



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: **9-27-2022**

Name of Authorized Official: **Dr. Mark L'Esperance**

Date: **9-27-2022**

Signature of Authorized Official: *Mark L'Esperance, PhD*

Date: **9-27-2022**

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

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	<input type="checkbox"/>	Sixth Grade	<input type="checkbox"/>
Kindergarten	<input type="checkbox"/>	Seventh Grade	<input type="checkbox"/>
First Grade	<input type="checkbox"/>	Eighth Grade	<input type="checkbox"/>
Second Grade	<input type="checkbox"/>	Ninth Grade	<input type="checkbox"/>
Third Grade	<input type="checkbox"/>	Tenth Grade	<input type="checkbox"/>
Fourth Grade	<input type="checkbox"/>	Eleventh Grade	<input type="checkbox"/>
Fifth Grade	<input type="checkbox"/>	Twelfth Grade	<input type="checkbox"/>

*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 for Innovation & Career Exploration will have a specialized focus as an innovation hub for career exploration and workforce development through interdisciplinary, problem-focused application of solving community needs.

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 offered to high school students in Rockingham County Public Schools, in partnership with James Madison University and Blue Ridge Community College. Any student within the Commonwealth of Virginia is eligible to apply for admission to the lab school.

Contact Information

Name of Individual/Organization Submitting Application: **James Madison University**
Name of Contact Person for Application: **Mark L'Esperance, Ph.D.**
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. Although Anthony Seeger was one of the last demonstration schools to close (1982) in the Commonwealth, the YCP remains open to this day and serves as an early learning program (laboratory school) operated by the 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 in order 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. Beginning July 1, 2023, Dr. Shifflett will serve 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 on 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, Ph.D.**

Title/Affiliation with the Institution of Higher Education: **Dean, College of Education**

Office Telephone: **(540) 568-6572** Cell Telephone: **(252) 412-1745**

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.)

The Lab School for Innovation & Career Exploration, a lab school program with a governance and finance structure like that of a Governor's School, provides a unique opportunity for students in grades 9-12 to deeply engage in solving community needs by applying high-level academic skills with community and industry experts. Leveraging the resources of James Madison University and Blue Ridge Community College, high school students in Rockingham County Public Schools will have high-touch access to college, community organizations, and the workforce through an innovative model that brings the surrounding community and its industries to high schools in Rockingham County. This innovation hub will serve as a model for teaching and learning, functioning as a research and development site for pre-service, early career, teacher leaders, and educational leaders to study and inform evidence-based practices, coaching/mentoring, teacher development, and educational leader development across the Commonwealth.

While Rockingham students complete a career interest inventory, they often have limited exposure to career possibilities. The Lab School for Innovation & Career Exploration provides Rockingham County students with real-world work opportunities, not by reading or hearing about, but by doing the work that industry professionals do, through interdisciplinary, problem-solving with industry experts, to address community needs. In turn, this experience provides deep exposure to careers that helps populate the workforce in Virginia, through real-world, experiential college and career readiness. In turn, the excitement for school will be achieved by rethinking how school is provided, with students' future as the core of the programming.

Rather than offering the core curriculum through siloed, single discipline courses, The Lab School for Innovation & Career Exploration will implement an educational team approach that studies workforce redesign, especially important during a time when teacher attrition continues to grow. This team will be facilitated by a teacher leader, identified as a highly effective role model for other teachers, who will lead the team learning environment comprised of industry experts, university/college faculty, pre-service professionals, and paraprofessionals. This model attempts to rethink school staffing in a way that maximizes learning for students. Students engaged in this model will experience infused courses, where at least two or more disciplines are addressed at one time.

The Lab School for Innovation & Career Exploration will be housed within the four high schools of Rockingham County Public Schools: East Rockingham, Broadway,

Spotswood, and Turner Ashby. The physical spaces for the lab school at these sites will be designed for collaborative, innovative, and cutting-edge technology, modeled after X-Labs at James Madison University. James Madison University and Blue Ridge Community College will commit to teams of professionals who will engage with each of the schools through the educational teams, curriculum development, and professional development of educators and school leaders.

Career pathways explored at The Lab School for Innovation & Career Exploration will include, but are not limited to the following, made possible by the partnerships between James Madison University and Blue Ridge Community College:

- 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
- automotive technology
- business management
- information technology

The spirit of the lab school is that of student choice. In 9th and 10th grades, students will have opportunities to explore a vast array of career possibilities. In 11th and 12th grades, students will have choice in pathways that include career and technical education, dual enrollment general education courses through Blue Ridge Community College, and continued pre-professional courses offered by James Madison University.

While the learning environment will be different, the ways student learning is assessed will be different as well. The Lab School for Innovation & Career Exploration will include deep engagement in project-based learning; therefore, how student learning is assessed will be conducted through portfolio evidence aligned with the Virginia Standards of Learning.

The student body will be selected from a lottery system designed to remove admissions barriers and represent the study body of Rockingham County Public Schools; admissions will be open to any student within the Commonwealth.

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 vision of The Lab School for Innovation & Career Exploration is to become an innovation hub for career exploration and workforce development through interdisciplinary, problem-focused application of solving community needs.

The mission of The Lab School for Innovation & Career Exploration is to provide students, pre-professionals, and professionals with collaborative and rigorous learning opportunities that improve the workforce in Virginia through reimaged teaching and learning.

The lab school accepts the overall goals of public education as expressed by the Standards of Quality legislated by the Virginia General Assembly and implemented by Virginia Board of Education regulations.

Rockingham County Public Schools reports the compliance of The Lab School for Innovation & Career Exploration with Standards of Quality through its annual data reporting to the Virginia Department of Education.

Both the vision and mission of the lab school are aligned with the Standards of Quality established in the Code of Virginia. The table below demonstrates how the Standards of Quality are addressed:

Standards of Quality	How They Are Addressed	Parties Responsible
Standard 1: Instructional Programs	<p>All instructional programs offered by the lab school support the Standards of Learning;</p> <p>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;</p> <p>Standards of Learning objectives in the lab school curriculum will be designed and delivered as equivalent and often exceeding Board requirements;</p>	<p>JMU Lab School Staff (Lead)</p> <p>RCPS Staff (Supporting)</p> <p>JMU Lab School Staff (Lead)</p> <p>RCPS Staff (Supporting)</p> <p>JMU Lab School Staff</p>

	<p>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 citizens, health and physical education, environmental issues, and geography;</p> <p>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</p>	<p>JMU Lab School Staff</p> <p>RCPS Staff (Lead)</p> <p>JMU Lab School Staff (Supporting)</p>
<p>Standard 2: Instructional, Administrative, and Support Personnel</p>	<p>Lab School staff shall be licensed instructional personnel qualified in relevant subject areas;</p> <p>All lab school ratios will be met according to Board approved ratios in grades 9-12;</p> <p>Basic, special education, gifted, and career and technical education will be implemented based on Board approved ratios;</p> <p>Prevention, intervention, and remediation will be provided to support at-risk students as identified by RCPS;</p> <p>Flexibility in instruction of English language learners will be provided as identified by RCPS;</p> <p>Executive Director will be employed based on Board approved ratios; Assistant Principal (Assistant Director) will be hired Year 3;</p> <p>Librarian ratios will be met as contracted services by RCPS; School counselor ratios will be met as contracted services by RCPS;</p>	<p>JMU Lab School Staff</p> <p>RCPS Staff</p> <p>JMU Lab School Staff</p> <p>RCPS Staff</p> <p>JMU Lab School Staff</p> <p>RCPS Staff</p> <p>JMU Lab School Staff</p> <p>RCPS Staff</p> <p>JMU Lab School Staff</p> <p>RCPS Staff</p> <p>JMU Lab School Staff</p> <p>RCPS Staff (Contracted)</p>

<p>Standard 3: Accreditation, Assessments, Other Standards</p>	<p>Lab school shall be fully accredited in accordance with Board regulations and standards;</p> <p>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</p>	<p>JMU Lab School Staff</p> <p>JMU Lab School Staff</p> <p>RCPS Staff</p>
<p>Standard 4: Student Achievement and Graduation Requirements</p>	<p>Diplomas will be awarded by RCPS high schools, as students will have option to return to RCPS high school in grades 11-12;</p> <p>Students who enroll in JMU Lab School grades 9-12 will be assured fulfillment of all graduation requirements for, including advanced diplomas;</p> <p>Internships, externships, and credentialing will be incorporated through the career exploration pathways identified in instructional programming of JMU Lab School;</p> <p>All Lab School students will fulfill fine/performing arts or career and technical course, as well as two electives, as outlined in Board regulations;</p> <p>Lab School students will complete dual enrollment; work-based learning experience or career and technical education;</p>	<p>JMU Lab School Staff</p> <p>RCPS Staff</p> <p>JMU Lab School Staff</p> <p>RCPS Staff</p> <p>JMU Lab School Staff</p> <p>RCPS Staff</p> <p>JMU Lab School Staff</p> <p>BRCC Staff</p>
<p>Standard 5: Quality of Classroom Instruction and Educational Leadership</p>	<p>Evaluation and performance feedback for Lab School Executive Director and Lab School personnel will be completed collaboratively through JMU Governing Board, with feedback from RCPS leadership;</p> <p>Evidence-based literacy instruction and professional development will be ensured;</p>	<p>JMU Governing Board</p> <p>RCPS Leadership</p> <p>JMU Lab School Staff</p> <p>RCPS Staff</p>

