

Youngsville Academy



2013 NC CHARTER SCHOOL APPLICATION

Submitted to:

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Youngsville Academy

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

Board of Directors will apply for 501(c)(3) status upon approval.

Name of non-profit organization under which charter will be organized or operated:

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

Name of contact person: Larry Henson

Title/Relationship to nonprofit: Founder

Mailing address: 2505 Forest Lake Court, Wake Forest NC 27587

Primary telephone: 919.880.5717 Alternative telephone: 919.569.5356

E-Mail address: HensonLarry@gmail.com

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

County: Franklin

LEA: 350

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

No:

Yes:

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

No:

Yes:

What is the name of the nonprofit organization that governs this charter school?

Youngsville Academy Charter School

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year **2014** Month **July**

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (10 Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K-2	120
Second Year	K-3	180
Third Year	K-4	240
Fourth Year	K-5	300
Fifth Year	K-5	340
Sixth Year	K-5	360
Seventh Year	K-5	360
Eighth Year	K-5	360
Ninth Year	K-5	360
Tenth Year	K-5	360

The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.

I certify that I have the authority to submit this application and that the founding board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications may not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.



Signature

Larry Henson

Printed Name

FOUNDER

Title

2/28/13

Date

II. MISSION and PURPOSES (No more than three total pages in this section)

Mission:

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

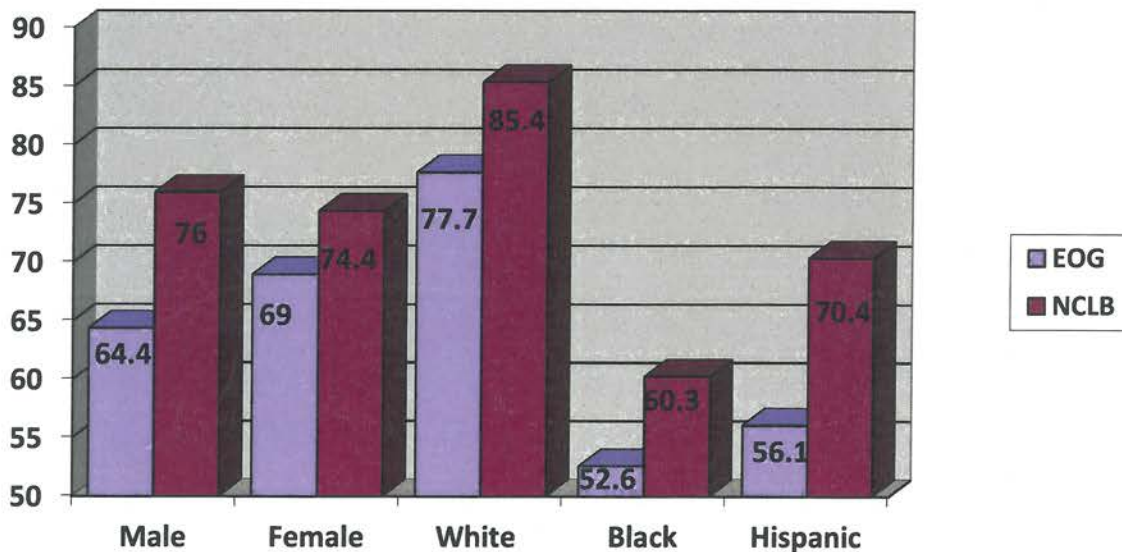
To provide students a joyful learning environment which cultivates the virtues of good character and equips them with exceptional skills in reading, writing, and arithmetic through fostering a love of learning that serves as a foundation empowering them to succeed.

Educational need and Targeted Student Population of the Proposed Charter School:

1. Provide a description of Targeted Population in terms of demographics.

Youngsville Academy will promote itself to all families but will focus extra effort on promoting itself within at-risk populations spanning a ten mile radius of Youngsville. The school aims to meet or exceed the area demographics for academically at-risk populations. Youngsville is an ideal location due the high demand for charter schools in the area, higher at-risk populations than state averages, and unmet academic potential. The current public perception of Franklin County Schools, which is able to be vetted by performance data, is that they “are not as good as Wake County schools.” We want to help change that by offering a results-oriented, engaging, academically driven educational alternative.

We aim to help close the significant achievement gap that exists in Franklin County Schools. The following chart, with data provided by Education First NC School Report Cards, details the EOG and NCLB performance within Franklin County Public Schools. There is more than a 25% gap between white student and black student performance, with a significant gap also existing between white and Hispanic performance. Direct Instruction, the instructional methodology we will adopt, has been shown to significantly reduce the achievement gap.



Source: <http://www.ncreportcards.org>

2. What will be the projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect for the local LEA(s) that may be impacted?

The initial projected enrollment of the charter school is 120 students with an ultimate full capacity of 360 students. We anticipate 60% of the enrolled students will be from the Franklin LEA, with 30% from Wake and 10% from Granville. The ADMs for these LEAs are 8580, 148019, and 8471 respectively. The initial projected enrollment for Youngsville Academy would constitute 0.7% of Franklin's LEA, less than 0.1% for Wake and 0.11% for Granville. The ultimate enrollment, compared to current ADMs, would constitute 2.5% of Franklin's LEA, less than .1% for Wake, and .4% for Granville.

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

Youngsville Academy will provide an education that is different from that available in the local public schools. Two objective aspects that set Youngsville Academy's educational plan apart are:

- 1) Utilization of Direct Instruction
- 2) Utilization of a year-round schedule

The Academy will, however, parallel the State Standard Course of Study to ensure a smooth transition of the students between Youngsville Academy and their choice of educational options for middle school.

4. In the appendices (Appendix A), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. **Please see Appendix A.**

Purposes of the Proposed Charter School: In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.

Youngsville Academy will meet all six of the legislated purposes for Charter Schools. Full documentation is provided in Appendix R.

1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.

Professional Development of teachers at Youngsville Academy is highly encouraged. There are several ways in which teachers will be supported in seeking additional professional opportunities.

Youngsville Academy and the NC SBE share the goal that North Carolina schools be led by 21st century professionals. Formal and informal evaluations of teachers' instruction and classroom management play a key role in a Direct Instruction school. A system of coaching and mentorship by qualified teachers and administration remain an integral part of Direct Instruction education. Youngsville Academy will also use the North Carolina Teacher Evaluation process

(<http://www.ncpublicschools.org/docs/educatoreffect/ncees/instruments/teach-eval-manual.pdf>) and evaluate teachers (a minimum of once per year) to determine their level of competency in the North Carolina Professional Teaching Standards as developed by the NC Professional Teaching Standards Commission.

Youngsville Academy will utilize a system of Direct Instruction coaches to train more experienced teachers who will in turn take on the responsibilities of Direct Instruction coaches. These coaches have the responsibility to observe the instruction of teachers at the school, model lessons when necessary, hold post meetings with teachers, document data, and meet with administration. In the accepted methods of coaching at a Direct Instruction school, a coach must not become too familiar with the teachers in the role of coach because the result could mean the lessening in the quality of education. In no more than 2 years, different teachers will transition to the role of coach in order to maintain a certain level of autonomy for the present coaches. Prior coaches are then given the ability focus solely on teaching until such time when they are invited to coach again.

Participation in educational conferences will be strongly promoted. Youngsville Academy administration will follow the NC SBE events calendar and encourage staff participation in educational development opportunities whenever feasible. Onsite training and educational workshops will be offered regularly to provide further professional development for faculty and administration.

The administration at Youngsville Academy will aid licensed teachers in maintaining requirements necessary to renew their license while making sure educators that seek their license are mentored and aided to the fulfillment of their license. Administration, coaches, and fellow teachers will mentor initially licensed teachers and provide a support and resource system. **(Appendix R contains a full list of how Youngsville Academy meets legislated purposes)**

Goals for the Proposed Charter School:

1. How will the governing board know that the proposed public charter school has attained their mission statement? What metrics will be used to gauge that success, and how often will the metrics be reviewed in your analysis?

The Board has created goals that align with the SMART System.
Systematic. Measurable. Attainable. Realistic. Time Bound.

The Board will proactively monitor all metrics promoted by the State and Federal governments, including EOG, Attendance, NCLB and READY. In addition, the Board will receive reports from the Principal on academic trends, disciplinary trends, teacher development, and parent involvement. These reports will be reviewed by the Board of Directors at their quarterly meetings. The school will implement a preventative model, whereby subtle trends are identified and addressed prior to becoming larger issues.

The data monitored by the Board is intended to create a well-rounded picture of the students and school. The Board believes that in order to achieve educational success, the whole child must be taken into account, including those aspects which are external to the classroom.

Outside of the classroom, the Board will make use of the materials provided by the State for evaluating the Principal. The Principal will, likewise, use State materials for evaluating teacher performance and professional development.

The Board has given special attention to ensuring goals set by the school, whether academic or financial, are attainable and realistic. The goals set forth in this application are not intended to be interpreted as the maximum that we think we can achieve, but rather as the minimum thresholds at which we would determine that we are achieving measures of success. With extensive knowledge of Direct Instruction, school leadership, and financial stewardship, we are confident that Youngsville Academy will quickly become a model school.

2. Provide specific and measurable student achievement performance goals for the school’s educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals.

Youngsville Academy will emphasize academic achievement and create a school culture that recognizes and rewards accomplishments. Complementing the goals of academic achievement are the goals of character formation. Character goals, while not able to be easily measured objectively, will form the backbone of good habits upon which the academic goals will flourish.

Academically, Youngsville Academy will measure itself against the achievements of the local LEA and area Charter Schools using both standardized state testing and the techniques built into the successful and proven Direct Instruction Curriculum.

The first table documents the current performance of the local County, local Charter, and State. The following charter documents realistic achievement goals, which have been determined through cross-referencing Direct Instruction implementation in similar demographics.

Franklin LEA Performance End-of-Grade Tests: (NC School Report Cards 2011-2012)

	Grade 3		Grade 4		Grade 5	
	Reading	Math	Reading	Math	Reading	Math
County	65.9	80.6	70.5	85.8	75.1	84.3
Crosscreek	73.7	73.7	70.6	52.9	68.4	78.9
State	68.8	82.8	71.6	85.1	72.3	82.1

Youngsville Academy End-of-Grade Targets:

	Grade 3		Grade 4		Grade 5	
	Reading	Math	Reading	Math	Reading	Math
Year One	-----				Grades not yet offered	
Year Two	70.9	83.6	----- Grades not yet offered			
Year Three	75.9	86.6	76.9	87.6	-- Grade not yet offered	
Year Four	80.9	89.6	81.9	90.6	82.9	91.6
Year Five	85.9	92.6	86.9	93.6	87.9	94.6

Should these achievement goals not be met or exceeded, an immediate review will be undertaken to assess the root causes and requirements for rectifying the performance. High attendance is necessary for excellence in the classroom. As such, Youngsville Academy will seek to meet the NCLB attendance target and proactively identify student attendance trends that may require a parent-conference or other forms of intervention.

