take a certain number of credit-bearing classes at Blue Ridge Community College and James Madison University. The per pupil cost will be greater in Year 1 to assist with start-up and low student enrollment. This is to help scale for Year 2, where the cost per pupil will decrease and stabilize.

   The Lab School will operate under the office of the Associate Vice President for Finance. The Lab School will be under the financial control and meet all auditing requirements set forth by the Office of the Associate Vice President for Finance and articulated in the Finance Procedures Manual (https://www.jmu.edu/financemanual/index.shtml).

2. Start-up and five-year budgets with clearly stated assumptions and information regarding projected revenues and expenditures.

   Year 0 is a request of $1,000,000 to help fund associated costs for opening the Lab School in 2024-25.

   Years 1-5 budgets are associated with costs charged directly to the Lab School fund with the assumption that sustainability will occur beginning in Year 6 with RCPS paying the per pupil cost for each student to attend Lab School programming. This cost may be offset with the leveraging of in-kind contributions by JMU/BRCC with designated personnel time/effort and spaces.

   Transportation costs are in-kind to RCPS. Students out of RCPS zone will follow RCPS out-of-zone policy and associated costs. Costs for food, including breakfast and lunches, will be provided by RCPS and in accordance with state/federal guidelines.

Each year's budget is itemized in the tables below and explained with a budget justification.

Year 0: Total Budget: $1,000,000

Personal Services Total (Wages/Salary)					209550
Employee Benefits Total					34226.625
Materials/Supples Total					55000
Internal Services Total					248073
Travel Total					41500
Other Services Total					0
Capital Outlay/Equipment Total					311650
Administrative Fee Total					100000
Total					1000000

Personal Services-$209,550

Personal services includes the cost of salary and wages for all personnel interacting with the Lab School, including:

- Executive Director (25% charged to the budget, as the remaining 75% will be covered by the Lab School Planning Grant)
- Career Coach (25% charged to the budget, as the remaining 75% will be covered by the Lab School Planning Grant)
- Adjunct contracts for teachers, BRCC professors, industry experts, and paraprofessionals
- Overload contracts for JMU professors
- Graduate assistants stipend

Employee Benefits-$34,226

Employee benefits includes the cost of full fringe for full-time employees (Executive Director, Career Coach) and FICA for adjunct contracts. Graduate assistants do not receive employee benefits, as they are covered by student health fees as part of their hiring package. The Executive Director and Career Coach benefits are calculated at 25% as the remaining 75% will be covered by the Lab School Planning Grant

Materials/Supplies-$55,000

Materials and supplies are to cover costs with initial programming for students, based on $500 per student and $50 per student for supplies.

Internal Services-$248,073

Internal services are categorized by the following:

- Tuition remission for graduate assistants (9 credit hours per semester)
- Teacher support/training, including participation in the VANTSP

- Administrator support/training, including participation in the VAPSP
- Program development that includes preparation for professional learning and design
- Marketing/recruitment designed to attract students to the Lab School
- Research/partnerships designed to evaluate the effectiveness of the Lab School through continuous program improvement and program evaluation. Throughout the 5-year contract, an average of 10% of the total cost is designated for this line item, which is industry standard.

Travel-$41,500

Travel is based on $2000 per personnel to travel to conferences to present/learn and/or travel to other Lab Schools for learning purposes

Other Services-$0
In Year 3, when 11th and 12th grade students begin to take courses at BRCC, tuition costs will be included in this category

Capital Outlay/Equipment-$311,650

Capital outlay will include costs for furniture and capital assets, technology for the Lab School, and IT licenses/repairs for students/staff

Administrative Fee-$100,000

Because JMU will be the fiscal agent for this Lab School program, typical administrative costs for an externally funded project are expected to be 26%. Due to in-kind contributions, the administrative fee is set at 10% to cover costs associated with the operations of the Lab School that include the reliance on university resources: legal, human resources, facilities, utilities, transportation, risk management, finance/administration.

An itemized budget for Year 0 is included in the table below:

Year 0		Students		Per Pupil	State Funds Needed
		100		10000	1000000
		Category			
Personal Services	Classification	Number		Rate	Total
Executive Director	AP Faculty	0.25		115000	28750
Assistant Director	AP Faculty	0		85000	0
Career Coach	AP Faculty	0.5		60000	30000
Teacher Adjunct Contract	Adjunct	8		7500	60000
Graduate Assistant-Salary	GA	2		9400	18800
JMU Faculty-Overload	Overload	2		10000	20000
BRCC Adjunct Contract	Adjunct	2		10000	20000
Industry Expert Adjunct Contract	Adjunct	4		6500	26000
Paraprofessional Adjunct Contract	Adjunct	2		3000	6000
Personal Services Total (Wages/Salary)					209550
Employee Benefits	Benefit Rate	Number	%	Rate	Total
Executive Director	Full Fringe	0.25	41.07%	47230.5	11807.625
Assistant Director	Full Fringe	0	41.07%	34909.5	0
Career Coach	Full Fringe	0.5	41.07%	24642	12321
Teacher Adjunct Contract	FICA Only	8	7.65%	573.75	4590
Graduate Assistant-Salary	Student	2	0.00%	0	0
JMU Faculty-Overload	FICA Only	2	7.65%	765	1530
BRCC Adjunct Contract	FICA Only	2	7.65%	765	1530
Industry Expert Adjunct Contract	FICA Only	4	7.65%	497.25	1989
Paraprofessional Adjunct Contract	FICA Only	2	7.65%	229.5	459
Employee Benefits Total					34226.625
Materials/Supplies		Number		Rate	Total
Textbooks/Curricular Materials		100		500	50000
Office Supplies		100		50	5000
Materials/Supples Total					55000
Internal Services		Number		Rate	Total
Graduate Assistant Tuition Remissions		2		14000	28000
JMU Tuition for 11th/12th grade		0		4500	0
Teacher Support/Training		20		2500	50000
Administrator Support/Training		2		5000	10000
Program Development		1		35000	35000
Marketing/Recruitment		1		25073	25073
Research & Partnerships		1		100000	100000
Internal Services Total					248073
Travel		Number		Rate	Total
Staff Travel		20.75		2000	41500
Travel Total					41500
Other Services		Number		Rate	Total
BRCC Tuition for 11th/12th grade		0		2500	0
Other Services Total					0
Capital Outlay/Equipment		Number		Rate	Total
Classroom Technology/Capital Assets		1		137500	137500
Facilities Renovations		1		150000	150000
IT Support/Licenses/Repair		120.75		200	24150
Capital Outlay/Equipment Total					311650
JMU Administrative Fee		Number		Rate	Total
10% Administrative Fee		0.1		1000000	100000
Administrative Fee Total					100000
Personal Services Total (Wages/Salary)					209550
Employee Benefits Total					34226.625
Materials/Supples Total					55000
Internal Services Total					248073
Travel Total					41500
Other Services Total					0
Capital Outlay/Equipment Total					311650
Administrative Fee Total					100000
Total					1000000

Year 1: Total Budget: $844,000 ($8440 per pupil x 100 students)

Personal Services Total (Wages/Salary)					335490
Employee Benefits Total					85564.125
Materials/Supples Total					55000
Internal Services Total					179046
Travel Total					44000
Other Services Total					0
Capital Outlay/Equipment Total					60500
Administrative Fee Total					84400
Total					844000

Personal Services-$335,490

Personal services includes the cost of salary and wages for all personnel interacting with the Lab School, including:

- Executive Director
- Career Coach
- Adjunct contracts for teachers, BRCC professors, industry experts, and paraprofessionals
- Overload contracts for JMU professors
- Graduate assistants stipend

All personal services costs are based on anticipated 5% increase in salary/wages.

Employee Benefits-$85,564

Employee benefits includes the cost of full fringe for full-time employees (Executive Director, Career Coach) and FICA for adjunct contracts. Graduate assistants do not receive employee benefits, as they are covered by student health fees as part of their hiring package.

All employee benefits are based on anticipated 5% increase in salary/wages.

Materials/Supplies-$55,000

Materials and supplies are to cover costs for students, based on $500 per student and $50 per student for supplies.