	High-quality professional development for all Lab School staff will be provide in alignment with performance standards and student academic progress, including working with students with disabilities, gifted, and English language learners	JMU Lab School Staff RCPS Staff BRCC Staff Industry Experts
Standard 6: Planning and Public Involvement	<p>Comprehensive, unified, long-range plan based on data collection, analysis of data, and utilization of data to improve classroom instruction will be provided;</p> <p>Improvement of student achievement, especially for at-risk students will be assessed and planned for attainment of progress;</p> <p>Parent and family involvement will be part of the school improvement process, including a parent advisory council as feedback to the Executive Director</p>	<p>JMU Lab School Staff</p> <p>JMU Lab School Staff</p> <p>JMU Lab School Staff RCPS Staff</p>
Standard 7: School Board Policies	<p>All policies of Lab School will be a system of two-way communication between employees and governing board;</p> <p>Selection and evaluation of instructional materials and clear procedures for handling challenging controversial materials will be established by Lab School and approved by governing board;</p> <p>School-community communications and community involvement will frequent and ongoing;</p> <p>Parent and family involvement will be encouraged and promoted frequently;</p> <p>All employment policies will be in accordance with JMU policy and RCPS policy</p>	<p>JMU Lab School Staff</p> <p>Governing Board</p> <p>JMU Lab School Staff</p> <p>Governing Board</p> <p>JMU Lab School Staff</p> <p>RCPS Staff</p> <p>JMU Lab School Staff</p> <p>RCPS Staff</p> <p>JMU Lab School Staff</p> <p>RCPS Staff</p>

As described in the Executive Summary, the instructional program of the lab school that supports the Standards of Learning will reflect 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. Finally, the lab school will serve as a hub for informing evidence-based practices in mentoring principals in innovative spaces for teaching and learning, building capacity in early career principals, principal advisors, and principal supervisors.

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

The Lab School for Innovation & Career Exploration's academic concentrations include interdisciplinary curricular offerings and pre-professional career exploration as outlined below:

- Interdisciplinary learning focused on project-based, problem solving for community needs
 - Academic curriculum offered as an infused model of learning (2 or more subjects offered at the same time for application of skills bridged with content knowledge)
- Pre-professional career path exploration in
 - 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
 - automotive technology
 - business management
 - information technology

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

The core philosophy of The Lab School for Innovation & Career Exploration 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 is reflective of the demographics of Rockingham County Public Schools. As a microclimate within each school, the lab school demographics should reflect the proportion of the school division's demographics. 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. By Year 5, a total of up to 600 students will be served by the lab school across all four high schools, grade 9-12.

The following table shows the 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 will align with the Virginia Standards of Learning, as well as industry credential 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 for Innovation & Career Exploration will provide unique opportunity 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 between the partnerships of James Madison University (JMU), Blue Ridge Community College (BRCC), Rockingham County Public Schools (RCPS), and community industry and organizations. The lab school provides 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.

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.

The source of the interdisciplinary curriculum will be the knowledge, skills, and understandings articulated in the Virginia Standards of Learning, the Profile of a Virginia Graduate, and Virginia's College and Career Readiness Initiative. This will involve the backward design process adapted from Wiggins and McTighe (2005) and Ainsworth and Donovan (2019). The lab school instructional teams and student stakeholders will:

- Unpack the aligned Standards of Learning associated with the specific grade-level and/or content-area of the learners (e.g., 9th grade English, Human Geography, etc.).
- Using the unpacked standards, teachers and instructional stakeholders will map out yearly learning progressions.
- With each learning progressions, big ideas and essential questions will be identified for each specific grade-level and/or content-area.
- The big ideas from each specific grade-level and/or content-area will be analyzed to identify cross-cutting concepts, skills, and understandings that transcend disciplinary boundaries. These will become the interdisciplinary concepts, skills, and understandings.
- The interdisciplinary concepts, skills, and understandings will be matched to specific community-based challenges or problems.
- Applying learning from their design-based course, learners will engage form learning communities comprised of community partners, teachers and instructional stakeholders, and laboratory students to formulate a project-based solution to the challenge or problem.
- The project-based approach will incorporate surface, deep, and transferrable content, skills, and understandings that are mapped back to the original Standards of Learning.

The conceptual framework positions the outcomes of each student in the lab school as the interaction between the content, or knowledge, skills, and understandings, and the agency of the learner. The lab school will support this agency through established school culture that emphasizes the access and opportunity to the highest level of learning possible for all students at the lab school. Both compensatory and adaptive approaches and all members of the community will embrace the idea that: (1) all members are valued members of the community; (2) all members belong and are accepted by others; and (3) all members are provided compensatory and adaptive approaches that offer the opportunity for success.

Conceptual Framework for Learning



The teaching methods of the school will be community-based, and the reliance on social interactions with content and application of content is necessary for learning.

The emphasis on high-quality, high-impact teaching and learning will be employed in all teaching strategies, including goal setting, explicit teaching, concrete examples, collaborative learning, questioning, metacognition, and feedback (Hattie, 2012; Marzano, 2007; Tomlinson, 2014).

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

The lab school instructional team, in leadership of the 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; whereas, 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; 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 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.

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 Rockingham County Public School 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 Plans, 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.

Additionally, JMU is home to the VDOE's Region 5 Technical Training and Assistance Centers, where supports are provided to teachers and students to scaffold and differentiate instruction, while implementing high leverage practices.

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 instructional 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.*)

The following table shows projected enrollment 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 calendar for the lab school will follow the RCPS calendar, as shown below; dates will be adjusted to reflect the 2024-25 academic year:

Rockingham County Public Schools
2023-2024 School Calendar DRAFT

M	T	W	T	F
August - 2023				
	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				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
October - 2023				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			
November - 2023				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	
December - 2023				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
January - 2024				
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				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	
March - 2024				
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
April - 2024				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			
May - 2024				
		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				
			1	2
5	6	7	8	9

COLOR CODES

- Flex Teacher Workday
- Teacher Workday
- Holiday for Teachers and Students
- Division Inservice
- Division Inservice / Parent Teacher Conferences
- School Inservice

- NOTES**
- 197 designated days; 180 instructional days and 17 workdays
 - Anticipated SOL Test Window May 8-26
 - The Superintendent, in consultation with School Board, determines make-up days

AUGUST	
10 / 11	2 Flex Teacher Workdays (July 15-August 12)
14	School Led Inservice
15, 16, 17	Teacher Workday
18, 21	County Led Division Inservice
22	Teacher Workday
23	First Day of School
SEPTEMBER	
4	Holiday
23	Interim Reports Issued
OCTOBER	
26	End of 1st Grading Period - 44 Days
27	No School for Students - Teacher Workday
NOVEMBER	
6	No School for Students
6	Elementary Parent Conference Day 12:00 - 7:00 pm
6	Secondary County Led Inservice
7	No School for Students
7	Elementary County Led Inservice
7	Secondary Parent Conference Day 12:00 - 7:00 pm
8	K-12 Report Cards Issued
22,23,24	Holiday
DECEMBER	
5	Interim Reports Issued
21-29	Winter Break
JANUARY	
1	Winter Break
12	End of 2nd Grading Period - 41 Days
12	End of 1st Semester - 85 Days
15	Holiday
16	No School for Students - Teacher Workday
27	K-12 Report Cards Issued
FEBRUARY	
1 - 9	Teachers schedule parent conferences
9	No School for Students - County Led Division Inservice
20	Interim Reports Issued
MARCH	
11-15	Spring Break <i>Possible Make-up Days</i>
31	End of 3rd Grading Period - 46 Days
APRIL	
1	No School for Students - Teacher Workday
5,8	Holiday <i>Possible Make-up Days</i>
17	K-12 Report Cards Issued
MAY	
8	Interim Reports Issued
27	Holiday
JUNE	
7	End of 4th Grading Period - 44 Days
7	End of 2nd Semester - 90 Days
7	Elementary Report Cards Issued
8,9	Teacher Workday <i>Possible Make-up Day</i>

Below is 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 cohorted based on their elective choices.