III. EDUCATION PLAN (No more than ten total pages in this section)

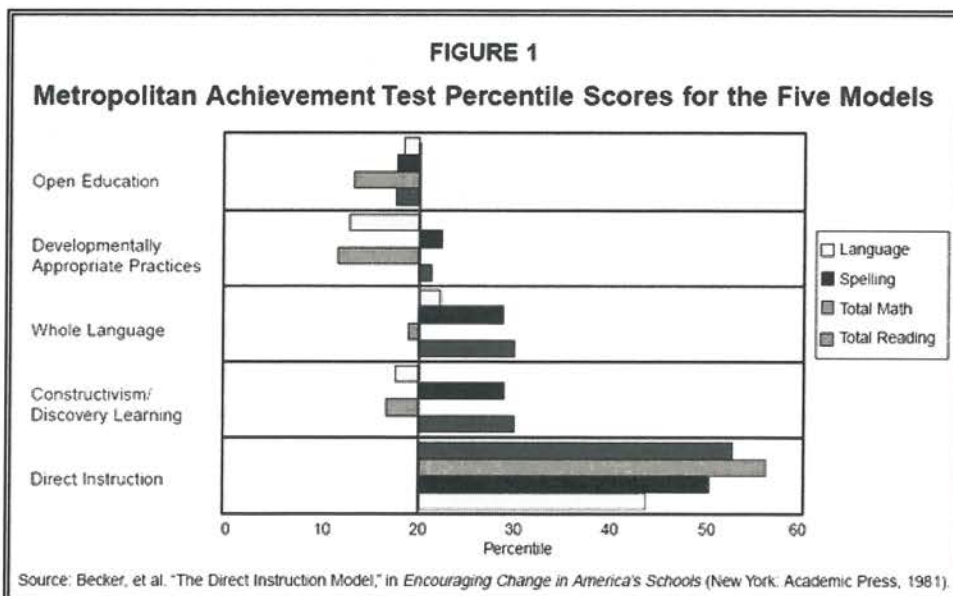
Instructional Program:

Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

Students at Youngsville Academy will be taught using the methods of Direct Instruction. Direct Instruction was formally established in the 1970’s by Siegfried Engelmann, Dr. Wesley Becker, and their colleagues yet elements contributing to Direct Instruction have emerged over the span of centuries. The creators of Direct Instruction implemented in depth studies and a Project Follow Through in order to find an education strategy to best serve children. The National Institute for Direct Instruction website explains the study and results:

Project Follow Through was the most extensive educational experiment ever conducted. Beginning in 1968 under the sponsorship of the federal government, it was charged with determining the best way of teaching at-risk children from kindergarten through grade 3. Over 200,000 children in 178 communities were included in the study, and 22 different models of instruction were compared. The communities that implemented the different approaches spanned the full range of demographic variables (geographic distribution and community size), ethnic composition (white, black, Hispanic, Native American) and poverty level (economically disadvantaged and economically advantaged). Parent groups in participating communities selected one approach that they wanted to have implemented, and each school district agreed to implement the approach the parent group selected. ... Evaluation of the project occurred in 1977, nine years after the project began. The results were strong and clear. Students who received Direct Instruction had significantly higher academic achievement than students in any of the other programs. They also had higher self-esteem and self-confidence. No other program had results that approached the positive impact of Direct Instruction.

(<http://www.nifdi.org/projectfollowthrough>)



Thousands of schools in America and around the world have adopted the techniques of Direct Instruction as a result of in depth studies proving the education's superiority when compared with other methods. Direct Instruction has shown to have a positive effect on students' self-esteem, attitudes toward school, sense of responsibility, and high school success. Direct Instruction students will have superior interpersonal and academic skills. They will have a strong ability to apply knowledge and understanding and show a strong love of learning and appreciation for the arts.

The Direct Instruction education emphasizes the importance of well-developed, pre-planned lessons and instruction techniques that foster an engaged student focus, increased time on task, and mastery of concepts. A typical lesson within a Direct Instruction curriculum focusses on the importance of clearly stated goals, concise presentation of new concepts, guided and active class practice, immediate teacher feedback, group and independent exercises, and review. When introducing a new concept there are defined steps a Direct Instruction teacher uses to guide a class to understanding:

1. **The teacher models** similar problem solutions that the students will solve.
2. Guided by the teacher, **the students apply** the observed steps to similar problems.
3. The students **practice** using the concepts in varied contexts and with alternative skill sets.

Each lesson is scripted for the instructor in order to maintain consistent results. Time on task is increased across grade levels as defined goals are met according to the structured curriculum. Teachers are able to focus on their students' progress and academic needs because clearly planned, proven lessons are provided for them. In Direct Instruction programs there is a high level of student and teacher interaction. The teacher's role as mentor and instructor is key and as such a certain level of pacing during lesson time is necessary to maintain classroom management. Student attention benefits from fast paced instruction. In each lesson script there is a constant stream of teacher question, think time, student response time, and individual opportunities. In order to properly pace a lesson so that goals are met and students remain engaged, teachers use signaling techniques. Audible and visual signals are used according to circumstance to impart to students the kind of response expected. For instance, if students are working in a group setting and their attention is supposed to be directed to the teacher, the teacher might ask for a rote answer, give the appropriate think time, and signal visually for a group response by dropping her hand. Students know to pay attention to the teacher in order to see the hand drop and know to respond. If students are working in the text book and their eyes are directed at the text, the teacher would use an audible signal to exact a group response. Teachers provide individual answer opportunities sporadically throughout the lesson using the model: Question first, then think time, and lastly call on a student. This three part question strategy promotes whole class participation, even during individual turns, because all students are preparing an answer in case they are called upon.

Lessons also provide students with an appropriate amount of movement within the classroom. Students, especially those in Kindergarten and First Grade, find it difficult to remain in the same position for too long. Their attention begins to lag if they are forced to remain for extended periods at their seats or in one area. Direct Instruction was developed with the student in mind and therefore allows for a certain amount of movement during a lesson. For instance, students

might begin the lesson in a more intimate setting such as seated around the teacher on a carpeted area and then move to their seats for seatwork. Similarly, they might begin a lesson at their seats for whole group instruction and separate into pairs to complete projects etc.

Regular assessments are an integral part of a Direct Instruction curriculum to ensure that concepts and skills are being mastered. Students' progress is assessed daily within each lesson, independent work is checked for knowledge of content, and cumulative assessments are given at goal units in order to test for mastery.

Direct Instruction best serves the Kindergarten through Fifth Grade student as the instructional method provides each child with the strong foundational education they need to prepare them for future learning and success in the 21st century. Children in the Kindergarten through Fifth Grade are in what is known as the Poll-Parrot stage of development. In her work 'The Lost Tools of Learning', Dorothy Sayers describes the Poll-Parrot stage as follows, "The Poll-Parrot stage is the one in which learning by heart is easy and, on the whole, pleasurable." Students at this stage of development best learn through repetition and immediate verification. Their knowledge, self-esteem, behavior, and social skills increase when they are instructed using developmentally appropriate methods as they are with Direct Instruction. The proven programs of Direct Instruction adopted by Youngsville Academy are specifically designed with the student in mind instead of the parent, administration, or teachers. The goal of education is to educate future generations to be leaders in their community; to confidently take part in matters both big and small. With a Direct Instruction education, students are not only prepared but eager to participate in their world.

"The basic philosophy of DI and assumptions of the DI method include that:

- All children can be taught.
- All children can improve academically and in terms of self-image.
- All teachers can succeed if provided with adequate training and materials.
- Low performers and disadvantaged learners must be taught at a faster rate than typically occurs if they are to catch up to their higher-performing peers.
- All details of instruction must be controlled to minimize the chance of students' misinterpreting the information being taught and to maximize the reinforcing effect of instruction."

<http://www.nifdi.org/basic-philosophy>

Youngsville Academy will correlate the Direct Instruction curriculum with state standards, specifically the Common Core State Standards and North Carolina Essential Standards, for teaching and assessment. State Standard applicable assessments will be documented regularly according to the Direct Instruction method.

Each subject at Youngsville Academy aligns with the Common Core State Standards. An example of correlation between Youngsville Academy's Reading program and the Common Core State Standards can be found below:

Reading Standards for Literature: Craft and Structure		
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Reading Presentation Book B: (Lesson/Exercise) 53.4 Literature Anthology/Guide: Lessons 4.2, 9.2, 10.2, 11
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Reading Presentation Book A: (Lesson/Exercise) 1.2, 1.4, 2.2, 2.4, 3.2, 3.4, 4.4, 4.6, 5.3, 5.5, 6.3, 6.4, 7.4, 7.5, 8.3, 8.4, 9.3, 9.4, 11.4, 11.5, 12.3, 12.4, 13.3, 13.4, 14.4, 14.5, 15.3, 15.4, 16.3, 16.4, 17.4, 17.5, 18.3, 18.4, 19.3, 19.4, 21.3, 21.4, 22.3, 22.4, 24.3, 24.4, 25.4, 25.5, 26.3, 26.4, 27.3, 28.3, 28.4, 29.4, 29.5, 31.3, 31.4, 32.3, 32.4, 33.4, 33.5, 34.3, 35.3, 35.4, 36.3, 36.4, 37.4, 37.5, 38.3, 38.4, 39.3, 39.4, 41.4, 41.5, 42.3, 42.4, 43.3, 43.4, 44.3, 44.4, 45.4, 45.5, 46.3, 46.5, 47.3, 47.5, 48.4, 48.5, 49.3 Reading Presentation Book B: (Lesson/Exercise) 51.3, 51.4, 52.4, 53.3, 53.5, 54.3, 55.4, 55.5, 56.3, 56.4, 57.3, 57.4, 58.4, 58.5, 59.3, 61.3, 61.4, 62.4, 62.5, 63.3, 63.4, 64.3, 64.4, 65.4, 66.3, 66.4, 67.3, 68.4, 69.3, 71.3, 71.4, 72.4, 73.3, 73.4, 74.3, 75.3, 76.4, 77.3, 78.3, 79.3, 79.4, 81.4, 81.5, 82.4, 83.4, 84.3, 84.4, 85.4, 86.3, 87.4, 88.3, 89.3, 89.4, 91.4, 91.5, 92.3, 93.3, 93.4, 94.3, 94.4, 95.4, 95.5, 96.3, 97.3, 97.4, 98.2, 99.3 Reading Presentation Book C: (Lesson/Exercise) 101.4, 102.3, 103.3, 104.2, 105.2, 106.2, 107.4, 107.5, 108.3, 108.4, 109.4, 111.4, 111.5, 112.3, 113.3, 113.5, 114.2, 114.3, 115.4, 115.5, 116.3, 116.4, 117.3, 118.4, 118.5, 119.3, 119.4, 121.3, 121.4, 122.43, 123.3, 123.4, 124.3, 124.4, 125.3, 125.4, 126.3, 127.4, 127.5, 128.3, 129.3, 131.4, 131.5, 132.3, 132.5, 133.3, 133.4, 134.3, 134.4, 135.4, 136.3, 136.4, 137.3, 137.4, 138.4, 138.5, 139.3, 139.4, 141.3, 141.4, 142.3, 142.4, 143.3, 143.4, 144.3, 144.4, 145.2, 145.3 Reading Textbook 1: Lessons 1-50 Reading Textbook 2: Lessons 51-100 Reading Textbook 3: Lessons 101-145

(Full 34 page correlation: https://www.mheonline.com/assets/pdf/program/rmse_correlated_to_ccss_g2.pdf)

K-8 Curriculum and Instructional Design:

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

At Youngsville Academy, students will participate in a classroom-based learning environment. Teachers are equipped with ready and proven lessons which both engage the students’ attention and allow skills and concepts to be mastered. Lessons also allow for an appropriate amount of movement within the classroom so that students do not feel restricted in their learning environment. For instance, students might begin the lesson at their seats for whole group instruction and then move to a carpeted area to view lesson materials or manipulatives at a closer vantage point.

Our mission exists in part to provide all students with a joyful learning environment. The teachers, staff, and administration will work together and partner with parents to maintain a friendly, safe, and structured environment. When students know they are safe and cared for, they are able to focus on their academics and enjoy learning.

Youngsville Academy appreciates the benefits of a small student/teacher ratio and will have goal class sizes of 20 to 1 allowing for individualized teacher attention, student partnership, and social skill development.