Internal Services-$179,046

Internal services are categorized by the following:

- Tuition remission for graduate assistants (9 credit hours per semester)
- Teacher support/training, including participation in the VANTSP
- Administrator support/training, including participation in the VAPSP
- Program development that includes preparation for professional learning and design

- Marketing/recruitment designed to attract students to the Lab School
- Research/partnerships designed to evaluate the effectiveness of the Lab School through continuous program improvement and program evaluation

Travel-$44,000

Travel is based on $2000 per personnel to travel to conferences to present/learn and/or travel to other Lab Schools for learning purposes

Other Services-$0
In Year 3, when 11th and 12th grade students begin to take courses at BRCC, tuition costs will be included in this category

Capital Outlay/Equipment-$60,500

Capital outlay will include costs for furniture and capital assets, technology for the Lab School, and IT licenses/repairs for students/staff

Administrative Fee-$84,400

Because JMU will be the fiscal agent for this Lab School program, typical administrative costs for an externally funded project are expected to be 26%. Due to in-kind contributions, the administrative fee is set at 10% to cover costs associated with the operations of the Lab School that include the reliance on university resources: legal, human resources, facilities, utilities, transportation, risk management, finance/administration.

An itemized budget for Year 1 is included in the table below:

Year 1		Students		Per Pupil	State Funds Needed
		100		8440	844000
		Category			
Personal Services	Classification	Number		Rate	Total
Executive Director	AP Faculty	1		120750	120750
Assistant Director	AP Faculty	0		85000	0
Career Coach	AP Faculty	1		63000	63000
Teacher Adjunct Contract	Adjunct	8		7500	60000
Graduate Assistant-Salary	GA	2		9870	19740
JMU Faculty-Overload	Overload	2		10000	20000
BRCC Adjunct Contract	Adjunct	2		10000	20000
Industry Expert Adjunct Contract	Adjunct	4		6500	26000
Paraprofessional Adjunct Contract	Adjunct	2		3000	6000
Personal Services Total (Wages/Salary)					335490
Employee Benefits	Benefit Rate	Number	%	Rate	Total
Executive Director	Full Fringe	1	41.07%	49592.025	49592.025
Assistant Director	Full Fringe	0	41.07%	34909.5	0
Career Coach	Full Fringe	1	41.07%	25874.1	25874.1
Teacher Adjunct Contract	FICA Only	8	7.65%	573.75	4590
Graduate Assistant-Salary	Student	2	0.00%	0	0
JMU Faculty-Overload	FICA Only	2	7.65%	765	1530
BRCC Adjunct Contract	FICA Only	2	7.65%	765	1530
Industry Expert Adjunct Contract	FICA Only	4	7.65%	497.25	1989
Paraprofessional Adjunct Contract	FICA Only	2	7.65%	229.5	459
Employee Benefits Total					85564.125
Materials/Supplies		Number		Rate	Total
Textbooks/Curricular Materials		100		500	50000
Office Supplies		100		50	5000
Materials/Supples Total					55000
Internal Services		Number		Rate	Total
Graduate Assistant Tuition Remissions		2		14700	29400
JMU Tuition for 11th/12th grade		0		4500	0
Teacher Support/Training		20		2500	50000
Administrator Support/Training		2		5000	10000
Program Development		1		35000	35000
Marketing/Recruitment		1		10000	10000
Research & Partnerships		1		44646	44646
Internal Services Total					179046
Travel		Number		Rate	Total
Staff Travel		22		2000	44000
Travel Total					44000
Other Services		Number		Rate	Total
BRCC Tuition for 11th/12th grade		0		2500	0
Other Services Total					0
Capital Outlay/Equipment		Number		Rate	Total
Classroom Technology/Capital Assets		1		15000	15000
Facilities Renovations		1		15000	15000
IT Support/Licenses/Repair		122		250	30500
Capital Outlay/Equipment Total					60500
JMU Administrative Fee		Number		Rate	Total
10% Administrative Fee		0.1		844000	84400
Administrative Fee Total					84400
Personal Services Total (Wages/Salary)					335490
Employee Benefits Total					85564.125
Materials/Supples Total					55000
Internal Services Total					179046
Travel Total					44000
Other Services Total					0
Capital Outlay/Equipment Total					60500
Administrative Fee Total					84400
Total					844000

Year 2: Total Budget: $1,680,000 ($5,600 per pupil x 300 students)

Personal Services Total (Wages/Salary)					533247.75
Employee Benefits Total					102101.9344
Materials/Supples Total					165000
Internal Services Total					368725
Travel Total					89500
Other Services Total					0
Capital Outlay/Equipment Total					253425
Administrative Fee Total					168000
Total					1680000

Personal Services-$533,248

Personal services includes the cost of salary and wages for all personnel interacting with the Lab School, including:

- Executive Director
- Career Coach
- Adjunct contracts for teachers, BRCC professors, industry experts, and paraprofessionals
- Overload contracts for JMU professors
- Graduate assistants stipend

All personal services costs are based on anticipated 5% increase in salary/wages.

Employee Benefits-$102,102

Employee benefits includes the cost of full fringe for full-time employees (Executive Director, Career Coach) and FICA for adjunct contracts. Graduate assistants do not receive employee benefits, as they are covered by student health fees as part of their hiring package.

All employee benefits are based on anticipated 5% increase in salary/wages.

Materials/Supplies-$165,000

Materials and supplies are to cover costs for students, based on $500 per student and $50 per student for supplies.

Internal Services-$368,725

Internal services are categorized by the following:

- Tuition remission for graduate assistants (9 credit hours per semester)
- Teacher support/training, including participation in the VANTSP
- Administrator support/training, including participation in the VAPSP
- Program development that includes preparation for professional learning and design
- Marketing/recruitment designed to attract students to the Lab School

- Research/partnerships designed to evaluate the effectiveness of the Lab School through continuous program improvement and program evaluation

Travel-$89,500

Travel is based on $2000 per personnel to travel to conferences to present/learn and/or travel to other Lab Schools for learning purposes

Other Services-$0
In Year 3, when 11th and 12th grade students begin to take courses at BRCC, tuition costs will be included in this category

Capital Outlay/Equipment-$253,425

Capital outlay will include costs for furniture and capital assets, technology for the Lab School, and IT licenses/repairs for students/staff, while also preparing for expansion in Year 3.

Administrative Fee-$168,000

Because JMU will be the fiscal agent for this Lab School program, typical administrative costs for an externally funded project are expected to be 26%. Due to in-kind contributions, the administrative fee is set at 10% to cover costs associated with the operations of the Lab School that include the reliance on university resources: legal, human resources, facilities, utilities, transportation, risk management, finance/administration.

An itemized budget for Year 2 is included in the table below:

Year 2		Students		Per Pupil	State Funds Needed
		300		5600	1680000
		Category			
Personal Services	Classification	Number		Rate	Total
Executive Director	AP Faculty	1		126787.5	126787.5
Assistant Director	AP Faculty	0		85000	0
Career Coach	AP Faculty	1		66150	66150
Teacher Adjunct Contract	Adjunct	18.75		7875	147656.25
Graduate Assistant-Salary	GA	4		10363.5	41454
JMU Faculty-Overload	Overload	4		10500	42000
BRCC Adjunct Contract	Adjunct	4		10500	42000
Industry Expert Adjunct Contract	Adjunct	8		6825	54600
Paraprofessional Adjunct Contract	Adjunct	4		3150	12600
Personal Services Total (Wages/Salary)					533247.75
Employee Benefits	Benefit Rate	Number	%	Rate	Total
Executive Director	Full Fringe	1	41.07%	52071.62625	52071.62625
Assistant Director	Full Fringe	0	41.07%	34909.5	0
Career Coach	Full Fringe	1	41.07%	27167.805	27167.805
Teacher Adjunct Contract	FICA Only	18.75	7.65%	602.4375	11295.70313
Graduate Assistant-Salary	Student	4	0.00%	0	0
JMU Faculty-Overload	FICA Only	4	7.65%	803.25	3213
BRCC Adjunct Contract	FICA Only	4	7.65%	803.25	3213
Industry Expert Adjunct Contract	FICA Only	8	7.65%	522.1125	4176.9
Paraprofessional Adjunct Contract	FICA Only	4	7.65%	240.975	963.9
Employee Benefits Total					102101.9344
Materials/Supplies		Number		Rate	Total
Textbooks/Curricular Materials		300		500	150000
Office Supplies		300		50	15000
Materials/Supples Total					165000
Internal Services		Number		Rate	Total
Graduate Assistant Tuition Remissions		4		15435	61740
JMU Tuition for 11th/12th grade		0		4500	0
Teacher Support/Training		42.75		2500	106875
Administrator Support/Training		2		5000	10000
Program Development		1		61110	61110
Marketing/Recruitment		1		25000	25000
Research & Partnerships		1		104000	104000
Internal Services Total					368725
Travel		Number		Rate	Total
Staff Travel		44.75		2000	89500
Travel Total					89500
Other Services		Number		Rate	Total
BRCC Tuition for 11th/12th grade		0		2500	0
Other Services Total					0
Capital Outlay/Equipment		Number		Rate	Total
Classroom Technology/Capital Assets		1		75000	75000
Facilities Renovations		1		75000	75000
IT Support/Licenses/Repair		344.75		300	103425
Capital Outlay/Equipment Total					253425
JMU Administrative Fee		Number		Rate	Total
10% Administrative Fee		0.1		1680000	168000
Administrative Fee Total					168000
Personal Services Total (Wages/Salary)					533247.75
Employee Benefits Total					102101.9344
Materials/Supples Total					165000
Internal Services Total					368725
Travel Total					89500
Other Services Total					0
Capital Outlay/Equipment Total					253425
Administrative Fee Total					168000
Total					1680000