8:12 - 11:42 ODD/EVEN DAY EVERY MORNING

My Place in the World

English 9
Environmental Science
World Geography
Heath and PE 9

ODD DAY AFTERNOON

11:47 - 1:35 = Block 3 and Lunch

CTE Elective (Agriculture, Business, Marketing, Technology, Family Consumer Science)

1:40 - 3:05 = Block 4

Math Elective (Algebra I or Geometry)

EVEN DAY AFTERNOON

11:47 - 1:35 = Block 3 and Lunch

Resource or Fine Arts Elective (Band, Chorus, Art, Theatre)

1:40 - 3:05 = Block 4

Resource or World Language Elective (Spanish or French)

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*.)

An evaluation of the performance-based goals and related measurable educational objectives are in alignment to § 22.1-253.13:1, whereas the Standards of Learning will be measured and assessed. 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.

Objective 2: The lab school will contribute to the education field, through peer-reviewed publications, studies, and presentations evidence-based findings from its implementation.

Objective 3: The lab school will create frameworks of support for teachers and principals to maximize their efficacy and growth.

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.

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

Objective 3: The lab school will improve social responsibility in its students.

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.)

Year 1 Lab School Curriculum is included below, which reflects infused, interdisciplinary curriculum that is cross walked to the applicable Standards of Learning.

My Place in This World I (9th Grade)

This is an interdisciplinary course that combines the curriculum frameworks from English 9, World Geography, Environment Science and Health/PE 9. Students will engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of 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. As well, 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 C's, 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, physical therapy)
- social services (social work, human services, etc.)
- government/public administration
- aviation maintenance
- automotive technology
- business management
- information technology

The interdisciplinary block will be supported by the instructional team, led by the teachers, to include industry experts, JMU and Blue Ridge Community College faculty, paraprofessionals, and pre-service professionals.

Summer Service Learning (Mentorship and Apprenticeship)

The partnership laboratory school will offer summer service-learning opportunities for elective credit or Career and Technical Education credit as a Mentorship or Apprenticeship. For example, James Madison University, through the work of the Center for STEM Education and Outreach (<https://www.jmu.edu/stemcenter/index.shtml>), offers multiple youth programs in STEM Education. Students from the partnership laboratory school will have the opportunity to serve as mentors or “camp counselors” for such programs. This is just one of many summer youth programs that will serve as opportunities for students to engage in service through mentoring. Other examples include Adventure Day Camp, Camp UREC Purple, Camp UREC Gold, Arboretum

Explorer Camp, College for Kids, Lego Robotics Camp, Science Explorers Camp, to name a few.

The crosswalk below shows a sampling of the Lab School course that will be offered and it is aligned 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, 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).

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.

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 be in alignment with the VDOE’s guidelines for performance assessments, to include 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; 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, 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 analyze 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 a interdisciplinary context, assessments to measure progress will be derived from multiple data points, that include:

- Initial Assessments
- Student projects (formative/summative)
- Student writing samples (formative)
- Anecdotal notes (formative)
- Student study meetings (formative/summative)
- Portfolio assessments (summative)—see below

ePortfolios are a purposeful collection of work that intentionally highlights the progress and achievements of students through the process of analysis and self-reflection. 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. The following example highlights the concept.

Curriculum Mapping: Align unit, lessons and assignments with Standards of Learning.

Name of Course	Standard of Learning Strand					Teacher Notes
	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	

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.

ePortfolio: 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, or 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 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 Lead Teachers, industry experts, paraprofessionals, and JMU/Blue Ridge faculty members. Additionally, students in grades 11-12 will have 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 level of engagement with learners across the Commonwealth. While the partnership laboratory school will potentially 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:

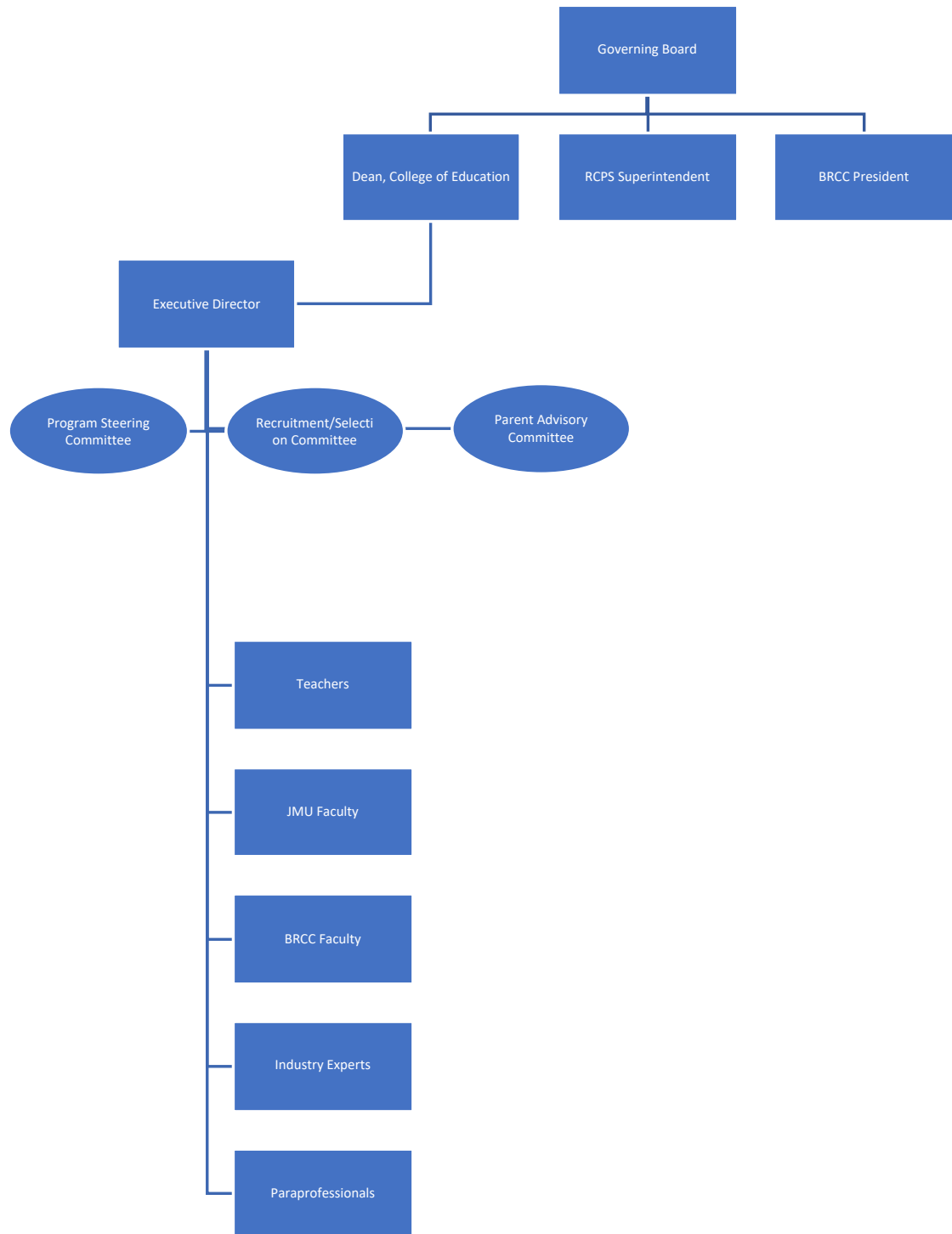
1. Background information on the proposed founding governing board members and, if identified, the proposed school leadership and management team. (See § [22.1-299.2](#) B of the *Code of Virginia*.)

The governing board of The Lab School for Innovation & Career Exploration will operate and control the lab school pursuant to §22.1-26 and Regulations of the Virginia Board of Education. Board composition shall include:

- 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 demonstrates the reporting structures of the 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. The governing board represents voices from stakeholders associated with the 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 taking action on any policy proposal, the governing board shall seek recommendations of the Executive Director and applicable committee; the governing board may establish special committees for specific purposes and such committees shall be dissolved upon completion of the assigned tasks. The governing board shall 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: 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: 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: 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: 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 performance of lab school teachers using a rubric of professional progressions aligned with lab school goals and Virginia teaching standards.

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: 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 approved by the governing board and procedures for admission shall be clearly outlined and published annually on the lab school website. The recruitment and selection committee will provide recommendations to the Executive Director.

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.

Teachers: Lab School teachers will be selected by and report to the Executive Director. 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.

JMU Faculty: will be selected in collaboration between 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, 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: 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, 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: will be selected in collaboration between Executive Director and Superintendent of RCPS 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.