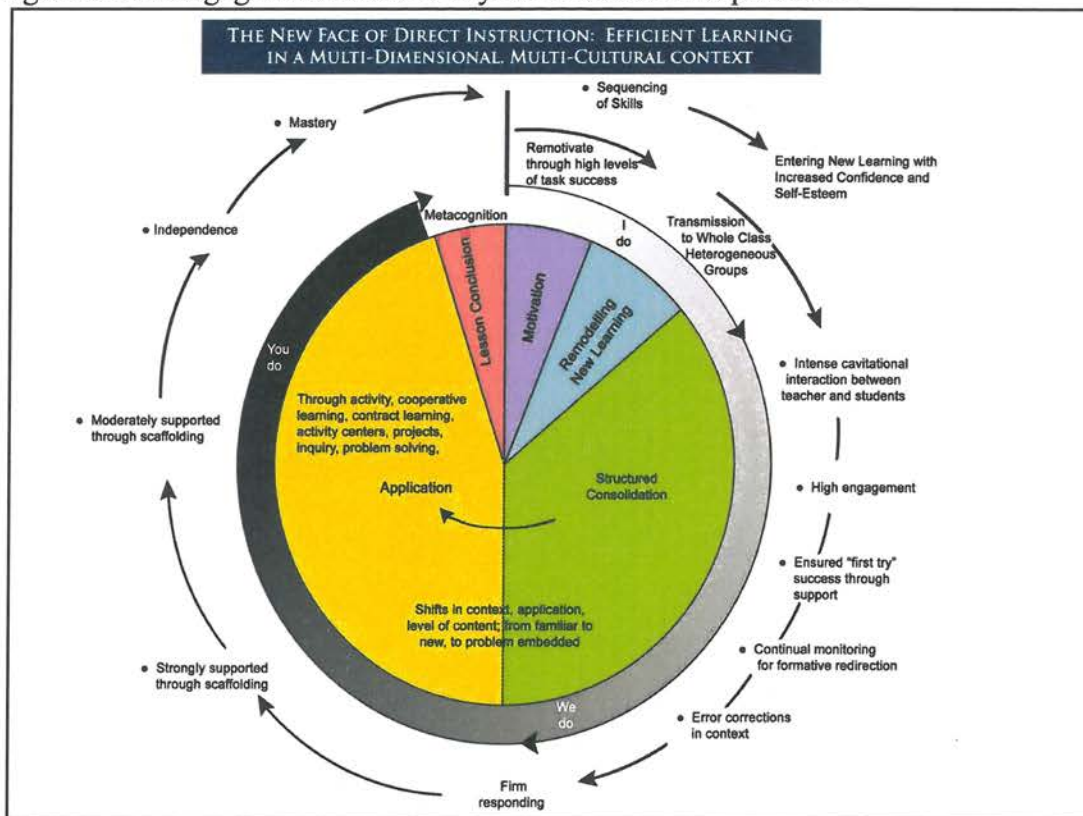
Provide a synopsis of the planned curriculum, including:

1. One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each division (elementary, middle) the school would ultimately serve.

A Scope and Sequence for Reading Mastery Grade 2 has been included in Appendix B.

2. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

The curriculum and methods of Direct Instruction align with the mission at Youngsville Academy for education based strongly in academics and character development. The Direct Instruction curriculum adopted at the academy will both challenge and interest students to grow in knowledge, create an environment of high achievement, and promote attitudes of respect toward their peers. The targeted student population at Youngsville Academy will benefit greatly as a result of the multi-level placement opportunities within each grade level. The education is designed to aid the individual student where they are academically and allow them to achieve high levels of mastery while increasing their self-esteem. Studies have shown that students who are challenged remain engaged and achieve beyond the level of expectation.



A Direct Instruction curriculum allows for a school to provide placement groups according to students' academic needs even within one classroom resulting in superior mastery of content across the student population. Depending on academic needs, grade levels or individual classrooms at a Direct Instruction school can offer varying levels of placement to students. The environment, curriculum, and instructional methods at Youngsville Academy aid in aligning the school's mission with the North Carolina Accountability Model. Each student

will complete a core elementary education devised to equip them for accomplishment in the 21st century. Regular assessments of individual students will be documented and the results will be utilized to better educate according to their needs. At Youngsville Academy teachers will understand that the results of assessments enable their teaching technique. Assessment data helps teachers to help their students. Accordingly, data meetings will occur regularly between faculty and administration to maintain communication and inform the decisions of each educational professional. Faculty and administration will also work together to ensure that 21st century knowledge, skills, performance, and character development are integral parts of daily instruction.

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

Direct Instruction is a proven mode of education and teachers at Youngsville Academy will be expected to master the education's methods and techniques. Direct Instruction strategies can be quickly mastered as the curriculum provides clearly designed lessons and suggestions for implementation according to student need. Youngsville Academy will utilize a system of Direct Instruction coaches to train more experienced teachers who will in turn take on the responsibilities of Direct Instruction coaches. The provided lessons within a Direct Instruction program result in higher achievement and self-esteem across the student population because lesson content increases time on task within the classroom and encourages an engaged academic environment within the school. Teachers explain new concepts using pre-planned guidelines, appropriately paced instruction, and enjoyable content which maintain student interest.

4. Provide a school academic calendar (minimum of 185 instructional days or 1,025 hours) and a brief narrative on how the calendar coincides with the tenets of the proposed mission and education plan.

We will operate on a Year-Round schedule comparable to the Track 4 WCPSS Year-Round Calendar. For 2014-2015 the academic calendar will be as follows:

- Track 1: July 28 –September 26**
September 1: Labor Day / No School
- Track 2: October 20 –December 19**
November 11: Veteran's Day / No School
November 27-28: Thanksgiving / No School
- Track 3: January 21 –March 27**
February 16: Washington's Birthday / No School
- Track 4: Wednesday April 22 – Friday June 15**
May 25: Memorial Day / No School

Track 1: 44 Days; Track 2: 42 Days; Track 3: 47 Days; Track 4: 47 Days = Total of 180 Days.

Our schedule provides 5.75 hours of instructional time per day. (345 minutes)

On an annual basis, this equals 1,035 hours of instructional time, surpassing the State requirement.

If needed, weather makeup days will be April 20 & 21. The school can absorb up to three half-day delays due to weather (equivalent to 8.625 hours of instruction) prior to utilizing makeup days.

Our calendar is aligned with the tenets of our school mission by ensuring the ability to aim for high academic achievement without “burnout” due to extensive weeks of school without breaks. We will also be able to substantially assist the student’s abilities to retain knowledge between academic tracks.

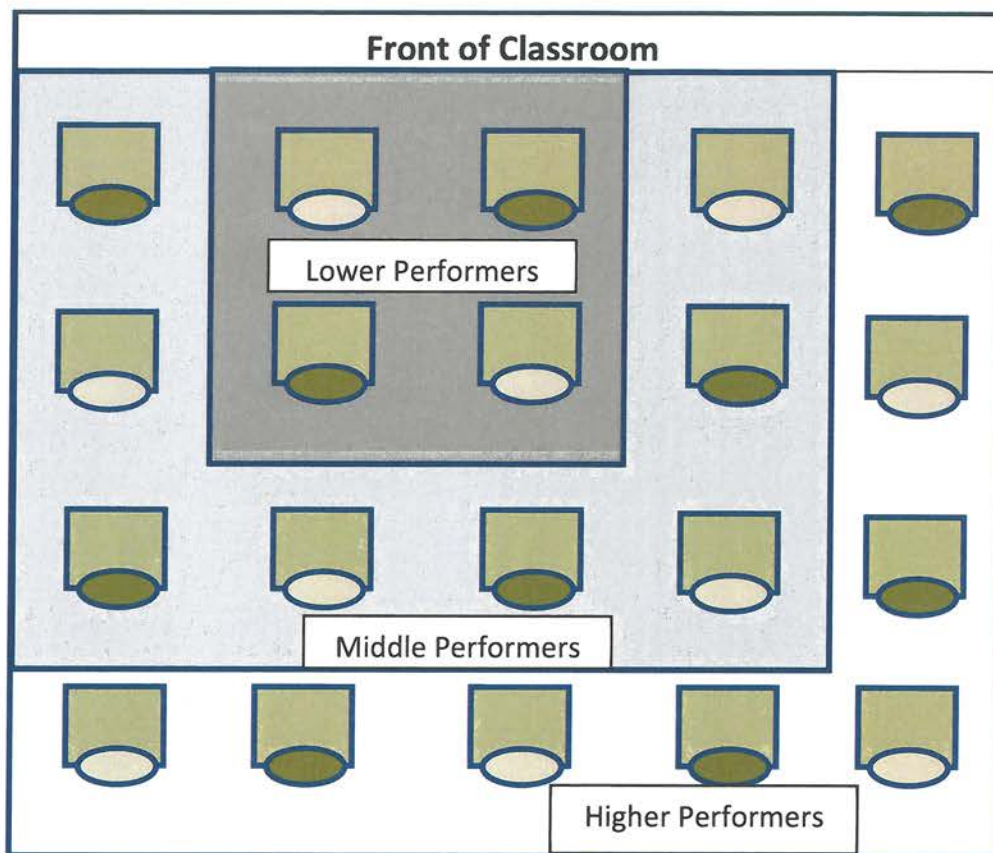
High School Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure. **Section not applicable to Youngsville Elementary**

Special Programs and “At-Risk” Students

1. Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.

It is of the utmost importance that students who are not performing at expected levels receive assistance. Direct Instruction educators believe the importance of challenging all students to reach their highest potential. Students need to be given the guidance and tools necessary to perform alongside their peers. Many factors can be a part of why a student is not performing as expected. Educators at Youngsville Academy are well equipped to meet the diverse learning needs of its student population due to the individual attention given to each student in a Direct Instruction classroom. Regular assessments and constant data documentation will play a vital role at Youngsville Academy in order to observe trends in scores and make informed decisions based upon academic need. Faculty and administration will work together and communicate openly with parents to make sure students who require assistance are provided with the remedial opportunities necessary to help them perform at their highest potential. At Youngsville Academy, students will participate in the unique ability to enjoy multi-tiered leveling within their grade level and even their classroom. Within each classroom, up to three levels of placement can be offered around properly scheduled instruction time. Judging by academic need, a classroom can be divided as follows: The lowest-performing group would be ideally the smallest and the high-performing group would be the largest. After the daily lesson is complete and students are working or reading independently a teacher is free to focus her attention on the lower and middle-performing students while remaining present for the class as a whole.



The different classrooms within a grade level also offer the ability to group students according to academic placement. If there are three classes in the second grade, for instance, there can be three academic levels within particular subjects. Students in the lower performing math group, for example, would know simply that they go to the classroom next door for mathematics to learn in a room of their peers.

Students will be academically assessed at the start of the year and placed accordingly with their peers. Should a student's score trends reveal the need for academic intervention, the student's teacher, administration, and parents will partner to discuss remediation or new placement possibilities. The goal of a Direct Instruction program is that students are mastering concepts on a daily basis and regular correction and verification are built into the curriculum as a constant system of prevention and intervention.

2. Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:
 - Methods for identifying ELL students.
 - Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.
 - Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

In accordance with North Carolina State Board of Education policy GCS-K-000, English Language Learners will be screened for using a Home Language Survey (HLS), which will be administered to all students upon initial enrollment. The completed HLS will be placed on file.

The WIDA ACCESS Placement Test (W-APT) will be administered to all initially enrolled language minority students. Once identified as limited English language proficient, the student will be assessed annually on the state-identified English language proficiency test until the student meets the exit criteria. North Carolina currently uses the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) for annual assessment. This test will be administered to all English Language Learners as required.