Year 3: Total Budget: $2,380,000 ($5,600 per pupil x 425 students)

Personal Services Total (Wages/Salary)					760224.7469
Employee Benefits Total					150938.0987
Materials/Supples Total					233750
Internal Services Total					525865.25
Travel Total					119125
Other Services Total					62500
Capital Outlay/Equipment Total					289596.875
Administrative Fee Total					238000
Total					2380000

Personal Services-$760,225

Personal services includes the cost of salary and wages for all personnel interacting with the Lab School, including:

- Executive Director
- Assistant Director
- Career Coach
- Adjunct contracts for teachers, BRCC professors, industry experts, and paraprofessionals
- Overload contracts for JMU professors
- Graduate assistants stipend

All personal services costs are based on anticipated 5% increase in salary/wages.

Employee Benefits-$150,938

Employee benefits includes the cost of full fringe for full-time employees (Executive Director, Assistant Director, Career Coach) and FICA for adjunct contracts. Graduate assistants do not receive employee benefits, as they are covered by student health fees as part of their hiring package.

All employee benefits are based on anticipated 5% increase in salary/wages.

Materials/Supplies-$233,750

Materials and supplies are to cover costs for students, based on $500 per student and $50 per student for supplies.

Internal Services-$528,865

Internal services are categorized by the following:

- Tuition remission for graduate assistants (9 credit hours per semester)
- Tuition for students to enroll in JMU coursework
- Teacher support/training, including participation in the VANTSP
- Administrator support/training, including participation in the VAPSP

- Program development that includes preparation for professional learning and design
- Marketing/recruitment designed to attract students to the Lab School
- Research/partnerships designed to evaluate the effectiveness of the Lab School through continuous program improvement and program evaluation

Travel-$119,125

Travel is based on $2000 per personnel to travel to conferences to present/learn and/or travel to other Lab Schools for learning purposes

Other Services-$62,500
Tuition for students to enroll in BRCC coursework

Capital Outlay/Equipment-$289,597

Capital outlay will include costs for furniture and capital assets, technology for the Lab School, and IT licenses/repairs for students/staff.

Administrative Fee-$238,000

Because JMU will be the fiscal agent for this Lab School program, typical administrative costs for an externally funded project are expected to be 26%. Due to in-kind contributions, the administrative fee is set at 10% to cover costs associated with the operations of the Lab School that include the reliance on university resources: legal, human resources, facilities, utilities, transportation, risk management, finance/administration.

An itemized budget for Year 3 is included in the table below:

Year 3		Students		Per Pupil	State Funds Needed
		425		5600	2380000
		Category			
Personal Services	Classification	Number		Rate	Total
Executive Director	AP Faculty	1		133126.875	133126.875
Assistant Director	AP Faculty	1		85000	85000
Career Coach	AP Faculty	1		69457.5	69457.5
Teacher Adjunct Contract	Adjunct	26.563		8268.75	219638.6719
Graduate Assistant-Salary	GA	4		10881.675	43526.7
JMU Faculty-Overload	Overload	6		11025	66150
BRCC Adjunct Contract	Adjunct	6		11025	66150
Industry Expert Adjunct Contract	Adjunct	8		7166.25	57330
Paraprofessional Adjunct Contract	Adjunct	6		3307.5	19845
Personal Services Total (Wages/Salary)					760224.7469
Employee Benefits	Benefit Rate	Number	%	Rate	Total
Executive Director	Full Fringe	1	41.07%	54675.20756	54675.20756
Assistant Director	Full Fringe	1	41.07%	34909.5	34909.5
Career Coach	Full Fringe	1	41.07%	28526.19525	28526.19525
Teacher Adjunct Contract	FICA Only	26.563	7.65%	632.559375	16802.3584
Graduate Assistant-Salary	Student	4	0.00%	0	0
JMU Faculty-Overload	FICA Only	6	7.65%	843.4125	5060.475
BRCC Adjunct Contract	FICA Only	6	7.65%	843.4125	5060.475
Industry Expert Adjunct Contract	FICA Only	8	7.65%	548.218125	4385.745
Paraprofessional Adjunct Contract	FICA Only	6	7.65%	253.02375	1518.1425
Employee Benefits Total					150938.0987
Materials/Supplies		Number		Rate	Total
Textbooks/Curricular Materials		425		500	212500
Office Supplies		425		50	21250
Materials/Supples Total					233750
Internal Services		Number		Rate	Total
Graduate Assistant Tuition Remissions		4		16206.75	64827
JMU Tuition for 11th/12th grade		25		4500	112500
Teacher Support/Training		56.563		2500	141406.25
Administrator Support/Training		3		5000	15000
Program Development		1		61132	61132
Marketing/Recruitment		1		25000	25000
Research & Partnerships		1		106000	106000
Internal Services Total					525865.25
Travel		Number		Rate	Total
Staff Travel		59.563		2000	119125
Travel Total					119125
Other Services		Number		Rate	Total
BRCC Tuition for 11th/12th grade		25		2500	62500
Other Services Total					62500
Capital Outlay/Equipment		Number		Rate	Total
Classroom Technology/Capital Assets		1		60000	60000
Facilities Renovations		1		60000	60000
IT Support/Licenses/Repair		484.56		350	169596.875
Capital Outlay/Equipment Total					289596.875
JMU Administrative Fee		Number		Rate	Total
10% Administrative Fee		0.1		2380000	238000
Administrative Fee Total					238000
Personal Services Total (Wages/Salary)					760224.7469
Employee Benefits Total					150938.0987
Materials/Supples Total					233750
Internal Services Total					525865.25
Travel Total					119125
Other Services Total					62500
Capital Outlay/Equipment Total					289596.875
Administrative Fee Total					238000
Total					2380000

Year 4: Total Budget: $3,080,000 ($5,600 per pupil x 550 students)

Personal Services Total (Wages/Salary)					919316.3241
Employee Benefits Total					167747.6496
Materials/Supples Total					302500
Internal Services Total					758835.85
Travel Total					146750
Other Services Total					187500
Capital Outlay/Equipment Total					289350
Administrative Fee Total					308000
Total					3080000

Personal Services-$919,316

Personal services includes the cost of salary and wages for all personnel interacting with the Lab School, including:

- Executive Director
- Assistant Director
- Career Coach
- Adjunct contracts for teachers, BRCC professors, industry experts, and paraprofessionals
- Overload contracts for JMU professors
- Graduate assistants stipend

All personal services costs are based on anticipated 5% increase in salary/wages.

Employee Benefits-$167,748

Employee benefits includes the cost of full fringe for full-time employees (Executive Director, Assistant Director, Career Coach) and FICA for adjunct contracts. Graduate assistants do not receive employee benefits, as they are covered by student health fees as part of their hiring package.

All employee benefits are based on anticipated 5% increase in salary/wages.

Materials/Supplies-$302,500

Materials and supplies are to cover costs for students, based on $500 per student and $50 per student for supplies.

Internal Services-$758,836

Internal services are categorized by the following:

- Tuition remission for graduate assistants (9 credit hours per semester)
- Tuition for students to enroll in JMU coursework
- Teacher support/training, including participation in the VANTSP
- Administrator support/training, including participation in the VAPSP

- Program development that includes preparation for professional learning and design
- Marketing/recruitment designed to attract students to the Lab School
- Research/partnerships designed to evaluate the effectiveness of the Lab School through continuous program improvement and program evaluation

Travel-$146,750

Travel is based on $2000 per personnel to travel to conferences to present/learn and/or travel to other Lab Schools for learning purposes

Other Services-$187,500
Tuition for students to enroll in BRCC coursework

Capital Outlay/Equipment-$289,350

Capital outlay will include costs for furniture and capital assets, technology for the Lab School, and IT licenses/repairs for students/staff.