***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 each from James Madison University, Rockingham County Public Schools, and Blue Ridge Community College. One JMU Alumni representative shall be appointed by the Virginia Department of Education to serve on the governing board. One Rockingham County School Board member shall be appointed by Rockingham County Public Schools to serve on the governing board. The community stakeholders representing James Madison University and Rockingham County may be community industry partner (appointed by the James Madison University President) and a parent (appointed by the Rockingham County 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.

The staffing plan is built around meeting the Standards of Quality, specifically §22.1-253.13:2 on ratios of licensed personnel. The staffing exceeds minimum requirements such that the teachers to students is no greater than 1:20 in any content area and the ratio of administrators to students is no greater than 1:300.

The following table demonstrates the staffing plan for Year 1, with a plan for 50 9th grade students at East Rockingham HS and 50 9th grade students at Broadway HS.

Year 1 Staffing Plan

Position	Number
Executive Director	1
Teachers	8
Paraprofessional	4
Industry Experts	4
JMU Faculty	2
Blue Ridge Faculty	2
JMU Pre-service	4
Graduate Assistants	2

The following tables demonstrate the staffing plan for Year 2-5, where enrollment increases and expansion to Spotswood and Turner Ashby occur.

Year 2 Staffing Plan

Position	Number
Executive Director	1
Teachers	18.75
Paraprofessional	8
Industry Experts	4
JMU Faculty	4
Blue Ridge Faculty	4
JMU Pre-service	8
Graduate Assistants	4

Year 3 Staffing Plan

Position	Number
Executive Director	1
Assistant Director	1
Teachers	26.5
Paraprofessional	4
Industry Experts	8
JMU Faculty	4
Blue Ridge Faculty	4
JMU Pre-service	8

Graduate Assistants	4
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Year 4 Staffing Plan

Position	Number
Executive Director	1
Assistant Director	1
Teachers	34.375
Paraprofessional	4
Industry Experts	8
JMU Faculty	4
Blue Ridge Faculty	4
JMU Pre-service	8
Graduate Assistants	4

Year 5 Staffing Plan

Position	Number
Executive Director	1
Assistant Director	1
Teachers	37.5
Paraprofessional	4
Industry Experts	8
JMU Faculty	4
Blue Ridge Faculty	4
JMU Pre-service	8
Graduate Assistants	4

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.

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 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.

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

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

- 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

- 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

- 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

- Ability to work well as a team member
- Previous experience effectively work with high school students
- Willingness to reflect on feedback

Pre-service professionals

- Pre-service candidates from teacher education, counselor education, nursing, social work, and other pre-professional programs at JMU will be placed at the school as no cost to the funding. This will be an in-kind contribution by JMU.

An Assistant Director qualifications and duties will be developed by the Executive Director, with input from the governing board during Year 2, in preparation for Year 3.

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. 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.

5. 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** 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 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.

6. 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 be in compliance with state regulations. For positions that require licensure and endorsement areas, employees will be monitored by the JMU Educational Support Center.

7. 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** 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.
- Professional learning needs will be established in consultation and collaboration with RCPS administrators.
- Weekly professional learning community meetings will be part of the lab school's plan for high-quality professional learning and will be contextualized to school and community needs.

8. 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)

9. 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: <https://www.jmu.edu/humanresources/handbooks/ap-faculty/index.shtml>

10. 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*.)

Since the lab school will be operated within the RCPS high schools, all services provided for students will be part of the RCPS services, including food services, transportation, school health, custodial, and security services. All services provided will be in alignment with § 22.1-349.3.

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

Executive Director will receive an Administrative Professional Faculty contract that outlines the terms and conditions of employment.

Assistant Director (Year 3) 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.

Pre-service professionals will not be considered employees of the lab school and will function according to guidelines for clinical experiences, student teaching, and practica according to the policies outlined in those respective programs.

12. 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 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. This will provide

the following opportunities and expectations for parent and guardian involvement. Additional opportunities for parent and community involvement will occur through serving on the **Parent Advisory Committee**, flexible scheduling of parent/teacher/student conferences.

13. 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*.)

The lab school student recruitment and open enrollment process will begin as early as **January 2024**. **The Recruitment and Selection Committee will facilitate the admissions process through a random lottery system that removes admissions barriers and is representative of the RCPS community.** Year 1 9th grade at East Rockingham HS and Broadway HS. Enrollment in Year 1 will be limited to 50 9th grade students per school. Once students are enrolled in 9th grade, they will automatically be admitted the subsequent year unless they wish to give up their seat and return to their neighborhood high school. This must be done in writing by a parent or guardian and confirmed by the Director of the School and Dean of the College of Education. For Spotswood and Turnery Ashby in Year 2, the same system and timeline will occur. **All students within the Commonwealth of Virginia are eligible to apply for admissions to the lab school and students admitted from outside of RCPS will follow RCPS Policy (JEC-R) for non-resident students.**

For students who matriculate to grade 11 in Year 3, 25 slots per school will be available for continuation of JMU-specific programming, where students may take classes at JMU for college credit. This process will repeat in Years 4 and 5.

Demographic information collected for student admissions purposes shall include. Selection for lab school **will not be based on prior academic performance:**

Legal Name
Date of Birth
Parent/Legal Guardian Name(s)
Place of Residence

14. 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 ensure 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.

15. 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>.

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

The following table outlines a plan for start-up during Year 0, leading to opening of Year 1

Tasks	Start-Completed	Responsible Individuals
<i>Governing Board Established</i> <ul style="list-style-type: none"> Confirmation of governing board members 	Oct. 2023-Jan. 2024	<ul style="list-style-type: none"> Dean, JMU Superintendent, RCPS President, BRCC
<i>Recruitment and Selection Committee Established</i> <ul style="list-style-type: none"> Confirmation of committee members 	Oct. 2023	<ul style="list-style-type: none"> Dean, JMU Superintendent, RCPS President, BRCC
<i>Instructional Space Preparations</i> <ul style="list-style-type: none"> Identification of space at East Rockingham HS and Broadway HS 	Jan. 2024	<ul style="list-style-type: none"> Principals, East Rockingham/Broadway
<i>Instructional Space Renovations</i> <ul style="list-style-type: none"> Renovate spaces for lab school instruction 	Jan. 2024-Jun. 2024	<ul style="list-style-type: none"> Principals, East Rockingham/Broadway Superintendent, RCPS Dean, JMU
<i>Executive Director Search</i> <ul style="list-style-type: none"> Form search committee, post position, conduct interviews, offer contract 	Dec. 2023-Jan. 2024	<ul style="list-style-type: none"> Dean, JMU Superintendent, RCPS
<i>Student Recruitment Plan</i> <ul style="list-style-type: none"> Develop plan for recruiting 9th grade class 	Dec. 2023	<ul style="list-style-type: none"> Recruitment and Selection Committee
<i>Student Recruitment</i> <ul style="list-style-type: none"> Conduct recruitment events for 9th grade class 	Jan. 2024-Jul. 2024	<ul style="list-style-type: none"> Recruitment and Selection Committee Executive Director
<i>Teacher Selection</i> <ul style="list-style-type: none"> Identify and select lead teachers 	Apr. 2024	<ul style="list-style-type: none"> Executive Director
<i>JMU/BRCC Faculty Recruitment</i> <ul style="list-style-type: none"> Identify faculty for lab school engagement 	Mar. 2024	<ul style="list-style-type: none"> Executive Director Dean, JMU President, BRCC
<i>Industry Experts Recruitment</i> <ul style="list-style-type: none"> Identify industry experts for lab school engagement 	May 2024	<ul style="list-style-type: none"> Executive Director RCPS Superintendent
<i>JMU Pre-service Recruitment</i> <ul style="list-style-type: none"> Identify pre-service professionals for lab school placements 	Jun. 2024	<ul style="list-style-type: none"> Executive Director Dean, JMU
<i>Curriculum Development</i> <ul style="list-style-type: none"> Develop curriculum framework for 2023-24 	Jun. 2024	<ul style="list-style-type: none"> Executive Director JMU Faculty BRCC Faculty

year		
<i>Professional Development</i> • Training of staff on curriculum framework	Jul. 2024	<ul style="list-style-type: none"> • Executive Director • JMU Faculty • BRCC Faculty • Industry Experts
<i>Year 1 Open</i>	Aug. 2024	<ul style="list-style-type: none"> • Executive Director

17. 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 the lab school will be able to participate in regularly scheduled athletic programs, band, agricultural, and interest clubs/groups. Students at the lab school will have opportunities for co-curricular programming at JMU and Blue Ridge Community College, funded by start-up funds and project per pupil expenditures for field trips.

18. 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 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, 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. Tuition for the cost per student will be provided to JMU with lab school funding, similar to the regional governor's school model.

Tuition will be greater in Year 1 to assist with start-up and low student enrollment. This is to help scale for Year 2, where tuition will decrease

The lab school will operate under the office of the Associate Vice President for Finance. The laboratory 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>).