In circumstances where further aid would be beneficial, administration and faculty will evaluate whether to use discretionary funds in order to contract with a Certified English as a Second Language practitioner. The practitioner will meet with teachers to help them make the materials and lessons more accessible to English Language Learners. The Sheltered Instruction Observation Protocol provides a framework of further resources available to Youngsville Academy English Language Learners if necessary.

3. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
 - a) Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.

Meeting the academic needs of all students must be the goal of every educator. At Youngsville Academy teachers not only nurture the academic development of lower performing students but attend to the needs of all students. The same attention is given to the assessment results of intellectually gifted students and they are placed in academic groups based upon their level of mastery. If academically gifted students are subject to already mastered classroom instruction their appreciation of learning and academic growth is stunted. Intellectually talented students will be placed in the highest academic group in those subjects where they excel and consequently receive instruction that both challenges and intrigues them. At Youngsville Academy, all students will participate in the unique ability to enjoy multi-tiered leveling within their grade level and even their classroom. Within each classroom, up to three levels of placement can be offered around properly scheduled instruction time (see chart above). The different classrooms within a grade level also offer the ability to group students according to academic placement. If there are three classes in the second grade, for instance, there can be three academic levels within particular subjects. Students in the higher performing math group, for example, would know simply that they go to the classroom next door for that hour to learn in a room of their peers.

Additional resources and supplemental exercises will be given to gifted students who will benefit from more in depth instruction and further practice. For example, in the SRA Reading Mastery program, a teacher may provide an academically gifted student with supplemental exercises provided on the McGraw Hill Education website. Academically gifted students who wish to

participate in advanced projects which correspond to the subject matter being taught at that time will be encouraged to do so and will be given the mentorship they need to continue excelling.

- b) Plans for monitoring and evaluating the progress and success of intellectually gifted students.

The academic needs of all students' at Youngsville Academy will be monitored by the faculty and administration and educational decisions will be made accordingly. Independent work, group participation ability, and regular assessments will be documented as specified in the Direct Instruction programs. Faculty and administration will meet at routinely scheduled data meetings in order to discuss student progress and will communicate with parents of gifted children to best serve their child's academic needs.

Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA)* Amendments of 2004 (20 U.S.C. 1400 et seq.), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies *Governing Services for Children with Disabilities*. All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law. Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

Identification and Records

1. Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.

Youngsville Academy will make a formal records request for each student who is enrolled with the school. In cases where the student had not been enrolled in a previous program (i.e. new Kindergartners) the school will ask the parent/guardian about the student's history pertaining to screenings and evaluations for disabilities. Information regarding early identification of learning disorders will be included in orientation materials sent to parents upon their child's admission to the school.

2. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.

Youngsville Academy's Child Find initiative accepts referrals from parents, community agencies, health care providers, child care programs and teachers. We acknowledge that Child Find is a continuous process of screening activities to locate, identify and refer children as early as possible. Information on this initiative will be included in orientation materials sent to parents upon their child's admission to the school. The school will be fully compliant with Federal and State law.

Individuals who have concerns about their child's development in one or more of the following areas are encouraged to have their child screened:

- Communication Skills
- Cognitive Skills
- Motor Skills
- Daily Living Skills
- Social/Emotional Skills
- Vision
- Hearing
- Orthopedic Needs

The school will assist parents in setting up screenings with local agencies. Once all Child Find screenings are complete, the parent is provided with a summary of results. These results are discussed along with any additional screening or evaluation needs.

3. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.
 - a) Requesting Records from previous schools
 - b) Record Confidentiality (on site)
 - c) Record Compliance (on site)
 - Youngsville Academy will keep records in accordance with Public Records Law, Chapter 132 of the General Statutes.
 - In accordance with the provisions of Article 29 of Chapter 115C, these records will be maintained on-site and be made available upon official request.
 - Youngsville Academy will ensure compliance with the Family Educational Right to Privacy Act.

These records will be kept locked in the school office and be auditable for compliance reviews. Only authorized faculty and staff members will be permitted to access and review their file. Records will be available to parents upon a formal records request. Records will be transferred to another school upon receipt of a valid records transfer request.

Formal requests will be made for records from previous schools upon enrollment at Youngsville Academy.

Exceptional Children's Education Programming

1. Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.

The school's educational curriculum, Direct Instruction, is well-suited to assist students with disabilities. Numerous studies have documented its success in assisting with a variety of learning disabilities. Insofar as possible, students with disabilities will remain in the same classes as their peers and receive additional attention outside of the classroom.

Additional attention will be catered to the student's needs and may include:

- Small group instruction
- Extended teaching time after school / tutoring
- Individualized Education Plan
- Other interventions as recommended by our EC Teachers.

2. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

Our EC Teachers will work with our Assistant Principal to use methods that will ensure that students with disabilities receive FAPE benefits including an education:

- Designed to meet the unique educational needs of each student
- Which addresses both academic needs and functional needs
- Meets the approximate grade-level standards of the state educational agency, to the extent that this is appropriate
- Provided in accordance with the Individualized Education Plan (IEP)
- Calculated to enable the child to receive educational benefits.

3. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.

Teachers will receive up to date training on IEP requirements during the faculty training week prior to the beginning of each school year. The exceptional children staff will be resources for the teachers to consult regarding IEPs. Teachers and EC staff will work with parents to develop IEPs. The student's teacher will be responsible for implementing program modifications and supports for IEPs.

Possible IEP services, which are dependent on the individual student's needs, include:

- Specially designed instruction
- Related services
- Program modifications
- Classroom accommodations
- Supplementary aids and services (Including referrals to licensed professionals)
- Resource room (Facilitated EC Staff)

There will be an annual review conducted that will involve, at minimum, the teacher, a member of the EC staff, and the parents of the student with the IEP.

4. Describe the proposed plan for providing related services.

IDEA Sec. 300.34 provides information about related services that, if beneficial, must be available for student's with IEPs. These services include: "transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational

therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.” (Sec. 300.34 (a))

Youngsville Academy will work directly with families to ensure that, if needed, related services are provided. Funding shall come from the Discretionary Spending account built into the school’s budget.

Student Performance Standards

1. Describe the student performance standards for the school as a whole.

Youngsville Academy will continue to increase academic achievement with the goal to raise the students above the standards. Students will meet the Academic Performance targets set by the State Board of Education for Kindergarten through Fifth Grade.

- Reading:
 - Students will be able to read both fluently and confidently.
 - Students will comprehend the content of their texts in order to gain knowledge through their readings.
 - Students will become familiar with classic and contemporary literature so as to build their knowledge and broaden their perspective.
 - Students will be introduced to the standard mandated documents that the state requires at the K-5 level such as classic myths and stories from around the world.
- Writing:
 - Students will build the cornerstones of their writing ability and improve their talents in areas such as grammatically sound compositions and logical, research based reasoning.
- Speaking and Listening:
 - The importance of speaking and listening skills are highlighted throughout a Direct Instruction curriculum. Students are expected to relay their thoughts or answers with confidence and the practice of reading fluently is a daily commitment.
- Language:
 - Students will grow their vocabulary giving them a command of the English Language both in conversation and in writing.
 - Students will form a strong foundation of conversational and written language in order to compete in the 21st century world and prepare themselves for future education and their life pursuits.
- Media and Technology:
 - The Youngsville Academy student will be expected to grasp the 21st century technology based skills integrated in their education.
- Mathematics:
 - Youngsville Academy students will be expected to have a commanding knowledge of whole numbers, addition, subtraction, multiplication, division, fractions and decimals

- in order to build the foundation of mathematical knowledge they will need in order to apply more demanding concepts in grades higher than K-5.
- In Kindergarten, students will focus on the number core: learning how numbers correspond to quantities, and learning how to put numbers together and take them apart as specified in State Standard curriculums.
 - Students will have procedural as well as conceptual knowledge of mathematics.
2. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.

In order to monitor student performance on the goals, objectives, and grade-level competencies specified in the NC Standard Course of Study, Youngsville Academy students will complete the NC EOG test. The Board is also discussing supplemental tests to adopt. The IOWA test remains top choice currently. These assessments allow teachers and administration the data necessary to give individualized attention to student progress and whole school performance. The scores allow the administration and educational professionals to make informed decisions about curriculum additions or substitutions, teacher performance, material focus, etc. The goal at Youngsville Academy is to benefit students by preparing them for achievement in higher education. Assessment scores are a fundamental part in the process of bettering education.

3. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.

Promotion to the next grade level shares a close relationship with daily focus on a child's education. The school will remain in constant communication with parents regarding their child's progress throughout the school year. Progress reports will be sent home to parents bi-quarterly and teacher/parent conferences will be scheduled (twice per year at a minimum). Specific attention and increased communication will be provided as necessary to parents of special needs students and interventions will be made where needed. Students will be expected to perform at or above grade level in reading, writing, and mathematics in order to be promoted to the next grade level in accordance with NC State Standards. Results of academic performance and End of Grade testing will be taken into account when deciding to promote a student. Promotion criteria will be explained to parents in the Student Handbook and openly discussed throughout a student's career at the Academy.

Youngsville Academy will meet all threshold requirements defined by the NC State Board of Education. If readiness for promotion is not apparent, promotion may be withheld as specified by the NC SBE. For example, students in the 3rd grade will be retained if the student fails to demonstrate proficiency in reading at or above grade level as demonstrated by the results of the EOG. The Academy will provide reading interventions to retained students to remediate reading deficiency as mandated by the SBE. Students may be exempt from mandatory retention for good cause exemptions, as defined by the SBE, but shall continue to

receive instructional supports and services and reading interventions appropriate for their age and reading level.

4. Provide the public charter school's exit standards for graduating students. These standards should set forth what students in the last grade served will know and be able to do.

Youngsville Academy will ensure that each 5th grade graduate has met or exceeded the Common Core State Standards established for NC Public Schools. Our objective, as previously stated, is to produce graduates who will be successful in the schools at which they continue their education. We believe that the Common Core standards are a minimum baseline for achieving that success.

High School Graduation Requirements: Section not applicable to Youngsville Elementary

Student Conduct:

Provide a brief narrative that disseminates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school.

Student conduct is of the utmost importance at Youngsville Academy. Because Youngsville Academy will be an Elementary School, we have geared our student conduct policies towards elementary aged students.

Youngsville Academy will have student discipline handled in a tier system. The Teachers are primarily responsible for maintaining discipline within the classroom. Our Principal was a former Dean of Students at Franklin Academy, and will train teachers on preventative techniques of discipline. Our objective is to de-escalate as many disciplinary situations as quickly as possible. 99% of disciplinary issues should be resolved by our teachers without further escalation. For issues that require escalation, our Assistant Principal will be the first in the chain of escalation, followed by the Principal and finally the Board of Directors.

Our Board of Directors will continue to place emphasis on the need for civility and order within the school environment. The first impression that should be received when stepping into a Youngsville Academy classroom is that it is well-ordered. This expectation is intimately connected with the academic expectations established by the Board and is in-line with the mission of the school.

Provide a draft copy of the student handbook within the appendices (Appendix C).

Please reference Appendix C

IV. GOVERNANCE, OPERATIONS and CAPACITY (No more than ten total pages in this section)

Private Nonprofit Corporation:

*The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

Youngsville Academy is in the process of applying for nonprofit status.

Tax-Exempt Status 501 (c)(3)

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

- Yes (copy of letter from federal government attached: Appendix D)
- No

The Youngsville Academy Board of Directors will seek 501(c)(3) status immediately upon approval.