Administrative Fee-$308,000

Because JMU will be the fiscal agent for this Lab School program, typical administrative costs for an externally funded project are expected to be 26%. Due to in-kind contributions, the administrative fee is set at 10% to cover costs associated with the operations of the Lab School that include the reliance on university resources: legal, human resources, facilities, utilities, transportation, risk management, finance/administration.

An itemized budget for Year 4 is included in the table below:

Year 4		Students		Per Pupil	State Funds Needed
		550		5600	3080000
		Category			
Personal Services	Classification	Number		Rate	Total
Executive Director	AP Faculty	1		139783.2188	139783.2188
Assistant Director	AP Faculty	1		89250	89250
Career Coach	AP Faculty	1		72930.375	72930.375
Teacher Adjunct Contract	Adjunct	34.375		8682.1875	298450.1953
Graduate Assistant-Salary	GA	4		11425.75875	45703.035
JMU Faculty-Overload	Overload	8		11576.25	92610
BRCC Adjunct Contract	Adjunct	8		11576.25	92610
Industry Expert Adjunct Contract	Adjunct	8		7524.5625	60196.5
Paraprofessional Adjunct Contract	Adjunct	8		3472.875	27783
Personal Services Total (Wages/Salary)					919316.3241
Employee Benefits	Benefit Rate	Number	%	Rate	Total
Executive Director	Full Fringe	1	41.07%	57408.96794	57408.96794
Assistant Director	Full Fringe	1	41.07%	36654.975	36654.975
Career Coach	Full Fringe	1	41.07%	29952.50501	29952.50501
Teacher Adjunct Contract	FICA Only	34.375	7.65%	664.1873438	22831.43994
Graduate Assistant-Salary	Student	4	0.00%	0	0
JMU Faculty-Overload	FICA Only	8	7.65%	885.583125	7084.665
BRCC Adjunct Contract	FICA Only	8	7.65%	885.583125	7084.665
Industry Expert Adjunct Contract	FICA Only	8	7.65%	575.6290313	4605.03225
Paraprofessional Adjunct Contract	FICA Only	8	7.65%	265.6749375	2125.3995
Employee Benefits Total					167747.6496
Materials/Supplies		Number		Rate	Total
Textbooks/Curricular Materials		550		500	275000
Office Supplies		550		50	27500
Materials/Supples Total					302500
Internal Services		Number		Rate	Total
Graduate Assistant Tuition Remissions		4		17017.0875	68068.35
JMU Tuition for 11th/12th grade		75		4500	337500
Teacher Support/Training		70.375		2500	175937.5
Administrator Support/Training		3		5000	15000
Program Development		1		30000	30000
Marketing/Recruitment		1		22330	22330
Research & Partnerships		1		110000	110000
Internal Services Total					758835.85
Travel		Number		Rate	Total
Staff Travel		73.375		2000	146750
Travel Total					146750
Other Services		Number		Rate	Total
BRCC Tuition for 11th/12th grade		75		2500	187500
Other Services Total					187500
Capital Outlay/Equipment		Number		Rate	Total
Classroom Technology/Capital Assets		1		20000	20000
Facilities Renovations		1		20000	20000
IT Support/Licenses/Repair		623.38		400	249350
Capital Outlay/Equipment Total					289350
JMU Administrative Fee		Number		Rate	Total
10% Administrative Fee		0.1		3080000	308000
Administrative Fee Total					308000
Personal Services Total (Wages/Salary)					919316.3241
Employee Benefits Total					167747.6496
Materials/Supples Total					302500
Internal Services Total					758835.85
Travel Total					146750
Other Services Total					187500
Capital Outlay/Equipment Total					289350
Administrative Fee Total					308000
Total					3080000

Year 5: Total Budget: $3,360,000 ($5,600 per pupil x 600 students)

Personal Services Total (Wages/Salary)					993770.568
Employee Benefits Total					178314.3968
Materials/Supples Total					330000
Internal Services Total					790221.7675
Travel Total					153000
Other Services Total					250000
Capital Outlay/Equipment Total					328693
Administrative Fee Total					336000
Total					3360000

Personal Services-$993,771

Personal services includes the cost of salary and wages for all personnel interacting with the Lab School, including:

- Executive Director
- Assistant Director
- Career Coach
- Adjunct contracts for teachers, BRCC professors, industry experts, and paraprofessionals
- Overload contracts for JMU professors
- Graduate assistants stipend

All personal services costs are based on anticipated 5% increase in salary/wages.

Employee Benefits-$178,314

Employee benefits includes the cost of full fringe for full-time employees (Executive Director, Assistant Director, Career Coach) and FICA for adjunct contracts. Graduate assistants do not receive employee benefits, as they are covered by student health fees as part of their hiring package.

All employee benefits are based on anticipated 5% increase in salary/wages.

Materials/Supplies-$330,000

Materials and supplies are to cover costs for students, based on $500 per student and $50 per student for supplies.

Internal Services-$790,222

Internal services are categorized by the following:

- Tuition remission for graduate assistants (9 credit hours per semester)
- Tuition for students to enroll in JMU coursework
- Teacher support/training, including participation in the VANTSP
- Administrator support/training, including participation in the VAPSP

- Program development that includes preparation for professional learning and design
- Marketing/recruitment designed to attract students to the Lab School
- Research/partnerships designed to evaluate the effectiveness of the Lab School through continuous program improvement and program evaluation

Travel-$153,000

Travel is based on $2000 per personnel to travel to conferences to present/learn and/or travel to other Lab Schools for learning purposes

Other Services-$250,000
Tuition for students to enroll in BRCC coursework

Capital Outlay/Equipment-$328,693

Capital outlay will include costs for furniture and capital assets, technology for the Lab School, and IT licenses/repairs for students/staff.

Administrative Fee-$336,000

Because JMU will be the fiscal agent for this Lab School program, typical administrative costs for an externally funded project are expected to be 26%. Due to in-kind contributions, the administrative fee is set at 10% to cover costs associated with the operations of the Lab School that include the reliance on university resources: legal, human resources, facilities, utilities, transportation, risk management, finance/administration.

An itemized budget for Year 5 is included in the table below:

Year 5		Students		Per Pupil	State Funds Needed
		600		5600	3360000
		Category			
Personal Services	Classification	Number		Rate	Total
Executive Director	AP Faculty	1		146772.3797	146772.3797
Assistant Director	AP Faculty	1		93712.5	93712.5
Career Coach	AP Faculty	1		76576.89375	76576.89375
Teacher Adjunct Contract	Adjunct	37.5		9116.296875	341861.1328
Graduate Assistant-Salary	GA	4		11997.04669	47988.18675
JMU Faculty-Overload	Overload	8		12155.0625	97240.5
BRCC Adjunct Contract	Adjunct	8		12155.0625	97240.5
Industry Expert Adjunct Contract	Adjunct	8		7900.790625	63206.325
Paraprofessional Adjunct Contract	Adjunct	8		3646.51875	29172.15
Personal Services Total (Wages/Salary)					993770.568
Employee Benefits	Benefit Rate	Number	%	Rate	Total
Executive Director	Full Fringe	1	41.07%	60279.41634	60279.41634
Assistant Director	Full Fringe	1	41.07%	38487.72375	38487.72375
Career Coach	Full Fringe	1	41.07%	31450.13026	31450.13026
Teacher Adjunct Contract	FICA Only	37.5	7.65%	697.3967109	26152.37666
Graduate Assistant-Salary	Student	4	0.00%	0	0
JMU Faculty-Overload	FICA Only	8	7.65%	929.8622813	7438.89825
BRCC Adjunct Contract	FICA Only	8	7.65%	929.8622813	7438.89825
Industry Expert Adjunct Contract	FICA Only	8	7.65%	604.4104828	4835.283863
Paraprofessional Adjunct Contract	FICA Only	8	7.65%	278.9586844	2231.669475
Employee Benefits Total					178314.3968
Materials/Supplies		Number		Rate	Total
Textbooks/Curricular Materials		600		500	300000
Office Supplies		600		50	30000
Materials/Supples Total					330000
Internal Services		Number		Rate	Total
Graduate Assistant Tuition Remissions		4		17867.94188	71471.7675
JMU Tuition for 11th/12th grade		100		4500	450000
Teacher Support/Training		73.5		2500	183750
Administrator Support/Training		3		5000	15000
Program Development		1		20000	20000
Marketing/Recruitment		1		10000	10000
Research & Partnerships		1		40000	40000
Internal Services Total					790221.7675
Travel		Number		Rate	Total
Staff Travel		76.5		2000	153000
Travel Total					153000
Other Services		Number		Rate	Total
BRCC Tuition for 11th/12th grade		100		2500	250000
Other Services Total					250000
Capital Outlay/Equipment		Number		Rate	Total
Classroom Technology/Capital Assets		1		14268	14268
Facilities Renovations		1		10000	10000
IT Support/Licenses/Repair		676.5		450	304425
Capital Outlay/Equipment Total					328693
JMU Administrative Fee		Number		Rate	Total
10% Administrative Fee		0.1		3360000	336000
Administrative Fee Total					336000
Personal Services Total (Wages/Salary)					993770.568
Employee Benefits Total					178314.3968
Materials/Supples Total					330000
Internal Services Total					790221.7675
Travel Total					153000
Other Services Total					250000
Capital Outlay/Equipment Total					328693
Administrative Fee Total					336000
Total					3360000

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

   The following table shows cash flow projections in Year 0 (start-up), which includes applicable in-kind contributions from JMU, RCPS, BRCC, and the start up funds available from Lab School appropriations.