For RCPS-related expenses, the lab school will operate under financial control of the RCPS School Board and meet all auditing requirements set forth by state and federal rules.

For BRCC-related expenses, the lab school will operate under financial control of the BRCC and meet all auditing requirements set forth by state and federal rules.

Cost-shares will be outlined in #2, showing financial commitment between JMU and RCPS, where the bulk of programming and space will occur.

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

The table below shows the start-up funds needed to prepare for Year 1 opening at East Rockingham HS and Broadway HS, with expansion in Year 2 to Spotswood HS and Turner Ashby HS. Revenue for Start-up through Year 5 will be in the form of **tuition per student**, similar to the model of the regional governor's schools, generated by the state lab school fund. At the conclusion of Year 5, RCPS will continue to provide tuition support per student to sustain lab school funding beyond the legislative revenue. Additional funds will be generated by JMU in-kind contributions, JMU Advancement, federal and state grants.

A budget for each year and respective explanation follows.

Year 0 (2023-2024): \$1,000,000-START-UP FUNDING

Year 0			Students
			100
Category			
Personnel-Salaries	Number	Rate	Total
Executive Director (75%)	1	115000	86250
Teacher Adjunct Contract	8	7500	60000
Industry Expert Contract	4	6500	26000
Paraprofessional Contract	2	3000	6000
JMU Faculty Overload	2	10000	5000
BRCC Adjunct Contract	2	10000	5000
Graduate Assistant Stipend	2	9400	18800
Personnel-Benefits	Number	Rate	Total
Executive Director	1	36800	27600
Teacher Adjunct (FICA)	8	543.75	4350
Industry Expert (FICA)	4	471.25	1885
Paraprofessional (FICA)	2	217.5	435
JMU Faculty (FICA)	2	725	1450
BRCC Adjunct (FICA)	2	725	1450
Total Salaries & Fringe			244220
Non-personnel Services	Number	Rate	Total
Graduate Assistant Tuition Remission (in-state)	2	14000	28000
Curriculum Materials	100	500	50000
Office Supplies/Marketing	1	9280	9280
Research & Partnerships	1	100000	100000
JMU Tuition (Discounted-SPCE)	0	4500	0
Blue Ridge Tuition	0	2500	0
Total Non-personal Services			187280
Staff Development	Number	Rate	Total
Teacher Support/Training	25	2500	62500
Executive Director Support/Training	5	5000	25000
Staff Travel	21	1800	37800
Program Development	21	1500	31500
Total Staff Development			156800
Equipment/Technology/Furniture	Number	Rate	Total
Classroom Technology/Capital Assets	1	137500	137500
Facilities Renovations	1	150000	150000
IT Support/Licenses/Repair	121	200	24200
Total Equipment/Technology/Furniture			311700
JMU Administrative Fee	Number	Rate	Total
Administrative Fee (10%)	1	100000	100000
Year Total Expenses			1000000
Year Revenue (Start-up)			1000000

Year 0 Budget Explanation

Personnel: \$244,220

Personnel include the recruitment and hiring of an Executive Director at 75% rate in Year 0 due to lapsed salary. Additional personnel include recruitment and hiring of teachers, industry experts, BRCC faculty, and paraprofessionals to be contracted with JMU as adjuncts who will engage in curriculum planning, development, and professional learning associated with preparing for Year 1 opening. Personnel also includes the cost for a stipend for 2 graduate assistants. Personnel costs include fringe benefits paid according to employment classification.

Non-personnel Services: \$187,280

Non-personnel services in Year 0 include the cost of tuition remission for graduate assistants, which is part of the hiring package included for JMU graduate assistants in accordance with Graduate School policy and compensation rates. This budget category also includes the cost of curriculum materials, office supplies, and marketing. In this category also includes Research & Partnerships, which is calculated at the industry standard of 10% of the entire budget; this is to hire an external evaluator to develop a comprehensive logic model designed to study the effectiveness of the lab school and inform evidence-based practices. Research & Partnerships will provide opportunity for program evaluation, dissemination of findings, and scholarly contribution to the field of teaching and learning.

Staff Development: \$156,800

All staff who will begin engaging in the lab school will receive support and professional learning opportunities. This includes support for teachers, industry experts, faculty, and paraprofessionals. This also includes support for the Executive Director and principals who are at all 4 RCPS high school sites. This budget category provides support for travel to conferences and visiting other lab schools during the planning phase. Also included is program development to engage with consultants who are experts in career exploration and innovation around teaching and learning.

Equipment/Technology/Furniture: \$311,700

This budget category includes the purchase of technology, furniture, and capital assets needed to prepare the RCPS sites, as well as additional space preparation and renovations at RCPS, Memorial Hall and at BRCC, where lab school students will have opportunities for hands-on learning in innovative spaces. This category also provides budget amounts for licenses and IT support in preparation for Year 1 opening.

JMU Administrative Fee: \$100,000

Because JMU will be the fiscal agent for this lab school program, typical administrative costs for an externally funded project is 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 includes the reliance on university resources including: legal, human resources, facilities, utilities, transportation, risk management, finance/administration.

Year 1 (2024-2025): \$844,000 (100 Students)

Year 1				Students
				100
Category				
Personnel-Salaries	Number	Rate	Total	
Executive Director	1	120750		120750
Teacher Adjunct Contract	8	7875		63000
Industry Expert Contract	4	6825		27300
Paraprofessional Contract	2	3150		6300
JMU Faculty Overload	2	10500		21000
BRCC Adjunct Contract	2	10500		21000
Graduate Assistant Stipend	2	9870		19740
Personnel-Benefits	Number	Rate	Total	
Executive Director	1	38640		38640
Teacher Adjunct (FICA)	8	570.9375		4567.5
Industry Expert (FICA)	4	494.8125		1979.25
Paraprofessional (FICA)	2	228.375		456.75
JMU Faculty (FICA)	2	761.25		1522.5
BRCC Adjunct (FICA)	2	761.25		1522.5
Total Salaries & Fringe				327778.5
Non-personnel Services	Number	Rate	Total	
Graduate Assistant Tuition Remission (in-state)	2	14700		29400
Curriculum Materials	100	500		50000
Office Supplies/Marketing	1	24247		24247
Research & Partnerships	1	84400		84400
JMU Tuition (Discounted-SPCE)	0	4500		0
Blue Ridge Tuition	0	2500		0
Total Non-personal Services				188047
Staff Development	Number	Rate	Total	
Teacher Support/Training	25	2625		65625
Administrator Support/Training	10	5250		52500
Staff Travel	21	1800		37800
Program Development	21	2000		42000
Total Staff Development				197925
Equipment/Technology/Furniture	Number	Rate	Total	
Classroom Technology/Capital Assets	1	15600		15600
Facilities Renovations	1	0		0
IT Support/Licenses/Repair	121	250		30250
Total Equipment/Technology/Furniture				45850
JMU Administrative Fee	Number	Rate	Total	
Administrative Fee (10%)	1	84400		84400
Year Total Expenses				844000.5
Year Revenue (Tuition)	100	8440		844000

Personnel: \$327,779

Personnel includes teachers, industry experts, BRCC faculty, and paraprofessionals to be contracted with JMU as adjuncts who will engage in curriculum planning, development, and professional learning. Personnel also includes the cost for a stipend for graduate assistants. Personnel costs include fringe benefits paid according to employment classification. Personnel costs in this category account for assumed 5% salary increases, pending state approval.

Non-personnel Services: \$188,047

Non-personnel services include the cost of tuition remission for graduate assistants, which is part of the hiring package included for JMU graduate assistants in accordance with Graduate School policy and compensation rates. This budget category also includes the cost of curriculum materials, office supplies, and marketing. In this category also includes Research & Partnerships, which is calculated at the industry standard of 10% of the entire budget; this is to hire an external evaluator to develop a comprehensive logic model designed to study the effectiveness of the lab school and inform evidence-based practices. Research & Partnerships will provide opportunity for program evaluation, dissemination of findings, and scholarly contribution to the field of teaching and learning.

Staff Development: \$197,925

All staff in the lab school will receive support and professional learning opportunities. This includes support for teachers, industry experts, faculty, and paraprofessionals. This also includes support for the Executive Director, principals, and assistant principals who are at all 4 RCPS high school sites. This budget category provides support for travel to conferences and visiting other lab schools during the planning phase. Also included is program development to engage with consultants who are experts in career exploration and innovation around teaching and learning.

Equipment/Technology/Furniture: \$45,850

This budget category includes the purchase of technology, furniture, and capital assets as needed. This category also accounts for anticipated increases in costs for licenses, IT support and repair.

JMU Administrative Fee: \$84,400

Because JMU will be the fiscal agent for this lab school program, typical administrative costs for an externally funded project is 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 includes the reliance on university resources including: legal, human resources, facilities, utilities, transportation, risk management, finance/administration.