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

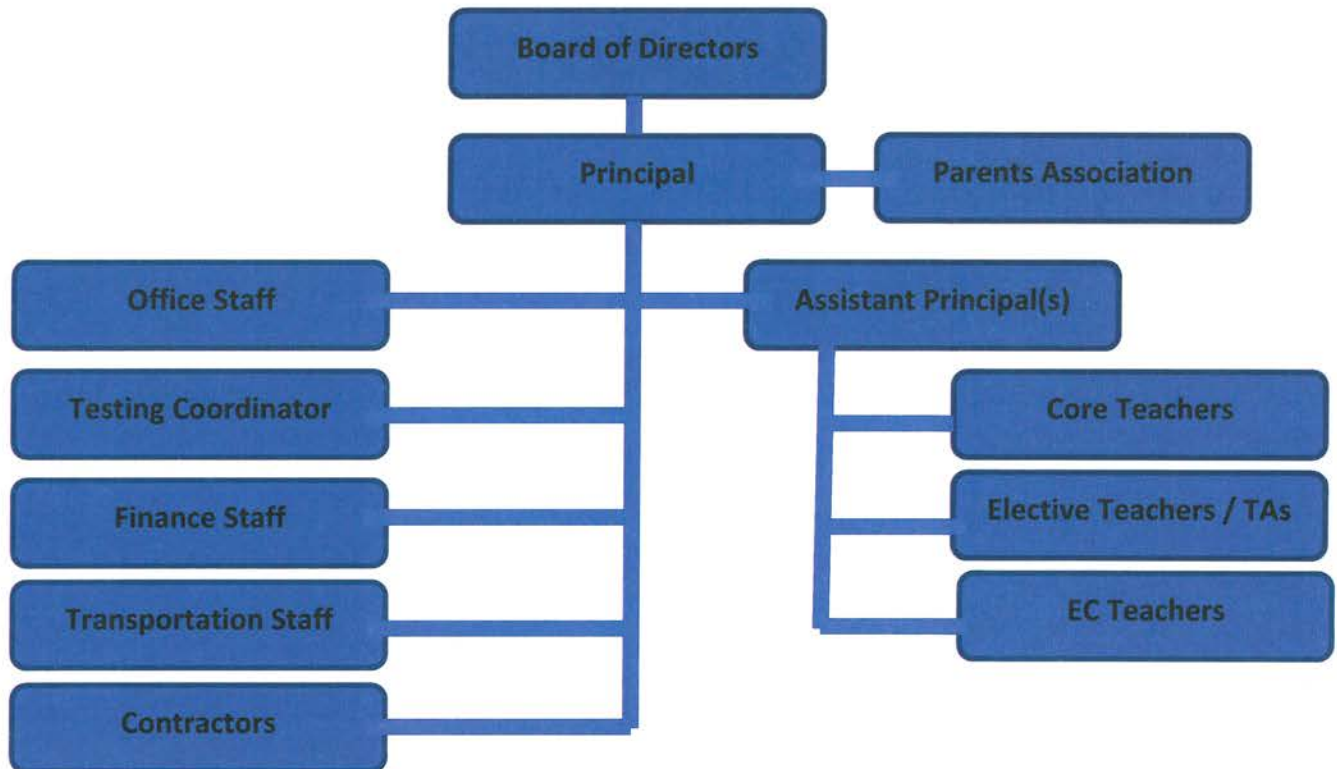
Please complete the table provided depicting the founding members of the organization.

Board Member Name	Board Title	County/State of Residence	Current Occupation
Larry Henson	Founder, Member, Ex Officio	Wake County, NC	Local Business Owner
Barbara Riley	Member	Franklin County, NC	Attorney
Gerry Schuetz	Member	Wake County, NC	CPA, CFO
Patricia Warren	Member	Wake County, NC	Educator
Margaret Schmitz	Member	Wake County, NC	Tax Professional
Jim McElwee	Member	Wake County, NC	Engineer (Ret)

Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils).

Organizational Chart:



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

The Board of Directors of Youngsville Academy will uphold and serve to fulfill the charter school’s mission, philosophy, and goals. The Board will help build partnerships among educators, parents, and the community. The Board’s support of the charter school administration, faculty, and staff will help to ensure successful implementation of the academic program and curriculum. The founder of the charter school will serve as its principal; subsequently, the board would conduct a principal recruitment search based upon the qualification criteria put forth in this application giving preference to internal candidates.

3. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help

ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

The initial board is composed of 5 Directors plus the ex officio member of the charter school, i.e. - the principal. The governing board is responsible for making sure that the school is successfully implementing the designed plan for the school, adhering to the mission, and meeting established goals. The Academy has a diverse group of board members including a Lawyer, a CPA, an enrolled agent who assists organizations in filing for not-for-profit status and a private school administrator who has experience developing curriculum and teaching. As the school “goes live” we will quickly form a Parent Organization and the Principal will establish a Parent Advisory Board. It is the board’s responsibility to make sure that all plans and commitments provide a benefit to the school as a whole and are executed effectively.

4. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?

Board members were identified with the objective of providing strategic experience/knowledge in key areas including:

- Accounting
- State Academic Regulations
- Educational Leadership Experience
- Legal analysis
- Local Community and Business Contacts

The Board members have diverse experiences that will be greatly benefit the growth and stability of the school. Special attention has been given to financial stewardship because the number one reason for charter school failure is due to finances.

5. How often will the board meet?

The Board will have official quarterly meetings, in:

- January
- April
- July
- October

Provisions have also been made for calling special meetings, should the need arise. During the initial phases of starting the school, the Board is prepared to meet more frequently.

6. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation (Board Policies Draft: Appendix H).

Board members will fully utilize the training options and materials made available by the Office of Charter Schools. In addition, Board members will be encouraged to attend a Direct Instruction Leadership Institute event coordinated by the National Institute for Direct Instruction (NIFDI). The DI Leadership event is offered several times throughout the course of the year.

The NIFDI training addresses:

- The design and methodology of the research-validated DI family of programs.
- How to select programs appropriate for different student populations.
- The features of a high-quality implementation.
- Constructing master schedules that allocate sufficient instructional time to ensure student mastery.
- Data-based monitoring systems designed to track student progress.
- Setting up classrooms for success.
- Planning on-going professional development.
- Using data-based coaching.

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

A conflict of interest exists if:

- A decision is made on behalf of a special interest group rather than for the benefit of the organization as a whole.
- A Board Member receives financial, material, or other forms of payment or compensation that affect the decision being made.
- Disclosure or knowledge of a situation or connection to an issue is not publicly made.
- A decision is made with an attempt to avoid legal oversight.
- An issue is improperly escalated for Board level consideration by circumventing the established school policies for escalation.

If the Board is deliberating an issue of which there is a conflict of interest or potential conflict of interest, the Board member who is conflicted must immediately and fully disclose the nature of the conflict. Upon disclosure, the Board member forfeits their vote on that issue. No policy or decision may be approved if it would fall under the Self-Dealing prohibitions listed under Section 4941 of the Internal Revenue Code or be prohibited by any other State or Federal Law.

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

Proposed new policies and amendments will be discussed publicly at Board meetings. All new policies will be viewed in accordance with current Charter School Statutes. If, according to a thorough reading of Charter School Statutes, the changes do not require further approvals, the amendments shall either take effect immediately or upon a date set by the Board of Directors. If, in contrast, the changes require approvals by a state sanctioned

governing body, the Board shall gain approval for those changes prior to implementing the change.

All records of policy discussions and changes will be documented in the meeting minutes, specifically including any policy/amendment that comes to a vote.

9. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.

The other association that exists on the Youngsville Academy organization chart is the Parent Association. The Parent Association, also known as Parent Teacher Association, exists in a cooperative relationship with the Board of Director's school representative: The Principal. The Principal and the Parent Association will work together to supplement extracurricular activities that will help to ensure that the feeling of community extends beyond the classroom. The Principal will assist the Parent Association with any requests, and bring those requests before the Board for consideration.

Governance and Organizational Structure of Private Non-Profit Organization (continued)

Include in the Appendices:

10. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix E).
11. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix F).
12. A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix G)
13. Copy of any board policies if adopted already (Appendix H).
14. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix I).

Proposed Management Organization (Educational Management Organization or Charter Management Organization)

If the proposed school does not intend to contract with an education service provider, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

Not Applicable

Private School Conversions: *complete ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.*

Not Applicable

Charter School Replication: *complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark “Not Applicable” and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.*

Not Applicable

Projected Staff:

Provide, as Appendix K, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I and align with the proposed budget.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

1. Explain the board’s strategy for recruiting and retaining high-performing teachers.

Youngsville Academy plans to offer competitive compensation which matches or exceeds State compensation levels. The school will fully utilize the flexibility allowed to Charter Schools by the state, allowing for recruitment of a percentage of highly qualified non-certified teachers. Recruiting highly qualified, non-certified teachers enables access to a talent pool that is currently unavailable to public schools. Youngsville Academy will require any non-certified teacher to attain State teaching certification within three years of initial employment. This policy will enable the school to continue to have access to highly qualified, non-certified teachers by not running up against permanent capping issues.

2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix L, a draft of the employment policies to be implemented by the proposed charter school.

The Board of Directors entrusts the day to day administration of the school to the Principal. The Principal is entrusted by the Board to achieve the established performance and financial goals. Employees ultimately report to the Principal, with provisions made for appeal to the Board of Directors in certain situations where escalation becomes necessary. Each position in the school is entrusted with specific objectives and oversight responsibilities. In order to ensure proper accountability, we will expect all employees and members of the Board to follow the established chain of command for any escalations or interventions.

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

The school will offer initial teacher employment contracts of one year. In advance of the completion of the one-year contract, the Principal will review the teacher’s performance, school

financial position, and projected needs to decide whether or not to offer a continued employment contract.

Thorough Criminal Background Checks shall be performed for each person employed in any capacity by the school. Volunteers operating without staff oversight (i.e. coaches) shall be required to have background checks prior to having oversight over students.

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

The Academy's salary range is competitive with comparable positions within North Carolina Public Schools. Benefits are calculated at 18% more than base compensation. These rates will cover basic medical insurance and retirement plans. The Academy will re-evaluate benefit options annually to stay competitive.

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

Grievance policy:

Any career employee having a grievance arising out of or due to employment shall first discuss the problem or grievance with his/her supervisor or the appropriate supervisor. Employees alleging discrimination because of age, race, color, sex or gender stereotyping, national origin, religion creed, handicapping condition (disability) or political affiliation shall have the right to appeal within thirty days to the Board of Directors. Career employees are employees employed in full-time positions within the school.

Filing a Grievance:

An eligible employee who wishes to file an appeal internally, under the departmental grievance policy and procedures, must file the grievance within thirty (30) calendar days of the date the employee learned (or with reasonable effort should have known) of the action being contested.

Written Warnings:

Written performance warnings are not given under this policy.
All grievances will be handled in accord with Federal and State law.

Termination:

Employment at the Academy is "Employment-At-Will", without violating any federal or state statutes protecting employee rights. Should a termination of employment be necessitated, all efforts will be made to ensure the most extended feasible notification period.

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

Youngsville Academy does not anticipate any dual responsibility positions at this time.

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

Direct Instruction was originally designed for special needs and at-risk populations. As such, the methods for instruction ensure a greater compatibility of instructional techniques with special needs and at-risk interventions than other methods. In most cases, students with special needs will be able to remain in their elementary classrooms. Direct Instruction has also shown demonstrable benefits for ELL and gifted students. ELL students will have the opportunity to participate in supplemental Direct Instruction designed ELL courses during their afternoon specials.

We will accommodate gifted students in a variety of ways. The different classrooms within a grade level offer the ability to group students according to academic placement. If there are three classes in the second grade, for instance, there can be three academic levels within particular subjects. Students in the higher performing math group, for example, would know simply that they go to the classroom next door for that hour to learn in a room of their peers. Gifted Students will also be able to access supplemental instructional materials that align with their studies via McGraw Hill online services.