Description	Year 0
JMU Personnel In-kind (Time & Effort)	166159
JMU Pre-service Placements	0
JMU Facilities/Renovations	1500000
JMU Utilities	0
Total JMU In-kind	1666159
RCPS Personnel In-kind (Time & Effot)	216660
RCPS Facilites/Renovations	60000
RCPS Utilities	0
RCPS Transsportation Costs	0
RCPS Meals Costs	0
Total RCPS In-kind	276660
BRCC Facilities/Renovations	0
BRCC Transportation Costs	0
Total BRCC In-kind	0
Lab School Fund	1000000
Total Cash Flow	2942819

JMU and RCPS in-kind contributions are calculated by a percentage of salary/benefits of time (20-30%) designated personnel have spent in planning and will continue to spend on the Lab School project. This includes the following from each organization: JMU Dean, JMU Associate Dean, RCPS Superintendent, RCPS Assistant Superintendent, RCPS Principals.

Noted above is $1.5M invested by JMU to renovate Memorial Hall, where spaces in Memorial Hall will be used for pre-service learning about the Lab School, high school students visit Memorial Hall on field trips in 9th/10th grade, and where they will complete courses in 11th and 12th grade. The $60,000 from RCPS is for initial renovations of spaces at East Rockingham HS and Broadway HS in anticipation of Lab School programming.

The following table shows cash flow projects for Year 1-5, where the respective partners contribute in-kind in addition to the state funds from Lab School appropriations.

Description	Year 1	Year 2	Year 3	Year 4	Year 5	Total Contract
JMU Personnel In-kind (Time & Effort)	174467	183190	192350	201967.3	212065.7	964040.031
JMU Pre-service Placements	67320	235440	370080	558720	588960	1820520
JMU Facilities/Renovations	50000	50000	50000	50000	50000	250000
JMU Utilities	25000	25000	25000	25000	25000	125000
JMU TTAC Services	130944	137491	144366	151584	159163.3	723548.2584
Total JMU In-kind	447731	493630	637430	835687.3	876025.7	3290504.031
RCPS Personnel In-kind (Time & Effot)	227493	238868	250811	263351.6	276519.2	1257042.43
RCPS Facilites/Renovations	50000	50000	50000	50000	50000	250000
RCPS Utilities	25000	25000	25000	25000	25000	125000
RCPS Transsportation Costs	25000	50000	75000	100000	100000	350000
RCPS Meals Costs	46305	138915	196796	254678	277830	914524
Total RCPS In-kind	373798	502783	597607	693029.6	729349.2	2896566.43
BRCC Facilities/Renovations	0	0	50000	50000	50000	150000
BRCC Transportation Costs	0	0	50000	50000	50000	150000
Total BRCC In-kind	0	0	100000	100000	100000	300000
Lab School Fund	844000	1680000	2380000	3080000	3360000	11344000
Total Cash Flow	1665529	2676413	3715037	4708717	5065375	17831070.46

As in the start-up year, personnel from JMU and RCPS will continue to spend time/effort leading/overseeing the Lab School project. This increases in value each year due to the anticipated 5% salary increases. TTAC Services is calculated at 10% of the salary/benefits of TTAC staff, all who serve schools in Region 5 with professional development and coaching support.

JMU pre-service placements are calculated at 540 hours of student teaching at $18/hour, a modest hourly rate value. Practicum placements are calculated at 60 hours at the $18/hour. Spaces (maintenance, repair), and utilities (water, electricity) are valued for the designated spaces at JMU, RCPS, BRCC (in Years 3-5).

Transportation values are included as in-kind from RCPS in Years 1-5, as RCPS is the transportation mechanism for students. For students who live out of RCPS zoning, families will arrange for their own transportation and follow RCPS out-of-zone policies. In Years 3-5, RCPS and BRCC will have an agreement where busses will leave from each respective high school and transport students to Massanutten Technical Center (MTC), which is an already-planned route. Students in 11th and 12th grades who attend JMU or BRCC will be transported by RCPS from MTC to JMU or by BRCC shuttles from MTC to BRCC.

4. Evidence of anticipated fundraising contributions, if applicable.

The JMU College of Education is positioned well for fundraising. In one fiscal year, nearly $3.7M of scholarship funds are given to students. This funding has potential to leverage additional resources for the Lab School. In addition, $11.3M in external grants/contracts, the highest externally-funded college at JMU for three consecutive years, continues to show sustainability in fundraising efforts. Grants and contracts can be leveraged to support the Lab School project.

Additionally, $2.4M in research funding is discretionary money for the Dean to spend on community service and research grants.

5. A description of the insurance coverage that the school will obtain. Types of insurance include general liability, health, and property.

   Types of insurance obtained will include, but are not limited to: 1) general liability, 2) health, and 3) property

6. A justification for each type of insurance coverage sought and evidence that the applicant has consulted with the affiliated public or private institution of higher education to ensure that the level of coverage is satisfactory.

   Evidence of liability, health, and property coverages will be provided by each respective organization involved in the Lab School (JMU Risk Management, BRCC Risk Management, RCPS Risk Management, and industry organizations).

7. A sound facilities plan, including backup or contingency plans. Facilities information includes (1) the provision of suitable instructional space; (2) provisions for library services; (3) provisions for the safe administration and storage of student records and medications; (4) information regarding compliance with building and fire codes and compliance with the federal Americans with Disabilities Act; (5) general information on emergency evacuation plans; (6) information regarding site location and preparation; (7) the structure of operation and maintenance services; and (8) financial arrangements for facilities, including any lease arrangements with school divisions or other entities and whether debt will be incurred.

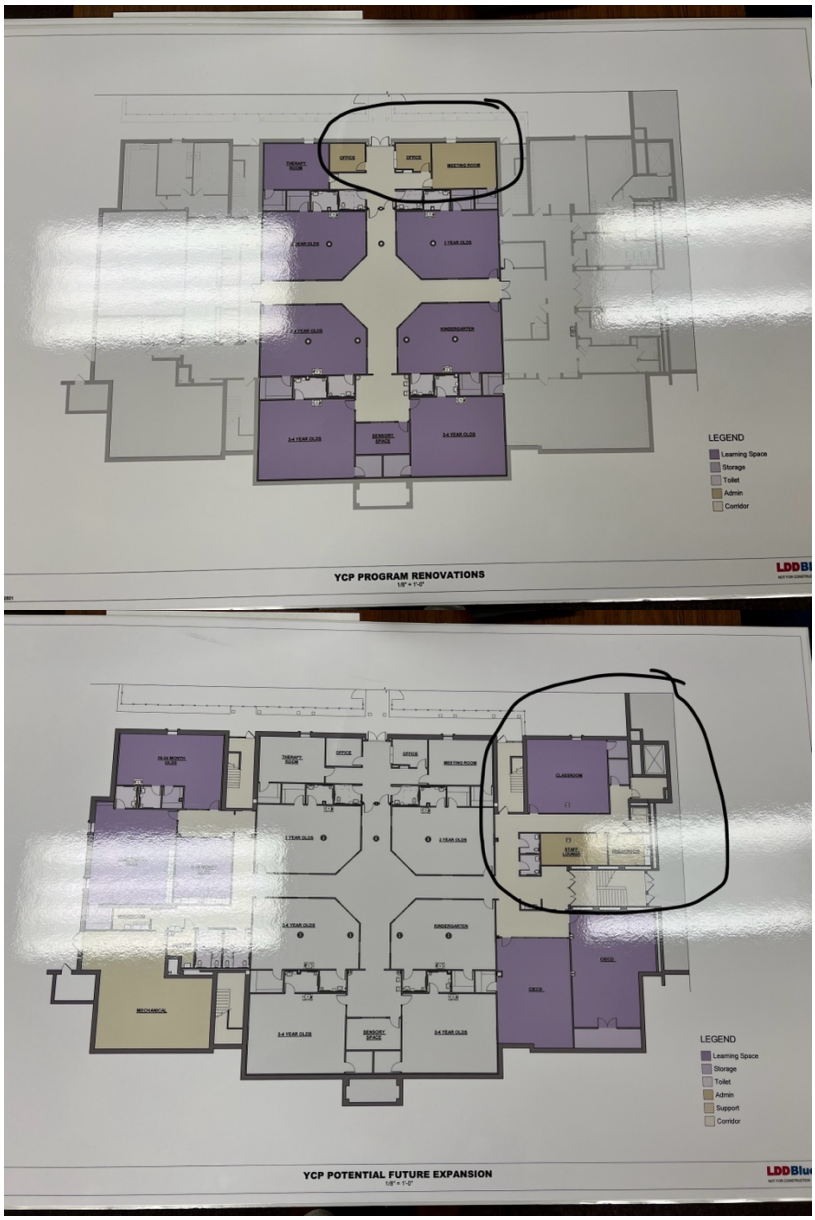
   Facilities are primarily within the confines of RCPS. When Lab School students matriculate in the 11th grade to JMU, facilities information will include but is not limited to: 1) the provision of suitable instructional space, 2) provisions for library services, 3) provisions for the safe administration and storage of student records and medications, 4) information regarding compliance with building and fire codes and compliance with the federal Americans with Disabilities Act (ADA), 5) general information on emergency evacuation plans, 6) information regarding site location and preparation, 7) the structure of operation and maintenance services, and 8) financial arrangements for facilities, including any lease arrangements with school divisions or other entities and whether debt will be incurred. A backup facilities plan will follow RCPS Policy for EC, ECAB, and EDC.