Year 2 (2025-2026): \$1,680,000 (300 Students)

Year 2			Students
			300
Category			
Personnel-Salaries	Number	Rate	Total
Executive Director	1	126787.5	126787.5
Teacher Adjunct Contract	18.75	8268.75	155039.0625
Industry Expert Contract	8	7166.25	57330
Paraprofessional Contract	4	3307.5	13230
JMU Faculty Overload	4	11025	44100
BRCC Adjunct Contract	4	11025	44100
Graduate Assistant Stipend	4	10363.5	41454
Personnel-Benefits	Number	Rate	Total
Executive Director	1	40572	40572
Teacher Adjunct (FICA)	18.75	599.484375	11240.33203
Industry Expert (FICA)	8	519.553125	4156.425
Paraprofessional (FICA)	4	239.79375	959.175
JMU Faculty (FICA)	4	799.3125	3197.25
BRCC Adjunct (FICA)	4	799.3125	3197.25
Total Salaries & Fringe			545362.9945
Non-personnel Services	Number	Rate	Total
Graduate Assistant Tuition Remission (in-state)	4	15435	61740
Curriculum Materials	300	500	150000
Office Supplies/Marketing	1	35843	35843
Research & Partnerships	1	168000	168000
JMU Tuition (Discounted-SPCE)	0	4500	0
Blue Ridge Tuition	0	2500	0
Total Non-personal Services			415583
Staff Development	Number	Rate	Total
Teacher Support/Training	25	2756.25	68906.25
Administrator Support/Training	15	5512.5	82687.5
Staff Travel	43.75	2500	109375
Program Development	43.75	2000	87500
Total Staff Development			348468.75
Equipment/Technology/Furniture	Number	Rate	Total
Classroom Technology/Capital Assets	1	70000	70000
Facilities Renovations	1	46648	46648
IT Support/Licenses/Repair	343.75	250	85937.5
Total Equipment/Technology/Furniture			202585.5
JMU Administrative Fee	Number	Rate	Total
Administrative Fee (10%)	1	168000	168000
Year Total			1680000.245
Year Revenue (Tuition)	300	5600	1680000

Personnel: \$545,363

Personnel includes teachers, industry experts, BRCC faculty, and paraprofessionals to be contracted with JMU as adjuncts who will engage in curriculum planning, development, and professional learning. Personnel also includes the cost for a stipend for graduate assistants. Personnel costs include fringe benefits paid according to employment classification. Personnel costs in this category account for assumed 5% salary increases, pending state approval. Teachers hired are based on a 1:16 student ratio. The number of faculty from JMU, BRCC, paraprofessionals, and graduate assistants are based on the assignment of 1 from each category at each of the high school sites to provide support as outlined in the staffing plan and job descriptions.

Non-personnel Services: \$415,583

Non-personnel services include the cost of tuition remission for graduate assistants, which is part of the hiring package included for JMU graduate assistants in accordance with Graduate School policy and compensation rates. This budget category also includes the cost of curriculum materials, office supplies, and marketing. In this category also includes Research & Partnerships, which is calculated at the industry standard of 10% of the entire budget; this is to hire an external evaluator to develop a comprehensive logic model designed to study the effectiveness of the lab school and inform evidence-based practices. Research & Partnerships will provide opportunity for program evaluation, dissemination of findings, and scholarly contribution to the field of teaching and learning.

Staff Development: \$348,469

All staff in the lab school will receive support and professional learning opportunities. This includes support for teachers, industry experts, faculty, and paraprofessionals. This also includes support for the Executive Director, principals, and assistant principals who are at all 4 RCPS high school sites. This budget category provides support for travel to conferences and visiting other lab schools during the planning phase. Also included is program development to engage with consultants who are experts in career exploration and innovation around teaching and learning.

Equipment/Technology/Furniture: \$202,586

This budget category includes the purchase of technology, furniture, and capital assets as needed. The category accounts for potential facilities repair and renovations associated with “wear and tear” of spaces. This category also accounts for anticipated increases in costs for licenses, IT support and repair.

JMU Administrative Fee: \$168,000

Because JMU will be the fiscal agent for this lab school program, typical administrative costs for an externally funded project is 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 includes the reliance on

university resources including: legal, human resources, facilities, utilities, transportation, risk management, finance/administration.

Year 3 (2026-2027): \$2,380,000 (425 Students)

Year 3			Students
			425
Category			
Personnel-Salaries	Number	Rate	Total
Executive Director	1	133126.875	133126.875
Assistant Director	1	85000	85000
Teacher Adjunct Contract	26.5625	8682.1875	230620.6055
Industry Expert Contract	8	7524.5625	60196.5
Paraprofessional Contract	4	3472.875	13891.5
JMU Faculty Overload	4	11576.25	46305
BRCC Adjunct Contract	4	11576.25	46305
Graduate Assistant Stipend	4	10881.675	43526.7
Personnel-Benefits	Number	Rate	Total
Executive Director	1	42600.6	42600.6
Assistant Director	1	27200	27200
Teacher Adjunct (FICA)	26.5625	629.4585938	16719.9939
Industry Expert (FICA)	8	545.5307813	4364.24625
Paraprofessional (FICA)	4	251.7834375	1007.13375
JMU Faculty (FICA)	4	839.278125	3357.1125
BRCC Adjunct (FICA)	4	839.278125	3357.1125
Total Salaries & Fringe			757578.3794
Non-personnel Services	Number	Rate	Total
Graduate Assistant Tuition Remission (in-state)	4	16206.75	64827
Curriculum Materials	425	500	212500
Office Supplies/Marketing	1	25000	25000
Research & Partnerships	1	238000	238000
JMU Tuition (Discounted-SPCE)	25	4500	112500
Blue Ridge Tuition	25	2500	62500
Total Non-personal Services			715327
Staff Development	Number	Rate	Total
Teacher Support/Training	25	2894.0625	72351.5625
Administrator Support/Training	16	5788.125	92610
Staff Travel	52.5625	2739	143968.6875
Program Development	52.5625	2000	105125
Total Staff Development			414055.25
Equipment/Technology/Furniture	Number	Rate	Total
Classroom Technology/Capital Assets	1	50000	50000
Facilities Renovations	1	37893	37893
IT Support/Licenses/Repair	477.5625	350	167146.875
Total Equipment/Technology/Furniture			255039.875
JMU Administrative Fee	Number	Rate	Total
Administrative Fee (10%)	1	238000	238000
Year Total			2380000.504
Year Revenue (Tuition)	425	5600	2380000

Personnel: \$757,578

Personnel includes teachers, industry experts, BRCC faculty, and paraprofessionals to be contracted with JMU as adjuncts who will engage in curriculum planning, development, and professional learning. Personnel also includes the cost for a stipend for graduate assistants. Personnel costs include fringe benefits paid according to employment classification. Personnel costs in this category account for assumed 5% salary increases, pending state approval. Teachers hired are based on a 1:16 student ratio. The number of faculty from JMU, BRCC, paraprofessionals, and graduate assistants are based on the assignment of 1 from each category at each of the high school sites to provide support as outlined in the staffing plan and job descriptions. Year 3 also includes an Assistant Director to provide support for the Executive Director and assist with school management.

Non-personnel Services: \$715,327

Non-personnel services include the cost of tuition remission for graduate assistants, which is part of the hiring package included for JMU graduate assistants in accordance with Graduate School policy and compensation rates. This budget category also includes the cost of curriculum materials, office supplies, and marketing. In this category also includes Research & Partnerships, which is calculated at the industry standard of 10% of the entire budget; this is to hire an external evaluator to develop a comprehensive logic model designed to study the effectiveness of the lab school and inform evidence-based practices. Research & Partnerships will provide opportunity for program evaluation, dissemination of findings, and scholarly contribution to the field of teaching and learning. This category now includes projected cost for tuition and books for dual enrollment courses (BRCC) and the enrollment of JMU courses in pre-professional coursework and electives.

Staff Development: \$414,055

All staff in the lab school will receive support and professional learning opportunities. This includes support for teachers, industry experts, faculty, and paraprofessionals. This also includes support for the Executive Director, principals, and assistant principals who are at all 4 RCPS high school sites. This budget category provides support for travel to conferences and visiting other lab schools during the planning phase. Also included is program development to engage with consultants who are experts in career exploration and innovation around teaching and learning.

Equipment/Technology/Furniture: \$255,040

This budget category includes the purchase of technology, furniture, and capital assets as needed. The category accounts for potential facilities repair and renovations associated with “wear and tear” of spaces. This category also accounts for anticipated increases in costs for licenses, IT support and repair.