The structure of Direct Instruction is well equipped to serve a wide variety of students with limited teacher overhead. In addition to the core content teachers, we will utilize our teacher assistants and EC teachers for “pull-out” classes and electives.

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

Lead Administrator	
Degree/Licensure/Experience	Ideal Candidate Will:
<ul style="list-style-type: none"> • Bachelor’s Degree or Higher from an accredited college or university • Ability to obtain a North Carolina Standard Professional 2 (SP2) Professional Educator’s License • Minimum of five years of experience in educational leadership. 	<ul style="list-style-type: none"> • Apply principles, theory and practices of educational programs. • Apply pertinent Federal, State, and Local law, codes and regulations regarding school administration • Apply analysis and evaluation of policies to operational needs. • Apply principles, practices, rules and regulations pertaining to student discipline. • Have the ability to supervise, train and evaluate performance • Effectively manage public relations • Have experience directing and supervising educational and professional staff • Ability to prepare, present, and implement the school budget • Communicate effectively; orally and in writing.
Assistant Administrator	
<ul style="list-style-type: none"> • Bachelor’s Degree or Higher from an accredited college or university • Able to obtain a North 	<ul style="list-style-type: none"> • Apply principles, theory and practices of educational programs. • Apply pertinent Federal, State, and Local law, codes and regulations regarding school administration • Apply analysis and evaluation of policies to operational needs. • Apply principles, practices, rules and regulations pertaining to

<p>Carolina Standard Professional 2 (SP2) Professional Educator's License</p> <ul style="list-style-type: none"> • Minimum of three years of experience in educational leadership. 	<p>student discipline.</p> <ul style="list-style-type: none"> • Have the ability to supervise, train and evaluate performance • Exhibit a willingness to learn, interpret, and apply school policies, rules and regulations • Have experience directing and supervising educational and professional staff • Communicate effectively; orally and in writing.
Office Staff	
<ul style="list-style-type: none"> • Associates Degree or Higher from an accredited college or university • Minimum of one year of applicable experience. 	<ul style="list-style-type: none"> • Enroll new students, obtain and maintain student records (including academic, health, disciplinary and other records), ensure auditability of records. • Maintain student confidentiality with student and school records • Positively communicate with parents in communicating pickup, drop-offs and meetings with school personnel • Create reports in Microsoft Word and Microsoft Excel • Maintain student confidentiality with student and school records
Testing Coordinator	
<ul style="list-style-type: none"> • Associates Degree or Higher from an accredited college or university • Minimum of one year of applicable experience. 	<ul style="list-style-type: none"> • Communicate clearly, concisely, verbally and in written form. • Provide clear information about testing requirements • Maintain auditable records • Be highly competent in Word, Excel and PowerPoint • Maintain strict confidentiality with student records
Finance Officer	
<ul style="list-style-type: none"> • Master's Degree or Higher from an accredited college or university • At least five years of experience in applicable accounting 	<ul style="list-style-type: none"> • Work cooperatively with the school principal on school budget • Maintain auditable records • Communicate with staff members about any financial requirements • Be knowledgeable about Local, State and Federal financial requirements
Core Content Teacher	
<ul style="list-style-type: none"> • Bachelor's Degree or Higher from an accredited college or university • NC Elementary Teaching Licensure OR • Ability to obtain a North Carolina Elementary Teaching Licensure within three years of employment 	<ul style="list-style-type: none"> • Be able to maintain order among students • Observe and evaluate student performance, behavior, social and physical health • Adapt teaching methods to student needs • Utilize Direct Instruction techniques • Be able to positively interact with students, parents and members of the community • Guide and counsel students with academic or behavioral issues • Act cooperatively with members of the school staff and administration • Maintain appropriate Student-Teacher and Parent-Teacher relationships
Electives / Teacher Assistants	
<ul style="list-style-type: none"> • Bachelor's Degree or Higher from an accredited college or university 	<ul style="list-style-type: none"> • Be able to maintain order among students • Willing to enforce school policies • Observe and evaluate student performance, behavior, social and

<ul style="list-style-type: none"> • NC Elementary Teaching Licensure OR • Ability to obtain a North Carolina Elementary Teaching Licensure within three years of employment 	<p>physical health</p> <ul style="list-style-type: none"> • Adapt teaching methods to student needs • Utilize Direct Instruction techniques • Be able to positively interact with students, parents and members of the community • Guide and counsel students with academic or behavioral issues • Act cooperatively with members of the school staff • Maintain appropriate Student-Teacher and Parent-Teacher relationships
EC Teachers	
<ul style="list-style-type: none"> • Bachelor's Degree or Higher from an accredited college or university • NC Elementary Teaching Licensure • Two or more years of applicable experience 	<ul style="list-style-type: none"> • Demonstrate a desire to work proactively with EC students • Have thorough knowledge of Local, State and Government Statutes regarding EC Children. • Work cooperatively with non-EC teachers to develop IEPs. • Attend IEP Parent-Teacher conferences • Be able to maintain order among students • Willing to enforce school policies • Observe and evaluate student performance, behavior, social and physical health • Adapt teaching methods to student needs • Utilize Direct Instruction techniques • Be able to positively interact with students, parents and members of the community • Guide and counsel students with academic or behavioral issues • Act cooperatively with members of the school staff • Maintain appropriate Student-Teacher and Parent-Teacher relationships
Custodian	
<ul style="list-style-type: none"> • High School Diploma / Equivalent or Higher • Two or more years of applicable experience 	<ul style="list-style-type: none"> • Have facility maintenance knowledge • Ability to establish and maintain effective communications with those contacted in the course of work • Ability to identify and notify staff about any safety concerns
Transportation Staff	
<ul style="list-style-type: none"> • High School Diploma / Equivalent or Higher • Two years of applicable experience • Valid Bus Licensure 	<ul style="list-style-type: none"> • Have considerable knowledge of safe and efficient practices and procedures used in the operation of a school bus • Inspect the bus according to Transportation Department Operating Instructions. • Maintain school standards on the bus at all times
Professional Development	
<ul style="list-style-type: none"> • Minimum of 5 years Direct Instruction experience 	<ul style="list-style-type: none"> • Be able to train and coach teachers in the implementation of Direct Instruction

Staff Evaluation and Professional Development

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

The Assistant Principal is responsible for maintaining teacher licensure requirements and overseeing professional development.

2. Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.

Youngsville Academy seeks to aid educational professionals in obtaining or renewing their NC education license and will follow all NC State Board of Education's guidelines accordingly.

The role of mentoring teachers in the renewal of their teacher license will be under the guidance of the Assistant Principal. The school plans to aid teachers who wish to keep their license up to date by keeping a thorough record of their credits earned. The Assistant Principal will oversee and document teacher participation in the activities accepted for renewal credit by the NC State Board of Education. The teacher will be shown the steps for completion of the renewal process according to the NC SBE and assisted as necessary.

The Assistant Principal will also mentor those teachers who wish to apply for a NC professional educator's license whether a SP1 or SP2 category. SP1 candidates will receive guidance and mentorship through the application process where needed. SP2 candidates will also receive the mentorship needed and any documentation of credits earned if applicable.

3. Discuss the core components of professional development plan and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

Professional Development of teachers at Youngsville Academy is highly encouraged. The goal of professional educator development is to improve student learning and achievement through organizational development and professional learning. There are several ways in which teachers will be supported in seeking additional professional opportunities. Youngsville Academy and the NC SBE share the goal that North Carolina schools be led by 21st century professionals. As important as evaluation results and development opportunities are for higher achievement among students, the same can be said of teachers. When attention is given to the faculty performance and knowledge base, effective implementation of the educational program follows. At Youngsville Academy, teachers will be encouraged to grow professionally and apply their skills in their classrooms.

Below are the core components of Youngsville Academy's educational professional development plan for individual teachers and the faculty as a whole:

1. Teacher evaluations - Youngsville Academy will use the North Carolina Teacher Evaluation process to evaluate teachers (a minimum of once per year) to determine their level of competency in the North Carolina Professional Teaching Standards as developed by the NC Professional Teaching Standards Commission.
 2. Coaching Opportunity - More experienced teachers will be given the opportunity to build their scope of knowledge by becoming trained coaches and mentors to their fellow teachers. Youngsville Academy will utilize a system of Direct Instruction coaches to train qualified teachers who will in turn take on the responsibilities of Direct Instruction coaches. These coaches have the responsibility to observe teacher instruction, model lessons when necessary, hold post meetings with teachers, document data, and meet with administration.
 3. Offsite educational conferences – Participation in educational conferences will be strongly promoted. Youngsville Academy administration will follow the NC SBE events calendar and encourage staff participation in educational development opportunities whenever feasible.
 4. Onsite educational training – Instruction training and educational workshops will be offered regularly to provide further professional development for faculty and administration.
 5. Licensure – Youngsville Academy will aid licensed teachers in maintaining requirements necessary to renew their license while making sure educators that seek their license are mentored and aided to the fulfillment of their license.
4. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Staff Orientation will be 5 days prior to the start of the school year during which time the faculty will be trained in the methods of Direct Instruction through personal and group coaching sessions of a local trained DI Instructor. Direct Instruction is an easy instructional method to master as clearly planned lessons are provided allowing teachers to focus on techniques and lesson goals. Continued maintenance of Direct Instruction technique and implementation will be scheduled with the local DI Instructor with special attention during the beginning part of the year. Qualified teachers will also be trained to take part in a system of coaches within the school to increase mentoring opportunities. Teachers will feel supported in their instruction and guided to their highest potential in order to benefit the student population.

During staff orientation, teachers will also be provided with further educational workshops and professional development activities along with teacher to teacher mentorship and administrative guidance.

5. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school’s calendar, daily schedule, and staffing structure accommodate this plan.

Planned days for Professional Development will depend upon teacher performance evaluation results, school needs, and resources. A projected timeline for Youngsville Academy’s Professional Development activities during the school year is outlined below:

Staff Orientation	5 days prior to school opening
Staff meetings	Twice per month
Grade level meetings	Once a month
Professional Development Days	Day before 3 rd quarter begins
Year End Meetings	1 day after dismissal
Educational Workshops	As needed

The Professional Development activities will not interfere with the daily schedule but will be scheduled after dismissal for staff meetings or during planning periods.

Enrollment and Marketing:

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.238.29F(g) (1-7) carefully.

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

Youngsville Academy has identified that the local market is saturated with interest for Charter Schools. A local charter school received approximately 2,000 applications for fewer than 200 available seats. Communication with members of the community have indicated that a number of families have decided not to apply for the local charter school due to the remote chance of being accepted.

The extremely high level of interest gives us confidence in filling the charter school. The challenge identified by the Board of Directors is to ensure that we reflect (or exceed) the racial/ethnic and demographic composition of the area. To meet this challenge, the Board is planning to market the school specifically within the neighborhoods and communities of the targeted demographics (low income, racially diverse). We have spoken with a minority member of the NC House of Representatives and have identified key components of promoting charter schools to minority populations.

The backbone of our marketing will consist of distribution of flyers, holding community forums and having hundreds of individual conversations. We plan to initiate these upon preliminary approval. We will also take advantage of earned media through press releases.

Our initial target enrollment of 120 students was a projection not based upon how many students we thought we could get, but rather upon the size of school that we desire to have. We are confident that demand for the school will far surpass the seats that we will have available, providing opportunities for additional charter schools to be opened in the area.

Parent and Community Involvement

1. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

The primary means of communicating with parents are through flyers, community forums, and conversations. We believe that the best parents and families are informed parents and families. We want to share our vision, and are highly encouraged at the warm reception we have received thus far.

Because we aim to have a small, localized charter school we will not be planning to widely use paid advertisements in newspapers, radio, and television. We will work towards receiving earned media coverage. Any media coverage is intended to be strictly supplemental to our core strategies.

2. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.