   For the facilities to be conducive to the academic programming of the Lab School, spaces have already begun renovation at JMU's Memorial Hall and at Broadway High School to accommodate Lab School students in anticipation of Fall 2024 opening.

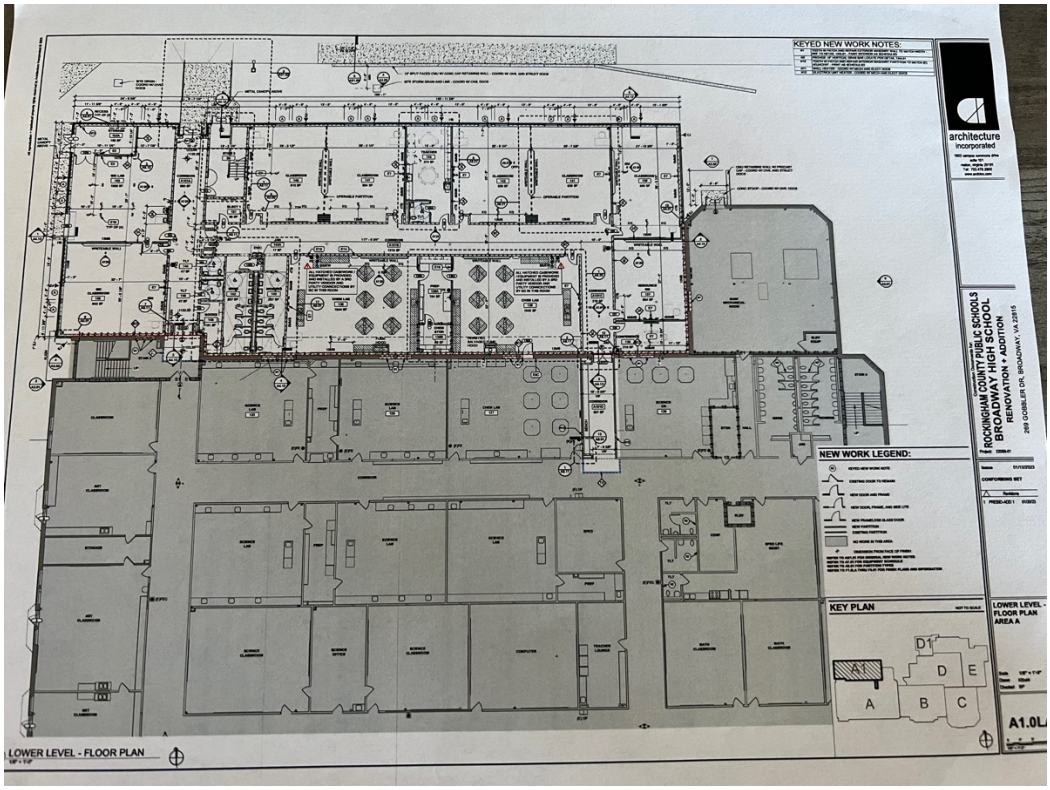
   At Memorial Hall, $1.5M of investment in renovating spaces has begun. Designated classroom spaces for Lab School students when they attend in 11th

and 12th grades are being planned for teaching and learning. Technology will be installed to facilitate connections across the 4 high schools in 9th and 10th grades, where students can interact with one another and work together on community problems. Pre-service teachers and pre-professionals will have the opportunity to learn from Lab School programming in Memorial Hall with capacity for virtual observations via technology. Lab School spaces are also designated in Memorial Hall for students to experiment, use innovative technology in their classes, and convene during field trips.

Below is the floor plan of Memorial Hall, pointing out where classroom spaces are already designated for Lab School students:



East Rockingham HS already has space for Lab School students. Broadway HS is currently being renovated and planning for designated space for Lab School students. Below is a picture of the floorplan at Broadway HS where renovations are taking place:



All spaces where Lab School students attend Lab School programming will be branded the same so that community stakeholders, students, teachers, and industry will recognize Lab School across all sites that include JMU, BRCC, and RCPS.

An example of innovative learning spaces within these designated areas is intended to mirror that of JMU X-Labs, where problems of practice can be solved using flexible spacing, hands-on materials, and state of the art technology. A sampling of such innovative spaces and the vision for them are included below:

8. A description of whether transportation services will be provided. If transportation is to be provided, please indicate whether the school will contract for transportation with the local education agency or another entity. Please indicate whether transportation will be provided to all students attending the school.

   Transportation will be provided by RCPS in 9th and 10th grades for students living in RCPS zone. Out-of-zone students will follow out-of-zone policies within RCPS. In 11th grade, when students have the option to attend MTC, BRCC, or JMU for coursework, transportation from the respective high schools to MTC as the transportation hub will be provided as in-kind by RCPS. For students taking coursework at JMU, RCPS transportation will be provided to and from JMU by RCPS. For students taking coursework at BRCC, BRCC will provide shuttle service from MTC to BRCC and back.

9. A description of transportation services for students with disabilities. (Section 22.1-221 A of the *Code of Virginia* states that "[e]ach disabled child enrolled in and attending a special education program provided by the school division pursuant to any of the provisions of § 22.1-216 or § 22.1-218 shall be entitled to transportation to and from such school or class at no cost if such transportation is necessary to enable such child to obtain the benefit of educational programs and opportunities.")

   Transportation services will follow state, local, and federal guidelines/laws and appropriate supports, ratios, ADA accommodations will be provided. RCPS will manage SPED transportation.

10. A description of food service operations and all other significant operational or ancillary services to be provided.

    Food services will be provided by RCPS.

VII. ***Placement Plan:*** 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. Please include contact's name, title, email address, and phone number.

   Mark L'Esperance, Ph.D.
   Dean, JMU College of Education
   lesperme@jmu.edu
   (540) 568-6572

2. A notification process for parents/guardians of students attending the school and teachers and administrators of the termination or revocation of the contract.

   A systematized notification process will be activated if the Lab School should close. After official notification to the Virginia Department of Education, a personal phone call will be made to each parent/guardian with a child enrolled in JMU Lab School. This phone call will be followed by an official letter from the Executive Director of the Lab School.

3. A notification process to parents/guardians of students attending the college partnership laboratory school of alternative public school placements within a set time period from the date of termination or revocation of the contract.

   In addition to the process described above, a letter will be sent to the students' high school principal, and copied to the district superintendent in which the high school resides.

4. Provisions for ensuring that student records are provided to the parent or 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 upon the request of that school division. (*See* § 22.1-289 of the *Code of Virginia*).

   Student records will be immediately available to the parent or guardian, as well as the school identified by the parent or guardian. Transfer of records will occur within two weeks of the parent/guardian's request.