JMU Administrative Fee: \$238,000

Because JMU will be the fiscal agent for this lab school program, typical administrative costs for an externally funded project is 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 includes the reliance on university resources including: legal, human resources, facilities, utilities, transportation, risk management, finance/administration.

Year 4 (2027-2028): \$3,080,000 (550 Students)

Year 4			Students
			550
Category			
<i>Personnel-Salaries</i>	Number	Rate	Total
Executive Director	1	139783.2188	139783.2188
Assistant Director	1	89250	89250
Teacher Adjunct Contract	34.375	9116.296875	313372.7051
Industry Expert Contract	8	7900.790625	63206.325
Paraprofessional Contract	4	3646.51875	14586.075
JMU Faculty Overload	4	12155.0625	48620.25
BRCC Adjunct Contract	4	12155.0625	48620.25
Graduate Assistant Stipend	4	11425.75875	45703.035
<i>Personnel-Benefits</i>	Number	Rate	Total
Executive Director	1	44730.63	44730.63
Assistant Director	1	28560	28560
Teacher Adjunct (FICA)	34.375	660.9315234	22719.52112
Industry Expert (FICA)	8	572.8073203	4582.458563
Paraprofessional (FICA)	4	264.3726094	1057.490438
JMU Faculty (FICA)	4	881.2420313	3524.968125
BRCC Adjunct (FICA)	4	881.2420313	3524.968125
Total Salaries & Fringe			871841.8952
<i>Non-personnel Services</i>	Number	Rate	Total
Graduate Assistant Tuition Remission (in-state)	4	17017.0875	68068.35
Curriculum Materials	550	500	275000
Office Supplies/Marketing	1	22796	22796
Research & Partnerships	1	308000	308000
JMU Tuition (Discounted-SPCE)	75	4500	337500
Blue Ridge Tuition	75	2500	187500
Total Non-personal Services			1198864.35
<i>Staff Development</i>	Number	Rate	Total
Teacher Support/Training	25	3038.765625	75969.14063
Administrator Support/Training	16	6077.53125	97240.5
Staff Travel	60.375	2739	165367.125
Program Development	60.375	2000	120750
Total Staff Development			459326.7656
<i>Equipment/Technology/Furniture</i>	Number	Rate	Total
Classroom Technology/Capital Assets	1	15000	15000
Facilities Renovations	1	13336	13336
IT Support/Licenses/Repair	610.375	350	213631.25
Total Equipment/Technology/Furniture			241967.25
<i>JMU Administrative Fee</i>	Number	Rate	Total
Administrative Fee (10%)	1	308000	308000
Year Total			3080000.261
Year Revenue (Tuition)	550	5600	3080000

Personnel: \$871,842

Personnel includes teachers, industry experts, BRCC faculty, and paraprofessionals to be contracted with JMU as adjuncts who will engage in curriculum planning, development, and professional learning. Personnel also includes the cost for a stipend for graduate assistants. Personnel costs include fringe benefits paid according to employment classification. Personnel costs in this category account for assumed 5% salary increases, pending state approval. Teachers hired are based on a 1:16 student ratio. The number of faculty from JMU, BRCC, paraprofessionals, and graduate assistants are based on the assignment of 1 from each category at each of the high school sites to provide support as outlined in the staffing plan and job descriptions. This category includes an Assistant Director to provide support for the Executive Director and assist with school management.

Non-personnel Services: \$1,198,864

Non-personnel services include the cost of tuition remission for graduate assistants, which is part of the hiring package included for JMU graduate assistants in accordance with Graduate School policy and compensation rates. This budget category also includes the cost of curriculum materials, office supplies, and marketing. In this category also includes Research & Partnerships, which is calculated at the industry standard of 10% of the entire budget; this is to hire an external evaluator to develop a comprehensive logic model designed to study the effectiveness of the lab school and inform evidence-based practices. Research & Partnerships will provide opportunity for program evaluation, dissemination of findings, and scholarly contribution to the field of teaching and learning. This category now includes projected cost for tuition and books for dual enrollment courses (BRCC) and the enrollment of JMU courses in pre-professional coursework and electives.

Staff Development: \$459,327

All staff in the lab school will receive support and professional learning opportunities. This includes support for teachers, industry experts, faculty, and paraprofessionals. This also includes support for the Executive Director, principals, and assistant principals who are at all 4 RCPS high school sites. This budget category provides support for travel to conferences and visiting other lab schools during the planning phase. Also included is program development to engage with consultants who are experts in career exploration and innovation around teaching and learning.

Equipment/Technology/Furniture: \$241,967

This budget category includes the purchase of technology, furniture, and capital assets as needed. The category accounts for potential facilities repair and renovations associated with “wear and tear” of spaces. This category also accounts for anticipated increases in costs for licenses, IT support and repair.

JMU Administrative Fee: \$308,000

Because JMU will be the fiscal agent for this lab school program, typical administrative costs for an externally funded project is 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 includes the reliance on university resources including: legal, human resources, facilities, utilities, transportation, risk management, finance/administration.

Year 5 (2028-2029): \$3,360,000 (600 Students)

Year 5			Students
			600
Category			
<i>Personnel-Salaries</i>	Number	Rate	Total
Executive Director	1	146772.3797	146772.3797
Assistant Director	1	93712.5	93712.5
Teacher Adjunct Contract	37.5	9572.111719	358954.1895
Industry Expert Contract	8	8295.830156	66366.64125
Paraprofessional Contract	4	3828.844688	15315.37875
JMU Faculty Overload	4	12762.81563	51051.2625
BRCC Adjunct Contract	4	12762.81563	51051.2625
Graduate Assistant Stipend	4	11997.04669	47988.18675
Personnel-Benefits			
	Number	Rate	Total
Executive Director	1	46967.1615	46967.1615
Assistant Director	1	29988	29988
Teacher Adjunct (FICA)	37.5	693.9780996	26024.17874
Industry Expert (FICA)	8	601.4476863	4811.581491
Paraprofessional (FICA)	4	277.5912398	1110.364959
JMU Faculty (FICA)	4	925.3041328	3701.216531
BRCC Adjunct (FICA)	4	925.3041328	3701.216531
Total Salaries & Fringe			947515.5206
Non-personnel Services			
	Number	Rate	Total
Graduate Assistant Tuition Remission (in-state)	4	17867.94188	71471.7675
Curriculum Materials	600	500	300000
Office Supplies/Marketing	1	13992	13992
Research & Partnerships	1	336000	336000
JMU Tuition (Discounted-SPCE)	90	4500	405000
Blue Ridge Tuition	90	2500	225000
Total Non-personal Services			1351463.768
Staff Development			
	Number	Rate	Total
Teacher Support/Training	25	3190.703906	79767.59766
Administrator Support/Training	16	6381.407813	102102.525
Staff Travel	63.5	2739	173926.5
Program Development	63.5	2000	127000
Total Staff Development			482796.6227
Equipment/Technology/Furniture			
	Number	Rate	Total
Classroom Technology/Capital Assets	1	5000	5000
Facilities Renovations	1	5000	5000
IT Support/Licenses/Repair	663.5	350	232225
Total Equipment/Technology/Furniture			242225
JMU Administrative Fee			
	Number	Rate	Total
Administrative Fee (10%)	1	336000	336000
Year Total			3360000.911
Year Revenue (Tuition)		600	5600
			3360000

Personnel: \$947,515

Personnel includes teachers, industry experts, BRCC faculty, and paraprofessionals to be contracted with JMU as adjuncts who will engage in curriculum planning, development, and professional learning. Personnel also includes the cost for a stipend for graduate assistants. Personnel costs include fringe benefits paid according to employment classification. Personnel costs in this category account for assumed 5% salary increases, pending state approval. Teachers hired are based on a 1:16 student ratio. The number of faculty from JMU, BRCC, paraprofessionals, and graduate assistants are based on the assignment of 1 from each category at each of the high school sites to provide support as outlined in the staffing plan and job descriptions. This category includes an Assistant Director to provide support for the Executive Director and assist with school management.

Non-personnel Services: \$1,351,463

Non-personnel services include the cost of tuition remission for graduate assistants, which is part of the hiring package included for JMU graduate assistants in accordance with Graduate School policy and compensation rates. This budget category also includes the cost of curriculum materials, office supplies, and marketing. In this category also includes Research & Partnerships, which is calculated at the industry standard of 10% of the entire budget; this is to hire an external evaluator to develop a comprehensive logic model designed to study the effectiveness of the lab school and inform evidence-based practices. Research & Partnerships will provide opportunity for program evaluation, dissemination of findings, and scholarly contribution to the field of teaching and learning. This category now includes projected cost for tuition and books for dual enrollment courses (BRCC) and the enrollment of JMU courses in pre-professional coursework and electives.