We want to promote a healthy and vibrant Parent Association that will work cooperatively with the school to ensure that students have plentiful opportunities to thrive both inside and outside of the classroom. The Youngsville Area Business Association and other community groups have identified plentiful opportunities for involvement at community meetings we have attended. We will work to ensure that our students and parents are active in the community, helping to foster close family bonds.

Numerous studies have indicated that family life has a profound impact on education. We will seek to encourage the healthy family lives that exist, and be cognizant of the need for providing a “school family” for children who need stability, encouragement, and love due to factors in their family lives at home that have been linked towards negative academic impacts.

Admissions Policy

Provide the school’s proposed policies and the procedures for admitting students to the proposed charter school, including:

1. Tentative dates for application period; enrollment deadlines and procedures.

- Open Enrollment/Application Period: November 1st to March 31st
- Lottery (if required): April 16th
- Notification of admission/wait-listing status: Mailed April 21st
 - If waitlisted, families will be notified of their position on waitlist.

Note: Franklin Academy holds their lottery in February, with nearly two thousand students waitlisted each year. We will have a March cutoff date for applications to allow students who were not admitted to Franklin Academy to have the opportunity to apply for another Direct Instruction charter school.

2. Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.

Youngsville Academy does not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Youngsville Academy does not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

Procedure:

- All applications for the coming school year are assigned a lottery identification number.
- Names are drawn on April 16th to fill open vacancies.
- A numbered waiting list for each lottery pool (grade level) is then established to fill slots that become available at later dates.
- On the afternoon of the lottery, information about acceptances, waiting lists, and denials will be posted on the school's website.

Policies regarding statutorily permitted student enrollment policies and preferences:

- Any child who is qualified under the laws of this State for admission to a public school is qualified for admission to Youngsville Academy.
- Admission to Youngsville Academy is not determined by location of student residence.
- Youngsville Academy does not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Youngsville Academy does not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.
- Youngsville Academy will give enrollment priority to siblings of currently enrolled students who were admitted to the charter school in a previous year.
- Youngsville Academy will give enrollment priority to children of the school's principal, teachers, and teacher assistants.
- If multiple birth siblings apply for admission to Youngsville Academy and a lottery is needed under G.S. 115C-238.29F(g)(6), Youngsville Academy shall enter one surname into the lottery to represent all of the multiple birth siblings. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted.
- Youngsville Academy shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, students shall be accepted by lot.
- Once enrolled, students are not required to reapply in subsequent enrollment periods.

- Notwithstanding any law to the contrary, a charter school may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-390.5 through G.S. 115C-390.11 until the period of suspension or expulsion has expired.

3. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

Waiting lists are established when there are more applicants than seats available within a given pool (i.e. Second grade). If there are more preferential enrollment applicants seeking admittance to a specific pool than seats available, there will be a preferential enrollment applicant waiting list established. As seats become available, they will be filled first by preferential applicants followed by the standard waiting list. These lists will be completely transparent, allowing parents to see where their student stands in line.

In cases of withdrawals, not including suspensions, and transfers, the families forfeit their seat at the school and will need to re-apply through the standard admittance process.

4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.

A minimum of two open houses will be conducted each year. Teachers, staff members, and school administration will be available for questions and discussion. For the first year, the open houses will be conducted in community buildings. In subsequent years, the open houses will be conducted at the school, to provide parents with greater insight into the life of the school.

5. Clear policies and procedures for student withdrawals and transfers.

Youngsville Academy's policies for Withdrawals and Transfers are based upon the NC DPI's policy Student Accounting Manual.

(<http://www.ncpublicschools.org/docs/fbs/accounting/manuals/sasa.pdf>)

Students must be withdrawn on the day following their last day in attendance. However, an absence may precede a withdrawal in the following three instances: (1) when the Absence Reason is a suspension, (2) when the Absence Reason is medical Fragile or Teacher-in-Treatment, and (3) when the withdrawal is the result of the student's death. If withdrawing a student after the last day present causes absences to remain after the withdrawal, those absences will be removed.

When the school receives a formal request for student records because a student is transferring to another school the following procedure will be followed in order for the student to be enrolled at the new school in a timely manner:

- If the transfer is during the school year, the student will be withdrawn on the appropriate day within 48 hours;
- If the student has been promoted or retained, NCWISE will be adjusted so that the student is withdrawn during the Year End Transition (YET) process;
- If YET has been completed, the student will be withdrawn within 48 hours;
- Student records will be copied and the copy sent to the requesting school within 30

Projected Enrollment 2014-2015 through 2018-2019

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

***The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.**

Identify LEA from which students will probably come:

LEA #1: 350: Franklin County

LEA #2: 920: Wake County

LEA #3: 390: Granville County

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
K	<u>36</u>	<u>18</u>	<u>6</u>	<u>36</u>	<u>18</u>	<u>6</u>	<u>36</u>	<u>18</u>	<u>6</u>	<u>36</u>	<u>18</u>	<u>6</u>	<u>36</u>	<u>18</u>	<u>6</u>
1 st	<u>24</u>	<u>12</u>	<u>4</u>	<u>36</u>	<u>18</u>	<u>6</u>	<u>36</u>	<u>18</u>	<u>6</u>	<u>36</u>	<u>18</u>	<u>6</u>	<u>36</u>	<u>18</u>	<u>6</u>
2 nd	<u>12</u>	<u>6</u>	<u>2</u>	<u>24</u>	<u>12</u>	<u>4</u>	<u>36</u>	<u>18</u>	<u>6</u>	<u>36</u>	<u>18</u>	<u>6</u>	<u>36</u>	<u>18</u>	<u>6</u>
3 rd				<u>12</u>	<u>6</u>	<u>2</u>	<u>24</u>	<u>12</u>	<u>4</u>	<u>36</u>	<u>18</u>	<u>6</u>	<u>36</u>	<u>18</u>	<u>6</u>
4 th							<u>12</u>	<u>6</u>	<u>2</u>	<u>24</u>	<u>12</u>	<u>4</u>	<u>36</u>	<u>18</u>	<u>6</u>
5 th										<u>12</u>	<u>6</u>	<u>2</u>	<u>24</u>	<u>12</u>	<u>4</u>
	<u>120</u>			<u>180</u>			<u>240</u>			<u>300</u>			<u>340</u>		

Transportation Plan:

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

During the initial three years of the school, we will implement a carpooling initiative to provide transportation needs to/from school. The website www.erideshare.com provides a free application that will help to streamline our carpooling system. This application allows a Youngsville Academy group to be created, which enables families to contact each other directly while protecting their privacy. The school will disseminate a “How-To” guide for utilizing this tool, and will offer training on this tool during parent orientation.

By year four, we plan on offering up to four bus routes to provide pick-up/drop-off locations in economically disadvantaged areas within a ten mile driving radius of the school. We have allocated funding in our budget to hire two bus drivers and purchase two buses in year four. With local routes, we anticipate that each bus driver can service up to two routes per day. We project that this will help to increase our recruitment and service within these target areas. The carpool system will continue to be available for other needs.

School Lunch Plan:

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

Youngsville Academy will not have a school cafeteria, thereby saving costs associated with food service personnel and equipment. Access to healthy meals, other than those brought from home, will be available to economically disadvantaged students via local catering services. The school will work with these caterers to ensure affordable options. Should a parent not be able to afford these options, assistance will be available to cover the costs of part or all of the costs. We believe that proper nutrition is important for academic achievement.

Civil Liability and Insurance (GS 115C-238.29F(c)):

The Charter School shall obtain and maintain insurance at a minimum in the following amounts:

1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;
4. Real and personal property: the appraised value of the building and contents;
5. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
7. Workers’ compensation: as specified by Chapter 97 of the General Statutes.


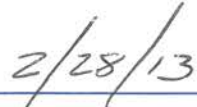
Property Premium Estimate	\$1,625
Building	\$1,250,000
Contents	\$250,000
Deductible	\$1,000
Form	Special
Equipment Breakdown Included	
General Liability Premium Estimate	\$3,602
Rating Basis: Students: 120 Faculty: 15	
Limits: Per Occurrence Limit	\$1,000,000
Annual Aggregate	\$3,000,000
Sexual Abuse & Molestation	\$1,000,000 per occurrence \$3,000,000 aggregate
Employee Benefits	\$1,000,000 per occurrence \$3,000,000 aggregate
School District & Educators Legal Liability	\$1,000,000 per occurrence \$2,000,000 aggregate
Additional Defense	\$100,000/\$50,000/\$100,000
Fidelity Bond Estimate	\$332
Limit	\$250,000
Auto Premium Estimate	\$181
Hired & Non Owned Autos Only	
Limit of Liability	\$1,000,000
Head of Class Endorsement	\$82
Workers Compensation Premium Estimate	\$2,950
Statutory State- NC	
Employers Liability	\$500/\$500/\$500
Payroll Estimate	\$500,000
Umbrella Premium Estimate	\$2,387
Limit of Liability	\$1,000,000
TOTAL ESTIMATED PREMIUM	\$11,159
Student Accident Coverage	\$7.00 per student

*Quote from an insurance provider included in Appendix M.

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C-238.29F (a).

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

 <hr style="width: 100%;"/> (Board Representative)	 <hr style="width: 100%;"/> (Date)
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Facility:

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools. What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix N).

Youngsville Academy plans to lease a temporary facility during the first two years of operation. We have worked with a Realtor to identify suitable vacant facilities within close proximity to downtown Youngsville. We will enter into leasing negotiations with facilities that are located within a 2.2 mile radius of downtown Youngsville.

These facilities are located on:

US Hwy 1A, Park Avenue (Between W Main Street and US Hwy 1)

US Hwy 96 (Between US Hwy 1A and US Hwy 1)

Fish Stallings Road (Between Holden Rd and US Hwy 1)

The identified buildings are well suited to handle carpool lines, with easy access to and from the school.

Search for land to build a permanent location will begin immediately following the opening of the Charter School.

Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.

Youngsville Academy is prepared to use portable classrooms as a temporary facilities solution if necessary, though unanticipated.

V. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2014-15 through 2018-2019

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

See <http://www.ncpublicschools.org/fbs/stats/index.html>

(OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data

The formula for figuring these allotments can be found in the Resource Guide.

LEA #1 Franklin County, LEA # 350

Revenue	\$ Per Pupil	Projected LEA ADM	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
State Funds	4910		4910	4910	4910	4910	4910
Local Funds	1413		1413	1413	1413	1413	1413
Federal EC Funds							
Enrollment			72	108	144	180	204
Totals			\$455,256	\$682,884	\$910,512	\$1,138,140	\$1,289,892

LEA #2 Wake County, LEA # 920

Revenue	\$ Per Pupil	Projected LEA ADM	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
State Funds	4910		4910	4910	4910	4910	4910
Local Funds	1950		1950	1950	1950	1950	1950
Federal EC Funds							
Enrollment			36	54	72	90	102
Totals			\$246,960	\$370,440	\$493,920	\$617,400	\$699,720

LEA #3 Granville County, LEA # 390

Revenue	\$ Per Pupil	Projected LEA ADM	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
State Funds	4910		4910	4910	4910	4910	4910
Local Funds	1400		1400	1400	1400	1400	1400
Federal EC Funds							
Enrollment			12	18	24	30	34
Totals			\$75,720	\$113,580	\$151,440	\$189,300	\$214,540
Grand Totals			\$777,936	\$1,166,904	\$1,555,872	\$1,944,840	\$2,204,152

Total Budget: Revenue Projections 2014-15 through 2018-2019

INCOME: REVENUE PROJECTIONS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
- <i>State ADM Funds</i>	<u>\$589,200</u>	<u>\$883,800</u>	<u>\$1,178,400</u>	<u>\$1,473,000</u>	<u>\$1,669,400</u>
- <i>Local Per Pupil Funds</i>	<u>\$188,736</u>	<u>\$283,104</u>	<u>\$377,472</u>	<u>\$471,840</u>	<u>\$534,752</u>
- <i>Exceptional Children Federal Funds</i>	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
- <i>Other Funds*</i>	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
- <i>Working Capital*</i>	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
TOTAL INCOME	<u>\$777,936</u>	<u>\$1,166,904</u>	<u>\$1,555,872</u>	<u>\$1,944,840</u>	<u>\$2,204,152</u>

***If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank statements, etc., on the availability of these funds.**

Assurances are needed to guarantee these additional sources of revenue are available. Please include these as Appendix P.