5. A placement plan for school employees that details the level of assistance to be provided within a set period of time from the termination or revocation of the contract.

   A good faith effort will be made to support employees as they seek other employment opportunities. Since teachers and paraprofessionals will retain their regular employment status with RCPS, as applicable to RCPS policy and state/federal guidelines, employee placement will not be affected other than the elimination of the adjunct contract. In the event there are other adjunct opportunities within JMU, a good faith effort to provide additional adjunct opportunities will be presented as applicable. The Executive Director and Career Coach positions will fall under JMU policy 1335. JMU Faculty and BRCC will be reassigned to their normal duties. Student teachers and pre-service professionals will be placed in traditional school settings.

6. 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 termination or revocation of the contract. The plan shall include the disposition of the schools' records and financial accounts upon closure.

   The Lab School will operate under the office of the Associate Vice President for Finance. The Lab School will be under the financial control and meet all auditing requirements set forth by the Office of the Assistant Vice President for Finance and articulated in the Finance Procedures Manual (https://www.jmu.edu/financemanual/index.shtml). Should a plan require disposition of schools' records/financial accounts, all policies set forth by JMU, RCPS, and BRCC will determine actions.

VIII. ***Other Assurances and Requirements:*** The following components should be addressed:

1. A description of the college partnership laboratory school's policies and procedures for compliance with the federal *Family Educational Rights and Privacy Act* and records retention schedules consistent with guidance issued by the Library of Virginia.

JMU Lab School will operate under James Madison University Policy 2112, which outlines records retention and the Family Educational Rights and Privacy Act.

2. Evidence that the proposed college partnership laboratory school programs, services, and activities will operate in accordance with all applicable federal and state laws and regulations, including the *Virginia Freedom of Information Act*.

   JMU Lab School will operate under James Madison University's process for Freedom of Information: https://www.jmu.edu/visitors/about/foia.shtml.

3. A listing of all waivers to state regulations needed for the college partnership laboratory school at the time of its opening. This does not preclude a college partnership laboratory school from requesting additional waivers once the school is operational.

   JMU Lab School intends to apply for waiver of § 22.1-253.13:3 for implementing Standards of Learning assessments for EOC writing and history. In lieu of completing the state assessments, where applicable and compliant with state and federal law, students who are enrolled in the Lab School will demonstrate evidence of Standards of Learning objectives for EOC writing and history through a portfolio assessment. All students will complete Standards of Learning assessments for all other subjects.

4. A description of any collaborative partnerships that may be made with public school divisions to enhance opportunities for all Virginia students, from preschool to postsecondary. An educational program provided to students enrolled in a public school division pursuant to a collaborative partnership between the college partnership laboratory school and the public school division shall be considered to be the educational program of the public school division for purposes of the SOA. (*See* § 22.1-349.3 G of the *Code of Virginia*.)

   Collaborative partnerships between JMU and RCPS for students in 11th and 12th grade to enroll in coursework related to pre-professional exploration will be initiated through an MOU between the two organization. Collaborative partnerships between RCPS and BRCC will be initiated through an MOU between the two organizations for dual enrollment programming. To provide students with the opportunity to enroll in a partner technical center (e.g., Massanutten Technical Center) to earn their certification and licensure in a field of their choice and interest (e.g., HVAC, Diesel Mechanics, Electrician, Plumbing, Networking, Nursing Assistance, etc.…), an MOU will be established.

5. A description of all agreements that the applicant may need in the contract with the Board related to the release of the college partnership laboratory school from state regulations, consistent with the requirements in § 22.1-349.3 B of the *Code of Virginia*, including the approval of an Individual School Accreditation Plan. Section 22.1-349.4 of the *Code of Virginia* states that "[i]f the college partnership laboratory school application proposes a program to increase the educational opportunities for at-risk students, the Board of Education may approve an Individual School Accreditation Plan for the evaluation of the performance of the school."

   N/A

6. A description of how the applicant and members of the governing board will disclose any conflicts of interest, which would include a personal interest in any transactions involving the college partnership laboratory school, including information regarding the frequency with which such disclosures will be made. (*See* § 2.2-3114 of the *Code of Virginia*.)

   The governing board will be required to submit all disclosures regarding financial conflicts of interests on an annual basis. JMU Lab School will comply with the federal regulations and utilize the forms already established by the Office of Research Integrity: https://www.jmu.edu/researchintegrity/fcoi/fcoiform.shtml.

7. Conflict of interest disclosure(s) by the applicant and/or members of the governing board in the proposed school. This includes any relationships that parties may have with vendors performing services at the school.

   There are no conflicts of interest to disclose currently.

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 college partnership laboratory school to carry out the provisions of the law. By signing and submitting this application for a college partnership laboratory school, the applicant expressly assures the Board of the following:

1. No tuition will be charged to students attending the college partnership laboratory school, except as described in subsection E of § 22.1-349.3 of the *Code of Virginia*.

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

3. The proposed college partnership laboratory 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*, the federal *Individuals with Disabilities Education Improvement Act*, Section 504 of the federal *Rehabilitation Act of 1973*, and the *Virginia Freedom of Information Act*) and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.

4. The applicant will take all actions necessary to enter into a contract with the Board no later than nine (9) months prior to the opening date of the college partnership laboratory school.

5. The school leadership of the college partnership laboratory school will be retained on contract no later than six (6) months prior to the opening date of the school.

6. An assurance that the applicant will meet the condition in § 22.1-349.9 of the *Code of Virginia*, which state that "teachers who work in a college partnership laboratory school shall hold a license issued by the Board or, in the case of an instructor in the Board-approved teacher education program of the institution of higher education, be eligible to hold a Virginia teaching license. Teachers working in a college partnership laboratory school shall be subject to the requirements of §§ 22.1-296.1, 22.1-296.2, and 22.1-296.4 applicable to teachers employed by a local school board."

7. All initial requests for waivers from the Board will be made no later than six (6) months prior to the opening date of the school. (This does not preclude a college partnership laboratory school from working with the local school board to request additional waivers once the school is operational.)

8. The applicant must assure knowledge of the *Virginia State and Local Government Conflict of Interest Act* (§ 2.2-3100 et seq. of the *Code of Virginia*) and the *Virginia Public Procurement Act* (§ 2.2-4300 et seq. of the *Code of Virginia*).

Assurances approved by the Virginia Board of Education: By signing and submitting this application for a college partnership laboratory school, the applicant expressly assures the Board of the following:

1. If this application is approved, the applicant will take all actions necessary to enter into a contract with the Board not later than nine (9) months prior to the opening date of the college partnership laboratory school.

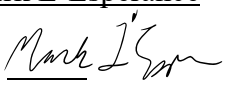
2. If the application is approved, the leadership of the college partnership laboratory school will be retained on contract no later than six (6) months prior to the opening date of the school.

3. All initial requests for waivers from the Board will be made by the local school board, on behalf of the applicant, no later than six (6) months prior to the opening date of the school. (This does not preclude a college partnership laboratory school from working with the Board to request additional waivers once the school is operational.)

4. The applicant assures knowledge of the *Virginia State and Local Government Conflict of Interest Act* (§ 2.2-3100 et seq. of the *Code of Virginia*) and the *Virginia Public Procurement Act* (§ 2.2-4300 et seq. of the *Code of Virginia*).

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

Name of Authorized Official: Mark L'Esperance Title: Dean, College of Education

Signature of Authorized Official:  Date: 12/15/23

JAMES MADISON UNIVERSITY

July 10, 2023

Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218

To the members of the College Partnership Laboratory Schools Standing Committee of the Virginia Board of Education.

I am writing on behalf of James Madison University's Board of Visitors, the university's 15-member governing body. We are pleased to communicate our strong support for JMU's proposal to open the Lab School for Innovation and Career Exploration in partnership with Blue Ridge Community College and Rockingham County Public Schools.

James Madison University has a long history of preparing teachers for the workforce. Opened in 1908 as the State Normal and Industrial School for Women at Harrisonburg and renamed in 1914 as the State Teachers College at Harrisonburg, JMU has been producing teachers for the Commonwealth for more than 100 years. JMU currently graduates the second most teachers in the state, conferring 396 degrees in teaching and education in the 2021-22 school year. JMU is uniquely positioned to continue to grow strong teachers while serving a new population of high school students and industry partners through the creation of the university's Lab School for Innovation and Career Exploration.