Staff Development: \$482,797

All staff in the lab school will receive support and professional learning opportunities. This includes support for teachers, industry experts, faculty, and paraprofessionals. This also includes support for the Executive Director, principals, and assistant principals who are at all 4 RCPS high school sites. This budget category provides support for travel to conferences and visiting other lab schools during the planning phase. Also included is program development to engage with consultants who are experts in career exploration and innovation around teaching and learning.

Equipment/Technology/Furniture: \$242,225

This budget category includes the purchase of technology, furniture, and capital assets as needed. The category accounts for potential facilities repair and renovations associated with “wear and tear” of spaces. This category also accounts for anticipated increases in costs for licenses, IT support and repair.

JMU Administrative Fee: \$336,000

Because JMU will be the fiscal agent for this lab school program, typical administrative costs for an externally funded project is 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 includes the reliance on university resources including: legal, human resources, facilities, utilities, transportation, risk management, finance/administration.

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

Year 0 Cash Flow Projections

Year 0 Revenue Chart				
	JMU	RCPS	State	Total
Personnel	166159	216660	244220	627039
Non-personnel Services	49500	10000	187280	246780
Staff Development		5000	156800	161800
Equipment/Technology/Furniture	1500000	10000	311700	1821700
Administrative Fee			100000	100000
Total	1715659	241660	1000000	2957319

Start-up for Year 0 includes a total investment of \$2,957,319, with contributions from JMU, RCPS, and start-up funds from the state lab school fund. JMU has invested in personnel committed to the lab school preparation, development, and planning, including faculty experts and administrators involved in preparing this application. An administrative assistant has been reassigned as lab school personnel, paid by JMU's in-kind contribution to the project. Additionally, JMU invested \$1.5M in funding to renovate Memorial Hall in preparation for student activities to occur as early as Year 1, including field trips, experiential learning, and innovative learning spaces. RCPS has invested similarly and in preparation for lab school space at the respective high schools where lab school will be housed.

Year 1 Cash Flow Projections

Year 1 Revenue Chart				
	JMU	RCPS	State	Total
Personnel	168,167	219993	327778.5	715938.5
Non-personnel Services			188047	188047
Staff Development			197925	197925
Equipment/Technology/Furniture			45850	45850
Administrative Fee			84400	84400
Pre-service Value Added	51200			51200
Total	219,367	219,993	844,001	1,283,361

Year 1 cash flow includes a total investment of \$1,283,361, with contributions from JMU, RCPS, and funds from the state lab school fund. JMU will continue investing in time and resources for personnel to be involved in planning and development. RCPS has invested similarly in personnel and non-personnel services. Beginning in Year 1, a value of commitment of pre-service professionals from programs such as education, nursing, counseling, social work, and other industries associated with the lab school's curriculum design will be placed for their clinical practice, student teaching, or practica as applicable and according to their respective program policies.

Year 2 Cash Flow Projections

Year 2 Revenue Chart				
	JMU	RCPS	State	Total
Personnel	176,765	231442	545362.995	953569.995
Non-personnel Services			415583	415583
Staff Development			348468.75	348468.75
Equipment/Technology/Furniture			202585.5	202585.5
Administrative Fee			168000	168000
Pre-service Value Added	76800			76800
Total	253,565	231,442	1,680,000	2,165,007

Year 2 cash flow includes a total investment of \$2,165,008, with contributions from JMU, RCPS, and funds from the state lab school fund. JMU will continue investing in time and resources for personnel to be involved in planning and development. RCPS has invested similarly in personnel and non-personnel services. A value of commitment of pre-service professionals from programs such as education, nursing, counseling, social work, and other industries associated with the lab school's curriculum design will be placed for their clinical practice, student teaching, or practica as applicable and according to their respective program policies.

Year 3 Cash Flow Projections

Year 3 Revenue Chart				
	JMU	RCPS	State	Total
Personnel	185,603	77639	757578.379	1020820.38
Non-personnel Services			715327	715327
Staff Development			414055.25	414055.25
Equipment/Technology/Furniture			255039.875	255039.875
Administrative Fee			238000	238000
Pre-service Value Added	96000			96000
Total	281,603	77,639	2,380,001	2,739,243

Year 3 cash flow includes a total investment of \$2,739,243, with contributions from JMU, RCPS, and funds from the state lab school fund. JMU will continue

investing in time and resources for personnel to be involved in planning and development. RCPS has invested similarly in personnel and non-personnel services. A value of commitment of pre-service professionals from programs such as education, nursing, counseling, social work, and other industries associated with the lab school's curriculum design will be placed for their clinical practice, student teaching, or practica as applicable and according to their respective program policies.

Year 4 Cash Flow Projections

Year 4 Revenue Chart				
	JMU	RCPS	State	Total
Personnel	194,883	81,521	871841.895	1148245.9
Non-personnel Services			1198864.35	1198864.35
Staff Development			459326.766	459326.766
Equipment/Technology/Furniture			241967.25	241967.25
Administrative Fee			308000	308000
Pre-service Value Added	96000			96000
Total	290,883	81,521	3,080,000	3,452,404

Year 4 cash flow includes a total investment of \$3,452,404, with contributions from JMU, RCPS, and funds from the state lab school fund. JMU will continue investing in time and resources for personnel to be involved in planning and development. RCPS has invested similarly in personnel and non-personnel services. A value of commitment of pre-service professionals from programs such as education, nursing, counseling, social work, and other industries associated with the lab school's curriculum design will be placed for their clinical practice, student teaching, or practica as applicable and according to their respective program policies.

Year 5 Cash Flow Projections

Year 5 Revenue Chart				
	JMU	RCPS	State	Total
Personnel	204,627	85,597	947515.521	1237739.52
Non-personnel Services			1351463.77	1351463.77
Staff Development			482796.623	482796.623
Equipment/Technology/Furniture			242225	242225
Administrative Fee			336000	336000
Pre-service Value Added	96000			96000
Total	300,627	85,597	3,360,001	3,746,225

Year 5 cash flow includes a total investment of \$3,746,224, with contributions from JMU, RCPS, and funds from the state lab school fund. JMU will continue investing in time and resources for personnel to be involved in planning and development. RCPS has invested similarly in personnel and non-personnel

services. A value of commitment of pre-service professionals from programs such as education, nursing, counseling, social work, and other industries associated with the lab school's curriculum design will be placed for their clinical practice, student teaching, or practica as applicable and according to their respective program policies.

At the conclusion of Year 5, starting in Year 6, the lab school program will be sustained by continued JMU and RCPS in-kind contributions. Revenue that was covered by state funding will convert to being provided in tuition payment per student by RCPS.

4. Evidence of anticipated fundraising contributions, if applicable.

The lab school will maximize the very active office of University Advancement (<https://www.jmu.edu/advancement/>). Under the supervision of Vice President Nick Langridge, this office will oversee the communications, marketing, planning, and principal relationship development that fosters and nurtures constituent engagement. At the time of this application, there are no fundraising contributions. However, we anticipate this changing as we progress through the planning, developing, and implementing of this laboratory school.

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

The types of insurance and the levels of coverage sought. Types of insurance 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, **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.

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 services will be provided by RCPS.

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 be provided by RCPS and all services will follow state, local, and federal guidelines/laws.

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

Food services will 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, College of Education

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 the lab school. This phone call will be followed by an official letter from the 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, 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.

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.

The 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*.

The 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.

The lab school intends to apply for waiver of § [22.1-253.13:3](#), specifically for implementing Standards of Learning assessments. In lieu of completing the state assessments, students who are enrolled in the lab school will demonstrate evidence of Standards of Learning objectives through a portfolio assessment.

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 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 “[if 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. The 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 conflict of interests to disclose at this time.

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

Signature of Authorized Official: **Mark L'Esperance, PhD**

Date: 7/7/2023



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.

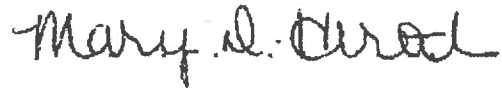
JMU's proposed lab school program would provide a unique opportunity for students in grades 9-12 in a rural part of the state to gain exposure to career pathways, preparing them to learn, thrive and meet the Commonwealth's most pressing workforce needs. By 2028-29, the Lab School for Innovation and Career 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.

MSC 7613
Harrisonburg, VA 22807
BOARD OF VISITORS 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,

A handwritten signature in black ink that reads "Mary E. Duroe". The signature is written in a cursive style with a large, prominent "M" and "D".

Board Rector



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, Chair
Rockingham County School Board



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,

A handwritten signature in black ink that reads "John A. Downey". The signature is written in a cursive style with a large, prominent initial "J".

Dr. John A. Downey, President



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
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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,

A handwritten signature in black ink, appearing to read "Larry Shifflett", with a long horizontal line extending to the right.

Larry Shifflett, Ed.D.
Division Superintendent