Personnel Budget: Expenditure Projections 2014-15 through 2018-2019

This Personnel list may be amended to meet the needs of the charter school. This list should align with the projected staff located in the Operations Plan (Appendix K).

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	Staff (#)	Salary per (\$)	Total salary(\$)	Staff (#)	Salary per (\$)	Total salary(\$)	Staff (#)	Salary per (\$)	Total salary (\$)	Staff (#)	Salary per (\$)	Total salary (\$)	Staff (#)	Salary per (\$)	Total salary (\$)
Personnel:															
Lead Administrator	1	65,000	65,000	1	66,950	66,950	1	68,958	68,958	1	70,000	70,000	1	70,000	70,000
Assistant Administrator	1	34,500	34,500	2	37,500	75,000	2	40,000	80,000	2	42,500	85,000	2	45,000	90,000
Office Staff	1	25,000	25,000	1	25,500	25,500	2	26,000	52,000	2	26,500	53,000	2	27,000	54,000
Testing Coordinator	.5	12,500	12,500	.5	15,000	15,000	1	25,000	25,000	1	25,500	25,500	1	26,000	26,000
Finance Officer	.5	22,000	22,000	.5	22,000	22,000	.5	22,000	22,000	.5	22,000	22,000	.5	22,000	22,000
Core Content Teacher(s)	6	34,000	204,000	9	35,020	315,180	12	36,070	432,840	15	37,152	557,280	17	38,267	650,539
Electives / TA(s)	2	25,000	50,000	3	25,500	76,500	4	26,000	104,000	6	26,500	137,500	7	27,000	167,000
Exceptional Children Teacher(s)	1	34,000	34,000	1	35,020	35,020	1	36,070	36,070	2	37,152	74,304	2	38,267	76,534
Custodian	1	12,000	12,000	1	15,000	15,000	1	15,000	15,000	1	15,000	15,000	1	15,000	15,000
Transportation Staff															
Professional Development	1	15,000	15,000	1	15,000	15,000	1	15,000	15,000	1	15,000	15,000	1	15,000	15,000
Total Personnel	15		449,000	20		626,150	25.5		810,868	32.5		1,034,584	35.5		1,162,073
Benefits:	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total
Total Benefits	15	18%	\$85,320	20	18%	\$119,007	25.5	18%	\$153,156	32.5	18%	\$195,225	35.5	18%	\$218,893
Total Personnel Budget	15		\$559,320	20		\$780,157	25.5		\$1,004,024	32.5		\$1,279,809	35.5		\$1,434,966

*Applicants may amend this table and the position titles to fit their Education and Operations Plans.

Operations Budget: Expenditure Projections 2014-15 through 2018-2019

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Books and Supplies	Curriculum/Texts	35,000	20,000	22,500	25,000	26,500
	Testing Supplies	6,000	8,000	10,000	12,000	14,000
	Classroom Allowances	1,800	2,700	3,600	4,500	5,100
Technology	Hardware/Software	10,000	10,000	10,000	10,000	10,000
Office	Supplies, including photocopies	15,000	15,000	15,000	15,000	15,000
Human Resources Costs	Software, Filing, and Legal Fees	10,000	10,000	10,000	10,000	10,000
Rent and Debt Services	Facility Lease/Maintenance	90,000	170,000	170,000	170,000	170,000
	Custodial Supplies	5,000	8,000	8,000	8,000	8,000
Utilities	HVAC, Power, Water	15,000	20,000	22,500	24,500	26,500
Other	Insurances (page 19)	13,000	13,500	14,000	14,500	15,000
	Marketing Plan	5,000	5,000	5,000	5,000	5,000
	Transportation Plan				60,000	60,000
	Food Plan	10,800	16,200	21,600	27,000	32,400
	Travel Expenses	2,000	2,000	2,000	2,000	2,000
Discretionary	Teacher/Equipment Needs	15,000	22,500	30,000	42,500	50,000
Reserves	Additions to Financial Reserves		45,000	80,000	105,000	120,000
	TOTAL OPERATIONS	\$233,600	\$372,900	\$424,200	\$535,000	\$569,500

***Applicants may amend this table and the position titles to fit their Education and Operations Plans.**

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2014-2015	2014-2015	2015-2016	2016-2017	2017-2018
TOTAL EXPENDITURES (PERSONNEL)	559,320	780,157	1,004,024	1,279,809	1,434,966
TOTAL EXPENDITURE (OPERATIONS)	243,600	372,900	424,200	535,000	569,500
TOTAL EXPENDITURES	792,920	1,148,057	1,428,224	1,814,809	2,004,466
TOTAL REVENUE	777,936	1,166,904	1,555,872	1,944,840	2,204,152
ANNUAL NET PROJECTIONS	-\$14,984	\$18,847	\$127,648	\$130,031	\$199,686

Budget Narrative: (No more than one and a half pages)

The board experience with charter and private schools has fortunately been with operations that have operated with very little overhead. Even in the first year, the school comes close to break-even and indeed accomplishes breakeven in year two. Key to our budget and ultimate success is a strict focus on our mission and not getting carried away with extras that cost lots of money and provide little academic return. Managing a joyful learning environment costs little; it is simply managed and designed to be that way. We are confident in our budgetary projections, however, we are prepared should enrollment fall short or unanticipated events cause an increase in costs.

Please include additional information that showcases all assumptions for your budgetary calculations.

1. Describe the budgetary projections and explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?

In analyzing enrollment at the 3 public schools that serve Youngsville and then the 5 public schools that are within a reasonable commute to Youngsville discovered a projected demand that should be almost twice what has been built into our operating plan/budget. Demand for nearby Charter Schools in Louisburg and Wake Forest confirms the demand for Charter School K-5 offerings in nearby communities. In our research we found Youngsville citizens taking their children on 30 and 45 minute one way commutes to attend Charter Schools in Wake County. The school breakeven is not realized until the second year when the school is operating with 180 students. Although not anticipated, if enrollment in year one is below what we have projected, we will adjust some of the extras that are planned and we will enlist parent involvement, a resource that has already been volunteered by those expressing interest in the school.

2. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors

School accounting will be managed through QuickBooks. The Principal, and founder of the school has already managed schools with very low overhead support, making all purchases for the school and utilizing a contracted services for handling payables and payroll. The board, which includes a CPA, will assist the school in selecting an accountant to provide contract services to the school. Our preference is to use a local accounting professional.

3. Explain how the spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.

As is evidenced by the budget, the first two years focus heavily on the core operations of the school with expansion of programs being introduced as enrollment in the school and associated funds grow. Critical to success is being open in communicating with families about the fact that the school will indeed be growing into the fullness of its offerings over the course of three or four years. The academic program will be sound day one and the “extras” will continue to strengthen with the growth of the school.

4. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school’s core operation depends.

We have secured a commitment for \$100,000.00 as a loan from an individual party to give us operating funds for the first year. The loan and repayment has not yet been included in the budget, interest is 6.5% based on today’s market. The board will need to decide if, when, and how we take advantage of these funds. We are continuing to look for additional donations and loans and feel confident that we will have at least \$250,000 available to call upon (including the \$100,000.00 mentioned) by January of 2014.

5. Discuss the school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. What is the school’s break-even student enrollment figure for each of the first five years?

In addition to providing an education program that will assure outstanding performance by at-risk students, our model is operationally economical. We will always be trying to “do more with less”. Breakeven for year 1 is only 3 students above our projected enrollment of 120. So by adding one student per class we could actually cover our costs in year one, however to assure the quality of education we decided not to add the one student to each class, “just to make the numbers work”. We have a vision and we are sticking to it. By year two we are operating in the green and will have done all that can be done to assure the quality of the education we are providing.

Breakeven for Youngsville Academy

Year of Operation	Breakeven Headcount	Projected Enrollment
2014 – 2015	123	120
2015 – 2016	177	180
2016 – 2017	221	240
2017 – 2018	280	300
2018 – 2019	310	340

6. Year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

The loan we have already secured does not require payments until year two. Additionally we will be looking for donations and grants that do not require repayment. There are cost cutting opportunities and we already have volunteers, including board members, that would help cover the bases to reduce costs in event of not meeting the revenue projections. The school is not modeled on volunteer resources and we will try to avoid that if possible as employees are much easier to keep focused on the mission.

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

Describe the procedure and method for conducting an independent financial audit for the proposed charter school.

The goal of the financial audit is to ensure that we are managing our finances efficiently, legally and ethically.

Our Principal and Board will work with an independent financial auditor to confirm that we are practicing proper financial accounting. Our Board of Directors and school leadership have an extensive background in finance and accounting. North Carolina CPA Gerry Schuetz, a member of the Board of Directors, will work with Principal Larry Henson to ensure proper procedures and methods are implemented. Checklists will be created for assisting external auditors and for helping to make sure that we keep our finances in order.

The financial audit should include analysis of financial statements and accounting records, verify accuracy of accounts payable for suppliers making sure that balance of accounts payable match up with suppliers'/creditors' statements, review all revenue for the period comparing against bank statements to assure revenue is matched with deposits, look at all cash disbursements for the period again making sure that all records match up, assess all assets and cash holdings looking into all bank accounts and petty cash funds and any other asset and make sure the asset items are listed on the balance sheet, and looking at compensation to make sure payments are in line with the budget and board directives.

Provide the name and contact information of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. If a firm has yet to be identified please list the firms the board has investigated.

Name: Julie Ayers
Address: 212 W. Matthews St. Suite 102, Matthews, NC 28105
Phone Number: 704.841.1120
Fax Number: 704.841.4901

VI. LEA IMPACT

LEA Impact Statement:


Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will be located. The applicant must submit their application to the LEA within **seven (7) days** from the due date so that proof of submission can be included in the complete application packet. The LEA may then submit information or comment directly to the Office of Charter Schools for consideration by the State Board of Education.

VII. SIGNATURES PAGE


The foregoing application is submitted on behalf of Youngsville Academy Charter School The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: Larry Henson

Board Position: Founder

Signature:  Date: 2/28/13

Sworn to and subscribed before me this 28th day of February, 2013.

 Meredith Harrison
Notary Public Official Seal

My commission expires: 7/5, 2015.

VIII. APPENDICES

- A.** Evidence of Educational Need (No more than a total of five pages)
- B.** Proposed Curriculum Outline(s) (First Five Years)
- C.** Student Conduct Handbook (Draft)
- D.** Federal Documentation of Tax Exempt Status
- E.** Charter School Board Member Information Form and Resume
- F.** Proposed Bylaws of the Non-Profit Organization
- G.** Articles of Incorporation
- H.** Copy of Non-Profit Organization Board Policies
- I.** Copies of Meeting Minutes
- J.** CMO/EMO Contract
- K.** Projected Staff
- L.** Employment Policies (Draft)
- M.** Insurance Quotes
- N.** Facility Form
- O.** Copies of Completed Facility Inspections
- P.** Revenue Assurances and/or Working Capital Report
- Q.** IRS Form 990
- R.** Additional Appendices Provided by Applicant (10 page Limit)