JMU's proposed lab school program would provide a unique opportunity for students in grades 9-12 in a rural part of the state to gain exposure to career pathways, preparing them to learn, thrive and meet the Commonwealth's most pressing workforce needs. By 2028-29, the Lab School for Innovation and Career Exploration would provide more than 400 students with real-world work opportunities. The school will allow students to explore high-demand careers early in their high-school years, including teaching, nursing, aviation mechanics and information technology.

What makes JMU's school proposal truly unique is that after two years of career exploration in grades nine and ten, students will have the choice to pursue career and technical education, take dual enrollment general education courses through Blue Ridge Community College or continue pre-professional courses offered by JMU. This is exactly the kind of customized educational paths that the Commonwealth needs to prepare students to compete in the workforce of tomorrow.

BOARD OF VISITORS
MSC 7613
Harrisonburg, VA 22807
540.568.3705 Phone
540.568.2338 Fax

Thank you for your consideration of the James Madison University's proposal to open the Lab School for Innovation and Career Exploration in Fall of 2024. Again, the board offers our deepest endorsement and looks forward to supporting the Commonwealth through JMU's proposed innovative educational model.

Sincerely,

Mary D. Oroad

Board Rector

ROCKINGHAM CO PUBLIC SCHOOLS
100 Mount Clinton Pike, Harrisonburg, VA 22802-2507
540-564-3200 · 540-564-3241 (fax)
www.rcps.net

July 10, 2023

To the members of the College Partnership Laboratory Schools Standing Committee of the Virginia Board of Education:

I am writing on behalf of the Rockingham County School Board, the school division's 5-member governing body. We strongly support James Madison University's proposal to partner with Rockingham County Public Schools and Blue Ridge Community College to open a Lab School for Innovation and Career Exploration.

Rockingham County Public Schools has a strong dedication to developing lifelong learners and preparing students for what lies ahead. Our motto of "Educating Today's Learner, Developing Tomorrow's Future" serves as a testament to our commitment to providing students with the best learning opportunities available. This is why we fully support this partnership and application submitted by James Madison University to open a Lab School for Innovation and Career Exploration.

This proposed Lab School would provide a once-in-a-lifetime opportunity for our students in grades 9-12 by exposing them to career pathways and promoting the skills of communication, collaboration, critical thinking, creativity, and citizenship. The Lab School will allow our students to have early access to explore high-demand careers and prepare them to meet the Commonwealth's most pressing workforce needs. The instructional framework will allow for a high level of rigor and serve as an innovative educational model.

Thank you for considering this proposed Lab School for Innovation and Career Exploration. Rockingham County Public Schools is fully committed and would relish the chance to partner with James Madison University and Blue Ridge Community College to provide our students with such a unique opportunity.

Sincerely,

Jackie Lohr

Jackie Lohr, Chair
Rockingham County School Board

Blue Ridge Community College

May 17, 2023

Dr. Mark L'Esperance, Dean
College of Education
James Madison University
800 South Main Street
Harrisonburg, VA 22807

Regarding: Rockingham County Public Schools Lab School Proposal

Dear Mark:

I am so delighted to offer this letter of commitment and support on behalf of Blue Ridge Community College (BRCC), with a pledge to provide the highest level of engagement in our partnership to implement a Lab School in the Rockingham County Public School (RCPS) Division. BRCC has long served as a partner with James Madison University (JMU) on countless projects in support of the betterment of the region. As one of 23 community colleges in the Commonwealth, we are committed to serving the educational needs of the residents of the central Shenandoah Valley. The College provides comprehensive certificate and associate degree programs, *Fast Forward* workforce certifications, and customized workforce development training courses, designed to meet the region's economic development and employer needs for a highly skilled workforce. Our work together on Lab Schools will strengthen the educational opportunities of so many of the Valley's residents. As President, my leadership team and I stand committed and ready to work directly with you to create, establish, tailor and deliver the Commonwealth's best Lab School to prospective and existing students in Rockingham County.

BRCC is uniquely positioned as a key partner to support your efforts to establish the region's first Lab School. First, over many years we have formed responsive partnerships with both K-12 and university education providers that have resulted in workforce ready employees, as well as students prepared to further their education through transfer to universities. As a result of those partnerships, we have been able to offer students wide access to a range of education and training programs that will help prepare them for whatever future they envision for themselves. Working closely with you at JMU is particularly exciting for us, because of the fine reputation that our past partnerships have enjoyed.

Mark, I would like to emphasize that BRCC is strongly committed to establishing a very flexible and accessible procedure for supporting the successful implementation of the Lab School in Rockingham County. That commitment begins at the top, with my pledge that I will be accessible to you and RCPS officials in order to ensure that BRCC is fully responsive to the Program's needs. My executive team stands ready to provide support in the delivery of exceptionally high quality credit and non-credit education and training programs that produces a Lab School that is second to none in Virginia.

If I can provide you with any additional information in support of our Lab School partnership application, please do not hesitate to reach out to me.

Sincerely,

John A. Downey

Dr. John A. Downey, President

P.O. Box 80, One College Lane, Weyers Cave, VA 24486
www.brcc.edu
Phone (540) 234-9261 ● Fax (540) 234-8189

ROCKINGHAM CO PUBLIC SCHOOLS
100 Mount Clinton Pike, Harrisonburg, VA 22802-2507
540-564-3200 · 540-564-3241 (fax)
www.rockingham.k12.va.us

July 7, 2023

To the members of the College Partnership Laboratory Schools Standing Committee of the Virginia Board of Education:

This letter is a written statement of support for the proposed Lab School for Innovation and Career Exploration in partnership with James Madison University (JMU), Blue Ridge Community College (BRCC), and Rockingham County Public Schools (RCPS).

As superintendent of Rockingham County Public Schools, I fully support this partnership and the application submitted by James Madison University College of Education (JMU - CoE). This Lab School will foster a sense of interdisciplinary learning that supports the Standards of Learning in the core content areas. The instructional framework will allow a high level of rigor and promote the skills of communication, collaboration, critical thinking, creativity, and citizenship. As well, the Lab School will offer a variety of opportunities for career exploration. The Lab School will also serve as a model for best instructional practices and provide an opportunity for an investigation into workforce redesign in education.

Rockingham County Public Schools has been intimately involved in the planning process for the Lab School design. Our school board is committed to working with JMU and BRCC in this partnership to make the Lab School a model for others across the Commonwealth. If you have any questions about our role with the Lab School, please contact me directly.

Sincerely,

Larry Shifflett, Ed.D.
Division Superintendent

JAMES MADISON UNIVERSITY

June 21, 2023

To Whom It May Concern:

The purpose of this letter is to provide a written statement of support for the proposed Lab School for Innovation & Career Exploration in partnership with Rockingham County Public Schools (RCPS) and Blue Ridge Community College (BRCC).

As described in the application, James Madison University College of Education (JMU - CoE) has facilitated the development of a framework that includes an instructional program that supports the Standards of Learning that reflects rigor and high-level application of skills that balance content knowledge and application. The lab school will serve as a model of teacher leader and mentor programs, providing research and dissemination of workforce redesign through the development of an educational team leader and the supports needed for coaching and mentoring pre-professionals and early career teachers. Additionally, the lab school will serve as a hub for informing evidence-based practices of workforce development in in several pre-professional pathways.

The James Madison Board of Visitors, President Jonathan Alger, Provost Heather Coltman and leaders across campus have been key advisors throughout the process in relation to asking the critical questions and providing information to ensure the success and sustainability of the Lab School for Innovation & Career Exploration. I also want to acknowledge the countless hours individuals from the Secretary of Education's office along with VDOE have provided to assist JMU, RCPS, and BRCC in this process.
Sincerely,

Mark E. L'Esperance

Mark L'Esperance, PhD
Professor and Dean
College of Education
James Madison University

College of Education
Office of the Dean

Memorial Hall, Room 3175
MSC 6907
Harrisonburg, VA 22807
540-568-6572 Phone
540-568-4528 Fax

ROCKINGHAM CO
PUBLIC SCHOOLS
100 Mount Clinton Pike • Harrisonburg, VA 22802-2507
540-564-3200 • 540-564-3241 (fax)
www.rockingham.k12.va.us

November 21, 2023

To the members of the College Partnership Laboratory Schools Standing Committee of the Virginia Board of Education:

The School Board of Rockingham County Public Schools fully supports the latest edition of the JMU Lab School for Innovation and Career Exploration, sent to VDOE on November 12, 2023. We are committed to the financial in-kinds, operational structures, and partnerships required for the contract of the Lab School, from 2023-24 (start-up year) through 2028-2029.

Sincerely,

Jackie Lohr

Jackie Lohr
Chair
Rockingham County School Board